



**Big Era Seven: Industrialization and Its Consequences,
1750-1914, CE**



**Close up Teaching Unit 7.5.1
Resistance to Imperialism in Africa, Asia, and the Americas, 1880-1914**

Table of Contents

Why this unit?	2
Unit objectives	2
Time and materials	3
Author	3
This unit's Big Question	3
The historical context	3
This unit in the Big Era timeline	4
Lesson 1: Overview of motives for imperial conquests	5
Lesson 2: Responses of Africans, Asians, and Americans: A jigsaw activity	11
Lesson 3: Inner/Outer seminar on the strengths or weaknesses of different strategies of response to foreign invasion	18
Assessment Guide for Teachers	20
This unit and the Three Essential Questions	21
This unit and the Seven Key Themes	21
This unit and the Standards in Historical Thinking	22
Resources	22
Correlations to National and State Standards	24
Conceptual links to other lessons	25

Why this unit?

Traditionally the so-called “new” imperialism of the late nineteenth and early twentieth centuries has been investigated from the perspective of the colonizers: their interests, ideologies, conflicts, and agreements with one another. But an equally important aspect of this contested period is the response of the people that imperial policies affected. While some of the leaders in regions that Europeans, Americans, or Japanese invaded worked with and benefited from the colonizers, most people did not. Peoples of Africa, Asia, and the Americas where imperial assaults occurred used a variety of competing strategies to respond in order to hold on to their traditional values, attempt to negotiate with the strangers, or to resist them forcefully. Some of these approaches worked in the long run, some in the short run or not at all. Most importantly, however, it is false to conclude that hopeless victims simply accepted foreign rule. Rather, a more interesting and historically accurate approach highlights diverse strategies used and analyzes why most of those strategies failed to accomplish their goals.

Students first investigate the key motives that European, American, and Japanese colonizers had for invading and ultimately taking over territories far removed geographically and culturally from the colonial **metropolises**, that is, from the countries that undertook imperial expansion. Then students analyze four case studies: one in western Africa, a second in eastern Africa, a third in the Philippines, and a fourth in Cuba. This approach allows classrooms to investigate eight different strategies that people employed in different places:

- Allying with or surrendering to the intruder.
- Accepting and assimilating to the intruder’s cultural ways.
- Organizing popular rebellion and engaging in guerrilla warfare.
- Organizing centralized resistance under the leadership of a ruler.
- Organizing non-violent protests.
- Standing true to the society’s cultural and moral values.
- Seeking help in resistance from the United States or other powerful countries.
- Seeking to reform the society’s **government** or social practices to prevent being invaded.

In the final lesson of the unit students take part in an open-ended seminar to compare and contrast the viability of different responses to invasion. Finally, students grapple with both the immediate and long term consequences of the diverse strategies that people used.

Unit objectives

Upon completing this unit, students will be able to:

1. Understand the key reasons that different colonizers used to justify their conquest and subjugation of territories in Africa, Asia, and the Americas.
2. Analyze a number of case studies as to how different Africans, Asians, and Americans responded to imperial conquest.

3. Compare, contrast, and assess the merits of diverse strategies deployed in response to foreign intrusions.
4. Discuss and analyze the immediate and long-term consequences of diverse approaches.

Time and materials

This unit should take about four class periods.

Materials required: laptop, computer projector, and screen for Lesson 1 only.

Author

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This unit’s Big Question

In what variety of ways did peoples of Africa, Asia, and the Americas respond to Western or Japanese imperial conquests in the 1880-1914 period, and why did the victims of invasions succeed in so few cases to preserve their political independence?

