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Imperialism

Analyzing Visual Primary Sources
World History Series

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Printed in the United States of America

ISBN 1-56004-310-5

Product Code: ZP422

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Introduction

Primary sources are the building blocks of history. Using these sources to introduce students to historical periods offers students the opportunity to become historians themselves—to analyze the evidence, form hypotheses, and learn how to support arguments based on evidence. They learn what it means to interpret the past in ways that provide meaning for the present. Textual primary sources can often be difficult for students to engage with because they are often couched in unfamiliar language from a different historical era. Visual primary sources can prove more appealing and accessible to students, and they also involve different types of “reading” skills.

How to Use This Product

This PowerPoint® presentation is designed to walk students through the process of primary source interpretation. Slides help to focus students’ attention and train them how to “read” visual primary sources. Targeted questions and enlarged insets from images help to train students to see deeper into the historical record, to uncover evidence that, though plainly before their eyes, is not always obvious at first glance.

Let Us Know What You Think

At Social Studies School Service, we always strive to provide the best supplemental curriculum materials at a superior value. If you have feedback that could help us improve this product, requests for other titles in this series, or stories of how it has helped your students, please let us know. You can e-mail us at access@socialstudies.com.

We look forward to hearing from you.

Dr. Aaron Willis
Chief Education Officer
Social Studies School Service



Imperialism



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- The Role of Ideology



- Empire Building



- Nationalism



- Exploitation of Indigenous Peoples



- Indigenous Responses to Imperialism



Imperialism

- How to define?
 - Imperialism is the policy by a stronger nation to attempt to create an empire by dominating weaker nations economically, politically, culturally, or militarily.
- Similar to colonialism
- Influence of the Industrial Revolution



Imperialism is the policy by a stronger nation to attempt to create an empire by dominating weaker nations economically, politically, culturally, or militarily.* Imperialism is similar to colonialism, but with one major difference: colonial powers settle the countries over which they gain control, while imperial powers do not. Nineteenth-century imperialism was spurred in large part by the Industrial Revolution. The development of new industrial economies in the 1700s and 1800s necessitated the acquisition of raw materials and thus created a desire to gain control of marketplaces: by 1900, Europe and the United States controlled more than 90% of Africa, more than 50% of Asia, and nearly all of Polynesia. Many factors contributed to this race for empire.

Europeans had long considered themselves superior—intellectually, culturally, and spiritually—to the “darker peoples” of the world. Europeans regarded their civilization as the ideal toward which all other peoples should aspire. Thus, many Europeans justified imperialism by claiming that they had a duty to “civilize” all the “primitive” peoples. These “primitives” were seen as being at a much lower level on the evolutionary scale; by learning from the examples set by the imperialists who came and grabbed control of their lands, the natives could “advance” more quickly and be delivered from what Europeans saw as ignorance, paganism, poverty, filth, and overall “backwardness.”

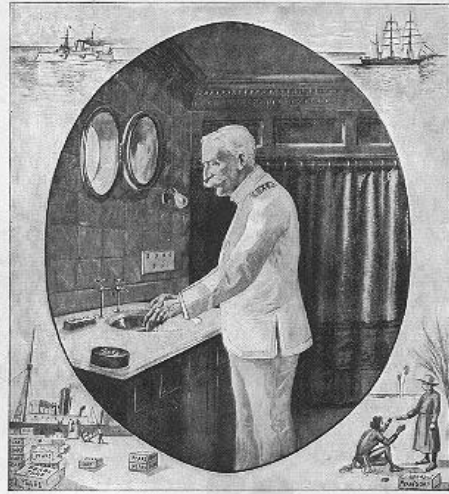
*Definition from *America: Pathways to the Present* (New Jersey: Pearson Prentice Hall, 2005, p. 981)

The Role of Ideology

- The desire to “civilize” non-Europeans
- The belief in social Darwinism
- Racism
- “The White Man’s Burden”

Both European nations and the United States participated in imperialist activities, believing in the superiority of the white race and in the idea that whites had the responsibility to civilize non-whites. The late 19th century saw a rise of a philosophy known as social Darwinism, which used the principles of natural selection to explain the need for stronger peoples to dominate weaker ones. “The White Man’s Burden,” a poem written by Rudyard Kipling and first published in 1899, urged “civilized” nations to extend their control over those who were “half-devil and half-child.”

The Role of Ideology



The first step towards lightening
The White Man's Burden
is through teaching the virtues of cleanliness.

Pears' Soap

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.

A. D. PEARCE, MANAGER.

Give students about one minute to view this slide.

- What type of source is this?
- How can you tell?
- Who might this man be?
- How can you tell?
- Where does he appear to be?

(Teacher's note: ask students to describe what they see.) This advertisement appeared in *McClure's* magazine in October 1899.

This an advertisement for Pears' hand soap showing a man on a ship washing his hands. He appears to be a naval officer, as he is in uniform. With a porthole visible to the left, he is on board a ship. He is Admiral George Dewey of the United States Navy, a major figure in the Spanish-American War.