

Extreme Effects of Imperialism

Grade Level: 9th Grade World History

Time Required: 1 period (42 minutes)

Objectives:

1. Compare and contrast the extreme effects of Imperialism in both Africa and the United States
2. List the 8 stages of genocide (Classification Symbolization Dehumanization Organization Polarization Preparation Extermination Denial)

BINARY PAIDEIA		
Society	Time Period	Society
Native American		African
Tribal	<i>Politeia/Regime</i>	Tribal/monarchy
Tribal/elder leaders	<i>Politeuma/Ruling Class</i>	Kings/Tribal leaders
Tradition/Folklore/ naturalistic beliefs/ fur trading/ hunting and gathering	<i>Paideia/What makes a society what it is</i>	Traditions/folklore/ Islamic Animist beliefs Economy based on resources/farming/herding animals
Courage/Honor	<i>Virtue/ The highest moral excellence</i>	Family Tradition/Tribal

Key Terms:

Assimilation
Genocide
Amerindian

Historical Background for the Teachers:

In the latter years of the 20th century and early 21st century, it became common to refer to the times as the Age of Imperialism, due to the increased economic and cultural interaction that was occurring among countries in every area of the world following Industrialization. Countries began to look beyond their own borders for goods to trade and necessary products that could be obtained for a lower price in other countries. Countries began looking for not just cheaper products but also cheap labor as well. The elder British Empire began looking for better economic opportunities in such places as Africa, India and Australia as the younger United States pressed for a westward expansion. Both countries believed “the time had come to ‘spread over’ gloomy surface light, liberty and civilization,’ and to expand influence” on these uncivilized groups, the Africans and the Native Americans.

With these many European nations wanting more resources to their industrial production, one new market colonial powers seized was in Africa. Stronger countries dominated the political, economic, and social life of these weaker countries. In the 1860’s David Livingstone sparked interest with an exploration

of the Congo. A belief in European superiority, fueled by racism and Social Darwinism, intensified each European country to claim land. “Commerce, Civilization and Christianity were to be conferred on Africa, just as Livingstone had intended. But they would arrive in conjunction with a fourth ‘C’: Conquest.” With the invention of the Maxim gun, technologically Europeans were far superior leaving local tribes no real chance staging resistance movements. The European powers desired and needed slaves, ports and other such raw materials. For example, the Congolese will be exploited and forced into labor, which will help build the colonies infrastructure for Belgium (especially in the search for rubber and ivory). It is claimed that 5 to 15 million Congolese were killed by King Leopold. After World War II, and many Africans fighting alongside Europeans, Africans began to question their own fight for independence. With a newly formed Negritude movement many countries fought for freedom; including Ghana, Kenya, Algeria, Congo and Angola. Upon gaining independence, one problem ensued; who was to be in control. With the departure of imperialist countries and the lack of organization these countries left the African nations in, power struggles broke out.

In Rwanda, formerly a country controlled by Belgium, struggled most with ethnic tensions and violence that would lead to genocide. The tiny nation in East Africa gained its independence in 1962. Over the next 30 years, the two main ethnic groups, the Hutus and Tutsis, often clashed. Upon Belgium’s departure the Tutsis (which made up about 20% of the population), who were considered to have more “white features” were placed into power. The Hutu’s resented this. In 1994, a newly elected Hutu President died in a suspicious plane crash. In the eight months to follow, Hutus slaughtered about 1 million Tutsis before Tutsi rebels put an end to the killings. This genocide was mostly carried out by two extremist Hutu militia groups, the Interahamwe and the Impuzamugambi, over the course of about 100 days, from April 6 through mid-July, 1994. Although European nations did not have a direct hand in the genocide, they urged these tensions to allow the groups to stay not unified; making it nearly impossible for these warring tribes to stage resistances.

Expansion not only had effects in the Western Hemisphere, but also through the rest of the world. Native Americans not only experienced brutality from the English but also later from Americans. This expansion was also sparked by the three G’s: Gold, God, and Glory, comparable to expansion throughout the world. Again, just as in Africa and India, this land belonged to the Amerindians and these Amerindians reacted as any citizen would to defend their country and land from invaders. Amerindians experienced from Europeans right out slaughter or disease in which they were not immune to, brought over by settlers. Military actions began as early as the Jamestown colony against Powhatan. It is debated that the most massive act genocide of all time occurred against the Native Americans of North America. The Trail of Tears and Indian Removal Act against the Cherokee are considered early examples within the 8 stages of genocide. About 17,000 Cherokees were removed from their home, while on the Trail of Tears about an estimated 4,000 died. David Stannard challenges that over 100,000 million deaths had occurred from violence or disease. In Chief Seattle’s speech, “The White Man Will Never Be Alone,” he discusses westward expansion and the “White Man’s” desire to expand boundaries and take land for resources and force assimilation. This speech, in context, can be compared to those chiefs and leaders in the nations of Africa, India or Southeast Asia, all dealing with comparable problems of Imperialist nations or colonization and the threat of force used by these countries (although Chief Seattle was allies with the White Man and even converted to Christianity).