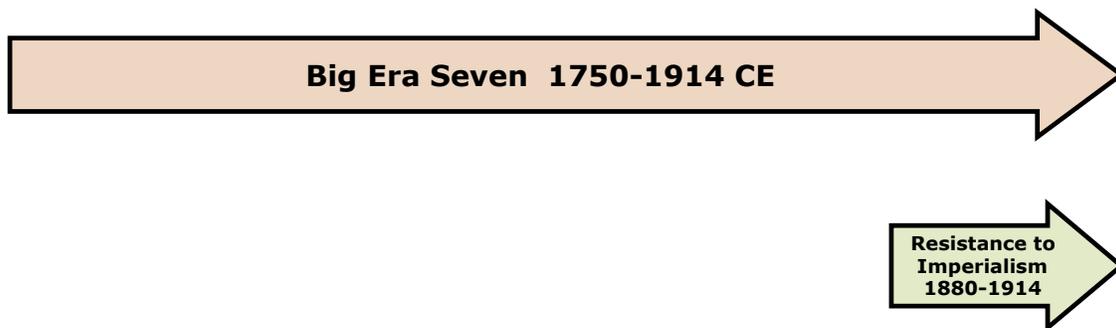
The historical context

As the industrial revolution gathered steam in the nineteenth century, the political and business leaders of industrializing countries recognized the need to seek important primary resources not available at home and to find new markets in which to sell the manufactured products that factories in Europe, the United States, and Japan were churning out. Industrializing states had limited knowledge of the resources they were likely to find or the markets they might capture abroad. They knew the least about the interior of tropical Africa. No major power, however, wanted any of the other powers to be the first to exploit new economic bonanzas in far off places and consequently to shift the balance of global power in their favor. Also, new ideologies—political, racist, and religious—contributed to a new spirit of adventure, gain, and control. Medical advantages allowed Europeans to travel to new places safely, and more advanced weaponry permitted them to defeat their opponents, if only after an extended struggle. Europeans, North Americans, and Japanese all put forward ideologies, often based on deeply flawed scientific notions, that non-Western peoples had inherent biological and cultural deficiencies. The Japanese made similar claims about their own superiority to all other peoples. Consequently, colonizers could more easily justify their invasions on the grounds that primitive African or Asian peoples would only benefit from greater contact with “[civilization](#).”

Meanwhile would-be colonizers had enough knowledge—albeit biased and limited—to undertake travels to places that were considered to be exotic and yet essential to their economic

and political futures in Africa, parts of Asia, the Pacific Islands, and the Caribbean region. This kind of knowledge, however, led to assumptions that, in turn, led to conflicts and civil wars in almost every place where conquering colonizers appeared. In Africa foreigners arrived, equipped with weapons, maps, treaties, medicine, and a sense of superiority that allowed them to ignore divergent African realities. Between about 1880 and the start of World War I, several imperial powers (seven of them in Europe, plus the United States and Japan) reduced large new areas of the world to dependency, though in some cases only after long struggles. In Africa only Ethiopia and Liberia survived as genuinely sovereign states; in Asia only Japan, China, and Thailand did. In the Pacific Ocean basin, several of the conquering powers took control of numerous islands, including Hawaii.

This unit in the Big Era Timeline



Lesson 1

Overview of Motives for Imperial Conquests

Preparation

Make copies of Student Handout 1.

Introduction

This lesson investigates the key economic, ideological, political, and religious reasons that European, American, and Japanese colonizers put forward to justify invading and ultimately reducing to colonial dependency territories in other parts of the world.

Activities

Ask students to think about these four questions:

1. Why did many educated people in Europe and the United States believe that the world was made up of different races and that some races were both biologically and culturally superior to others?
2. How were these racial ideas used to justify imperial conquests in Africa, Asia, and the Caribbean?
3. How was the ideology of “social Darwinism,” which was derived inaccurately and misleadingly from Charles Darwin’s theory of evolution as set forth in *The Origin of Species* (1859), applied as a justification for imperial conquests?
4. What impact did ideas of racial superiority have on the establishment of European or American rule in overseas dependencies?

Ask students to do quiet work for several minutes to think about these four questions.

Discuss student responses to these questions as a whole class.

Distribute Student Handout 1 (Readings on Motives and Justifications for Colonial Conquests). Assign partners to read and share their observations about the readings in the handout. Ask them also to share their ideas of how the readings help answer the four questions. Have the partners write down their ideas for sharing with the whole class.

Ask each set of partners to share their observations briefly with the whole class. Also discuss whether some of the justifications for imperial conquest should be considered reasonable and valid.

Make a list of points of the discussion that help the four questions. Write these points on a board or project from a computer.

Assessment

Have students address the following questions in two to four well-written paragraphs: How did European countries and the United States explain and justify their invasion and conquest of extensive overseas territories in the late nineteenth century?

Lesson 1

Student Handout 1—Readings on Motives and Justifications for Colonial Conquests

1. **British Perspective:** Charles Wentworth Dilke, 1868

Many who are aware of the power of the English nations are nevertheless disposed to believe that our own is morally, as well as physically, the least powerful of the sections of the race or, in other words, that we are overshadowed by America and Australia. The rise to power of our southern colonies is, however, distant, and an alliance between ourselves and America is still one to be made on equal terms. Although we are forced to contemplate the speedy loss of our manufacturing supremacy as coal becomes cheaper in America and dearer in Old England, we have nevertheless as much to bestow on America as she has to confer on us. The possession of India offers to ourselves that element of vastness of dominion which, in this age, is needed to secure width of thought and nobility of purpose; but to the English race our possession of India, of the coasts of Africa, and of the ports of China offers the possibility of planting free institutions among the black-skinned races of the world.

Source: Excerpted from Charles Wentworth Dilke, “Greater Britain,” in John L. Heineman, ed., *Readings in European History: 1789 to the Present: A Collection of Primary Sources*, 2nd ed. (Dubuque, IA: Kendall Hunt, 1994), 177.

2. **British Perspective:** Karl Pearson, 1901

History shows me one way, and one way only in which a high state of civilization has been produced, namely, the struggle of race with race, and the survival of the physically and mentally fitter race. If you want to know whether the lower races of man can evolve a higher type, I fear the only course is to leave them to fight it out among themselves, and even then the struggle for existence between individual and individual, between tribe and tribe, may not be supported by that physical selection due to a particular climate on which probably so much of the Aryan’s success depended. . . . There is a struggle of race against race and of nation against nation. In the early days of that struggle it was a blind, unconscious struggle of barbaric tribes. At the present day, in the case of the civilized white man, it has become more and more the conscious, carefully directed attempt to fit itself to a continuously changing environment.

Source: Excerpted from Karl Pearson, “National Life from the Standpoint of Science,” in Heineman, *Readings in European History*, 171.

3. **French Perspective:** Edouard Guillon, 1881

[The natives] are great children who are just being admitted to civilization. Our task is traced out in advance. Is it not our duty to direct them, to instruct them, to educate them morally? In Indochina, as in Senegal or in Algeria, as everywhere that we find ourselves in the presence of

primitive or corrupt societies, our most useful auxiliaries will be missionaries and schoolmasters. What force can resist the two levers of religion and science? Let us know how to use them, and we shall have accomplished a useful and patriotic work. ...

Source: Edouard Guillon, "Les Colonies Francaises," in Heineman, *Readings in European History*, 180.

4. French Perspective: Jules Ferry, 1890

Colonial policy is the child of the industrial **revolution**. For wealthy countries where capital abounds and accumulates fast, where industry is expanding steadily, where even **agriculture** must become mechanized in order to survive, exports are essential for public prosperity. Both demand for labor and scope for capital investment depend on the foreign market ... All over the world, beyond the Vosges, and across the Atlantic, the raising of high tariffs has resulted in an increasing volume of manufactured goods, the disappearance of traditional markets, and the appearance of fierce competition. Countries react by raising their own tariff barriers, but that is not enough ... The protectionist system, unless accompanied by a serious colonial policy, is like a steam engine without a safety valve ... The European consumer market is saturated; unless we declare modern society bankrupt and prepare, at the dawn of the twentieth century, for its liquidation by revolution (the consequences of which we can scarcely foresee), new consumer markets will have to be created in other parts of the world. ... Colonial policy is an international manifestation of the eternal laws of competition.

Source: Excerpted from Jules Ferry, "Tonkin et la Mère-Patrie," in Heineman, *Readings in European History*, 184.

5. German Perspective: Friedrich Fabri, 1878

The fact is that England tenaciously holds on to its world-wide possessions with scarcely one-fourth the manpower of our [German] continental military state. That is not only a great economic advantage but also a striking proof of the solid power and cultural fiber of England. Great Britain, of course, isolates herself far from the mass warfare of the continent, or only goes into action with dependable allies; hence the insular **state** has suffered and will suffer no real damage. In any case, it would be wise for us Germans to learn about colonial skills from our Anglo-Saxon cousins and to begin a friendly competition with them. When the German Reich centuries ago stood at the pinnacle of the states of Europe, it was the Number One trade and sea power. If the New Germany wants to protect its newly won position of power for a long time, it must heed its culture-mission and, above all, delay no longer in the task of renewing the call for colonies.