Do Now Activity:

Using Homework assignment, the 8 stages of genocide (Classification, Symbolization, Dehumanization, Organization, Polarization, Preparation, Extermination, and Denial) give examples from the genocide in Rwanda where each stage was apparent.

Procedures:

- I. Previous Night's Homework: Cornell Notes on the "8 Stages of Genocide" and list any examples of prior genocides students have heard, read, or discuss prior to class
- II. Anticipatory Set: Class discussion on examples of the 8 stages of Genocide and when they were used in the genocide in Rwanda.
 - A. Classification: All cultures have categories to distinguish people into "us and them" by ethnicity, race, religion, or nationality: Hutu and Tutsi
 - B. Symbolization: Given names or other symbols to the classifications
 1. Though Hutu and Tutsi were forbidden words in Burundi until the 1980's, code-words replaced them (ex. Tutsi Cockroaches)
 2. Identification Cards
 - C. Dehumanization: At this stage, hate propaganda in print and on hate radios is used to vilify the victim group
 - Hate radio stations
 - D. Organization: Genocide is always organized, usually by the state, often using militias to provide deniability of state responsibility
 1. Interahamwe –Hutu extremist militia (MRND)
 2. Impuzamugambi (CDR)
 - both against dissenters as well of their Hutu extremism
 - E. Polarization: Extremists drive the groups apart. Hate groups broadcast polarizing propaganda. Laws may forbid intermarriage or social interaction
 - F. Preparation: Death lists are drawn up. Members of victim groups are forced to wear identifying symbols
 - G. Extermination: begins, and quickly becomes the mass killing legally called "genocide". Sometimes the genocide results in revenge killings (revenge by Hutu tribe vs. Tutsi) by groups against each other, creating the downward whirlpool-like cycle of bilateral genocide
 - H. Denial: The perpetrators of genocide dig up the mass graves, burn the bodies, try to cover up the evidence and intimidate the witnesses
- III. Separate Students into six groups. Handout Chief Seattle's speech "The White Man Will Never Be Alone." Students will not be giving any background on the speech, or information of author on speech (Student's will assume that they are reading a speech by an African tribal leader during the Scramble for Africa) Hand out one "Writing in the Margins" strategy to each group. Each group will be responsible for reading speech and complete assigned strategy (visualize, summarize, clarify, connect, respond, question).
 - A. Visualize – what the author is saying and draw an illustration in the margin. Visualizing what authors say will help clarify complex concept and ideas
 - B. Summarize – Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages.
 - C. Clarify – Clarify complex ideas present in the text. Readers clarify ideas through a process of analysis, synthesis and evaluation. Pausing to clarify ideas will increase your understanding of ideas in the text
 - D. Connect – Make connections within the reading to your own life and to the world. Making

connections will improve your comprehension of the text

- E. Respond – Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension.
- F. Question – Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader

VI. Upon completion of activity, review each section with groups. **Sting***** Upon completion, inform students that this was NOT a African tribal leader, but a Amerindian Chief discussing the conflicts between Indians and the white man.

V. Show video clip of Trail of Tears and Native American Genocide

VI. Closure: Ticket-Out “What were two shocking points in the video that you did not know before”

Homework:

-Perspective writing assignment: Students will write a short 1-pg journal from the perspective as a Hutu/Tutsi or Native American/ “White Man.”

Students will answer the following question:

“How has the concept of difference changed your life?”

Assessment:

- Student homework essay will be worth 20 points
- Class participation and completion of activity

Extension:

DBQ- Answer the following questions:

- Discuss the factors leading up to European imperialism in Africa and the white man in America
- Discuss the role that Europeans and Americans played in the lives of Africans and Native Americans during the second half the nineteenth- and first half of the twentieth-century
- Describe how Africans and Native Americans viewed imperialist nations, and discuss whether relations between these groups were permanently altered.

Resources:

Video- <http://www.youtube.com/watch?v=VD1MNH2S2M&feature=related>

Niall Ferguson – Empire: The Rise and Demise of the British World Order and the Lessons for Global Power

Author of Lesson:

Kate Bourquin and Maria Lario