Source: Excerpted from Friedrich Fabri, *Bedarf Deutschland der Kolonien*, in Heineman, *Readings in European History*, 179.

6. German Perspective: Wilhelm II, 1897

The voyage on which you are starting and the task you have to perform have nothing essentially novel about them ... May our countrymen abroad, whether priests or merchants or of any other calling, be firmly convinced that the protection of the German Empire, as represented by the imperial ships, will be constantly afforded them. Should, however, anyone attempt to affront us, or to infringe on our good rights, then strike out with mailed fist, and if God will, weave round your young brow the laurel which nobody in the whole German Empire will begrudge you.

Source: Excerpted from Wilhelm II's speech, in Heineman, *Readings in European History*, 183.

7. United States Perspective: Albert T. Beveridge, 1900

God has not been preparing the English-speaking and Teutonic peoples for a thousand years for nothing but vain and idle self-admiration. No! He has made us the master organizers of the world to establish systems where chaos reigns ... He has made us adept in government that we may administer government among savages and senile peoples.

Source: Excerpted from Richard Hofstadter, *Social Darwinism in American Thought*, in MaryAnn Janosik-Ghiandoni and Roberta Leach, eds., *U.S. History: The Emergence of Modern America, 1866 – 1920*, Book 2 (Culver City, CA: Center for Learning, Social Studies School Service, 2007), 115.

8. United States Perspective: Alfred T. Mahan, 1890

Whether we will it or no, Americans must now look outward. The growing production of the country demands it. An increasing volume of public sentiment demands it. The position of the United States, between the two Old Worlds and the two great oceans, makes the same claim which will soon be strengthened by the creation of the new link joining the Atlantic and Pacific. The tendency will be maintained and increased by the growth of the European colonies in the Pacific, by the advancing civilization of Japan, and by the rapid peopling of our Pacific States ... Three things are needful: First, protection of the chief harbors, by fortifications and coast-defense ships ... Secondly, naval force, the arm of offensive power, which alone enables a country to extend its influence outward. Thirdly, no foreign state should henceforth acquire a coaling station within three thousand miles of San Francisco.

Source: Excerpted from Alfred T. Mahan, *The Influence of Sea Power Upon History*, in Janosik-Ghiandoni and Leach, *U.S. History: The Emergence of Modern America*, 116.

9. Japanese Perspective: Okubo Toshimichi, 1874

If the people are adequately wealthy, it follows naturally that the country will become strong and wealthy ... If so, it will not be difficult for us to compete effectively against major powers. This has always been your subject's sincere desire. He is even more convinced of the necessity of its implementation today, and is therefore submitting humbly his recommendations for Your Majesty's august decision.

Source: Excerpted from Okubo Toshimichi, "Recommendation on Industrialization," in Merry E. Wiesner et al., eds., *Discovering the Global Past: A Look at the Evidence*, Vol. II: *Since 1400*, 2nd Ed. (Boston: Houghton Mifflin, 2002), 255.

10. Japanese Perspective: Ito Hirobumi, 1895

What then is the aim of the nation? It is the imperial aim decided upon at the time of the [Meiji] Restoration of imperial rule ... The aim of our country has been from the very beginning, to attain among the nations of the world the status of a civilized nation and to become a member of the comity of European and American nations which occupy the position of civilized countries.

Source: Excerpted from Ito Hirobumi, "Speech at a Homecoming Celebration," in Wiesner, *Discovering the Global Past*, 257.

Lesson 2

Responses of Africans, Asians, and Americans: A Jigsaw Activity

Introduction

This lesson investigates four case studies through a jigsaw activity. Groups of students become “experts” on four historical situations and analyze the responses of the people in four regions to the process of being colonized. This approach allows for an investigation of eight strategies of response that people tried in different places. These are:

- Allying with or surrendering to the intruder.
- Accepting and assimilating to the intruder’s cultural ways.
- Organizing popular rebellion and engaging in guerrilla warfare.
- Organizing centralized resistance under the leadership of a ruler.
- Organizing non-violent protests.
- Standing true to the society’s cultural and moral values.
- Seeking help in resistance from the United States or other powerful countries.
- Seeking to reform the society’s government or social practices to prevent being invaded.

Preparation

1. Copy Student Handouts 2.1-2.5. Make one copy of Student Handout 2.1 for each student, and enough copies of 2.2-2.5 for about one quarter of the students in the class.
2. Organize chairs and tables to form four “home groups” and four “expert” groups.

Jigsaw activity

1. Jigsaw: Divide class into four “home groups.” Assign each student in the home groups a document representing one of four regions where peoples responded to foreign conquest. Number the regions 1, 2, 3, or 4. In other words, a quarter of the students in a single home group will work with the document in Student Handout 2.2, a quarter with the document in Student Handout 2.3, and so on. If you have a large class, you may want to have multiple groups within each of the four home groups, so that groups are no larger than four people.

Group 1: The situation in West Africa among the Malinke people

Group 2: The situation in East Africa among the Kikuyu people

Group 3: The situation in the Philippines

Group 4: The situation in Cuba

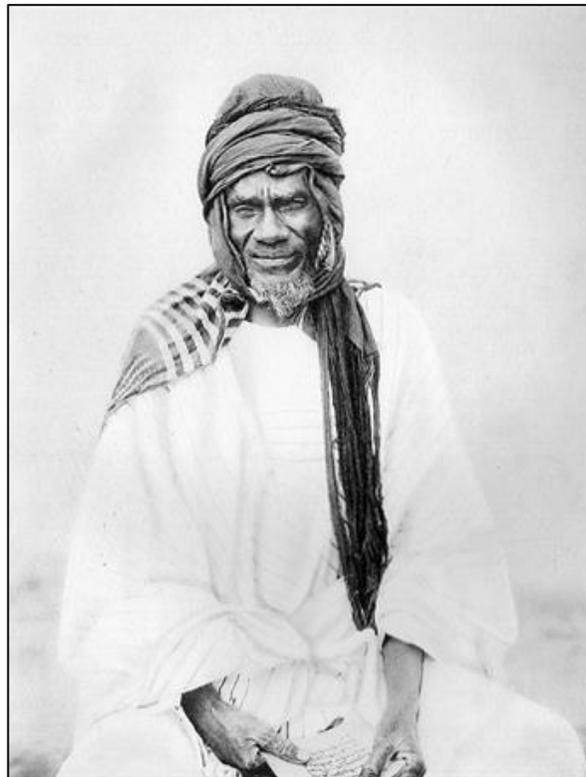
2. Explain that in each home group, students will read carefully, preferably twice, their assigned documents. They will then take some notes on their documents and answer briefly the five questions in Student Handout 2.1 (Questions about the documents). This first process should take at least 20 minutes.
3. Organize four temporary “expert groups.” Each of these groups should include all students from the home group that share the same region document. Ask the expert groups to discuss what they have learned about their assigned region by studying the document. The groups should identify the main points they think their document makes. The expert groups should also strategize how they will present what they have learned to their own home group.
4. Reconvene the home groups, where the members will present their findings for their assigned documents. Assign one student in the group as leader in managing the discussion. When one student is presenting, the others in the group should be encouraged to join in to ask for clarifications.
5. You, the teacher, should move from group to group, intervening only if a problem with the discussion arises.
6. Following the home group discussions or in the next class period, either give a quiz or pose questions to the whole class to assess what they learned about the response of the four regions to imperial intrusion. They should consider how strategies of defense differed and which were the most effective, at least in the short run.

Assessment

Use the material that you read in class with your group—on West Africa, East Africa, the Philippines, or Cuba—and any additional material from your textbook or other sources to make a poster or political cartoon opposed to the colonization of that particular region. Be sure to label your illustration and provide enough information, in words or visually, to try to persuade the colonizer to treat you as an equal or to leave you alone.

Lesson 2***Student Handout 2.1—Questions about the Documents***

1. What events are described in your document?
2. What strategies did the people in your document adopt to defend their interests?
3. Did some people adopt one strategy and others a different strategy? How?
4. Was a defense strategy effective in the short run, long run, or both? Why?
5. If it was not effective, what problems are the strategy likely to have had?



Samori Ture (c. 1830-1900), the West African state builder who resisted French imperial forces for nearly seventeen years. In this photo he is holding a copy of the Quran.

Source: Almami Samory Touré, Wikimedia Commons,
http://en.wikipedia.org/wiki/Samori_Ture.

Lesson 2

Student Handout 2.2—The Situation in West Africa among the Malinke People

Samori Touré had a vision of unity for the Malinke people, and thus started organizing his empire using traditional and innovative methods. He effectively organized Malinke chiefdoms into a single state under his authority, at the core of which was the army. He managed to increase loyalty to the state in the Malinke people who now thought as one united people ... this intensified their allegiance to him. His state was well-organized and efficient. Samori's army was powerful, disciplined, professional, and trained in modern day warfare. They were equipped with European guns. The army was divided into two flanks, the infantry or *sofa*, with 30,000 to 35,000 men, and the cavalry or *sere* of 3,000 men. Each wing was further subdivided into permanent units, fostering camaraderie among members and loyalty to both the local leaders and Samori himself. ... His empire reached his apogee between 1883 and 1887, and he took the title of *Almami* or religious leader of a Muslim empire.

Samori Touré created the Mandinka empire (the Wassoulou empire) between 1852 and 1882. His empire extended to the east as far as *Sikasso* (present-day Mali), to the west up to the *Fouta Djallon* empire (middle of modern day Guinea), to the north from *Kankan* to *Bamako* (in Mali); to the south, down to the borders of present-day Sierra Leone, Liberia, and Côte d'Ivoire. His capital was *Bisandugu*, in present day Gambia. ... From 1882 to 1885, Samori fought the French and had to sign infamous treaties in 1886 and then 1887. In 1888, he took up arms again when the French reneged on the treaty by attempting to foster rebellion within his empire. He defeated the French several time between 1885 and 1889. After several confrontations, he concluded several treaties with the French in 1889. In 1890, he reorganized his army, and signed a treaty with the British in Sierra Leone, where he obtained modern weapons. He re-organized his army so as to stress defense, and employed guerilla tactics. ...

Between 1893 and 1898, Samori's army retreated eastward, toward the *Bandama* and *Como* (in modern day Côte d'Ivoire), conquering huge territories in the northern part of modern-day Côte d'Ivoire. He led the scorched earth tactic, destroying every piece of land he evacuated. Although that tactic cut him from his new source of weapons in Liberia, he still managed to delay the French. He formed a second empire, and moved his capital to *Kong*, in upper Côte d'Ivoire. On May 1, 1898, the French seized the town of *Sikasso* and his army took up positions in the Liberian forests to resist a second invasion. This time Samori's army fought valiantly but was no match to the power of the French arsenal. Samori, forced to fight a total war against a foreign invader, and fighting against all odds, was captured on September 29, 1898, in his camp in *Gué(lé)mou* in present-day Côte d'Ivoire. He was exiled to Gabon where he died two years later on June 2, 1900.

Source: Dr. Y., *African Heritage: A Blog about African History and Heritage through Audio and Video Files*, Web, 6 Aug. 2012.

Lesson 2

Student Handout 2.3—The Situation in East Africa among the Kikuyu People

In the following selection, Chief Kabongo, of the Kikuyu tribe of Kenya, describes what happened to his people when the British took control of Kikuyu land. In his lifetime—from the 1870s to the 1950s—Chief Kabongo saw the sharp changes that took place after the coming of the white man.

For some years my eldest son had been going to a school kept by some Pink Cheeks only two hours' journey away. These were not the White Fathers, to whom my brother had gone, but were quite different. ... It was in these days that a Pink Cheek man came one day to our Council. He came from far, from where many of these people lived in houses made of stone and where they held their own Council. He sat in our midst and he told us of the king of the Pink Cheeks, who was a great king and lived in a land over the seas. "This great king is now your king," he said. "And this land is all his land, though he has said you may live on it as you are his people and he is as your father and you are as his sons."

This was strange news. For this land was ours. We had bought our land with cattle in the presence of the Elders and had taken the oath and it was our own. We had no king, we elected our Councils and they made our laws. A strange king could not be our king and our land was our own. We had had no battle. No one had fought us to take away our land as in the past had sometimes been. This land we had had from our fathers and our fathers' fathers, who had bought it. How then could it belong to this king? With patience, our leading Elder tried to tell this to the Pink Cheek and he listened. But at the end he said, "This we know. But in spite of this, what I have told you is a fact. You have now a king—a good and great king who loves his people, and you are among his people. In the town called Nairobi is a council or government that acts for the king. And his laws are your laws." ...

The Council met again under the Mugomo tree. There were few, for the new laws of the Pink Cheeks had forbidden big meetings. I looked round at my friends and was sad. Their faces were anxious and their skin was loose on their bones. Even Muonji, who always used to joke, had no smile. For each one had been hungry for many days, and each one told the same story. Everywhere there was a shortage of food, for there was no land and all the time people were being sent back from distant parts. There was uneasiness and some of our tribesmen were troubling our people too much because they wanted to drive the Pink Cheeks from our country. This the Elders told in Council and were uneasy, for we wanted no war with the Pink Cheeks; we only wanted land to grow food. ... The young men are learning new ways, the children make marks which they call writing. ...

Source: Richard St. Barbe Baker, *Kabongo: The Story of a Kikuyu Chief* (Weatley, GB: George Ronald, 1955), 107-27.

Lesson 2

Student Handout 2.4—The Situation in the Philippines

The Battle of Manila Bay was the first hostile engagement of the Spanish-American War. In the darkness before dawn, Commodore Dewey's ships passed under the siege guns on the island of Corregidor at the entrance to Manila Bay and by noon on May 1, 1898 had destroyed the Spanish fleet. Aguinaldo arrived back in the Philippines on May 19, 1898 and resumed command of his rebel forces. The Filipino rebels routed the demoralized Spanish forces in the provinces and laid siege to Manila. From the balcony of his house in Cavite, Emilio Aguinaldo proclaimed the independence of the Philippines on June 12, 1898. ...

By late July, 12,000 American troops had arrived from San Francisco. The Spanish governor, Fermín Jaudenes, negotiated the surrender of Manila with an arranged show of resistance that preserved Spanish sensibilities of honour and excluded Aguinaldo's Filipinos. The Americans took possession of Manila on August 13, 1898. As it became apparent that the United States did not intend to recognize Philippine independence, Aguinaldo moved his capital in September from Cavite to the more defensible Malolos in Bulacan. That same month, the United States and Spain began their peace negotiations in Paris. The Treaty of Paris was signed on December 10, 1898. By the Treaty, Cuba gained its independence and Spain ceded the Philippines, Guam, and Puerto Rico to the United States for the sum of US\$20 million. ... Filipino nationalists were incensed at the arrogance of the imperial powers to bargain away their independence for the tidy price of US \$20 million with not so much as a pretence of consultation with Filipinos. Given its own history of colonial revolution, American opinion was uncomfortable and divided on the moral principle of owning colonial dependencies. Having acquired the Philippines almost by accident, the United States was not sure what to do with them. ... On January 23, 1899 [Aguinaldo] proclaimed the Malolos Constitution and the First Philippine Republic. The hostilities in the Philippine War of Independence began on February 4, 1899 and continued for two years. The United States needed 126,000 soldiers to subdue the Philippines. The war took the lives of 4,234 Americans and 16,000 Filipinos. As usually happens in guerrilla campaigns, the civilian population suffers the worst. As many as 200,000 civilians may have died from famine and disease.

As before, the Filipino rebels did not do well in the field. Aguinaldo and his government escaped the capture of Malolos on March 31, 1899 and were driven into northern Luzon. Peace feelers from members of Aguinaldo's cabinet failed in May when the American commander, General Ewell Otis, demanded an unconditional surrender. Aguinaldo disbanded his regular forces in November and began a guerrilla campaign concentrated mainly in the Tagalog areas of central Luzon. Aguinaldo was captured on March 23, 1901. In Manila he was persuaded to swear allegiance to the United States and called on his soldiers to put down their arms.

Source: Spanish-American War/War of Philippine Independence 1898 – 1901,
<http://www.ualberta.ca/~vmitchel/fw4.html>, web, 6 Aug. 2012.

Lesson 2

Student Handout 2.5—The Situation in Cuba

Don José Julián Martí y Pérez was born in Havana in 1853, and sentenced to prison as a teenager for expressing his support for the revolution (during the Ten-Year War). After his sentence he traveled to Spain, where he received degrees in law and philosophy before returning to Cuba. He was banished again for supporting the idea of Cuban independence and traveled to Paris and Venezuela, before settling in New York in 1881, earning a living as a writer and teacher.

José Martí was one of the great writers of the Hispanic world. His written works include poems, children stories, plays, articles and commentaries.

In 1892 Martí dedicated himself exclusively to planning and organizing what became Cuba's second *war of independence*. Aside from enlisting the support of Ten-Year War veterans *Antonio Maceo*, *Maximo Gomez* and others, he started the Cuban Revolutionary Party, which raised funds for the war and established a Cuban government that would take over when the war was over.

By March 1894, Martí began to push for immediate revolutionary action. Historian Philip Foner sheds light on his urgency: "Martí's impatience to start the revolution for independence was affected by his growing fear that the imperialist forces in the United States would succeed in annexing Cuba before the revolution could liberate the island from Spain. Martí noticed with alarm the movement to annex Hawaii, viewing it as establishing a pattern for Cuba ..."

Martí died in battle shortly after the war began. He is known in Cuba as the father of the *Cuban Revolution*.

Source: Jerry A. Sierra, "José Martí—A Brief Intro," 500 Years of Cuban History, History of Cuba.com <http://www.historyofcuba.com/>, 6 Aug 2012.

Lesson 3

Inner/Outer Seminar on the Strengths or Weaknesses of Different Strategies of Response to Foreign Invasion

Preparation

Rearrange seats in your classroom into two circles.

Introduction

This lesson uses the material from the previous lesson so that students may assess whether any or all of the strategies that were used in the four case studies worked in the short run or long run for peoples who tried to defend themselves against outside intrusion. The point of this seminar is to encourage students to use evidence to raise questions about what people did, why they carried out the strategy they did, the possibilities that strategy opened, and the limitations that emerged from it.

On pages 2 and 11 of this Unit, eight potential strategies for responding to foreign intrusion were listed. These strategies are:

- Allying with or surrendering to the intruder.
- Accepting and assimilating to the intruder's cultural ways.
- Organizing popular rebellion and engaging in guerrilla warfare.
- Organizing centralized resistance under the leadership of a ruler.
- Organizing non-violent protests.
- Standing true to the society's cultural and moral values.
- Seeking help in resistance from the United States or other powerful countries.
- Seeking to reform the society's government or social practices to prevent being invaded.

Activities

Split the class into two or more groups. Ask the students in one group to sit in the inner circle of chairs. Have the students in all other groups sit in the outer circle. This type of activity is called a fish bowl. Appoint a student facilitator to lead the inner circle first in having the members ask each other questions about the strategies that the people in each of the four case studies adopted.

Then have the inner circle discuss how effective the strategy was. Every student in the inner circle should speak for at least two minutes. Students in the outer circle should take notes on what they hear. When the time for the inner circle discussion is up (depending on class length and how many total groups have been formed), have the students in the inner circle move out and a new group move in. Halfway through the allotted time, the circles switch place. The new group in the inner circle builds on the discussion of the first group. This inner circle group and any following one should also consider these two questions.

1. Considering the eight strategies, which one do you think was the most effective in the short run?
2. Considering the eight strategies, which one do you think was the most effective in the long run?

Assessment

1. Ask students to write three paragraphs about the strategy which they think was the most effective in the long run and why that was the case. Students may write this essay as homework.

or

2. Ask students to choose what they think were *three* of the most effective strategies. Have them also explain in a brief essay why they chose those strategies. Students may write this essay as homework.

Assessment Guide for Teachers

Lesson 1 documents:

- Charles Wentworth Dilke: political power, racial dominance, competition with others, spread British values.
- Karl Pearson: the stronger race will dominate by conquering others.
- Edouard Guillon: the French need to spread their educational and religious values among less fortunate people.
- Jules Ferry: industrial countries need resources and markets.
- Friedrich Fabri: to compete with Britain, Germany too needs colonies.
- Wilhelm II: men who conquer are doing “God’s work” and will be protected by the German military.
- Albert T. Beveridge: Americans are doing “God’s work” as they conquer and explore on behalf of the US.
- Alfred T. Mahan: Americans need to expand in the Pacific to help the US grow, protect navy, and borders from others.
- Okubo Toschimichi: make Japan wealthy and compete with other powers to become a great power.
- Ito Hirobumi: to be a civilized nation one needs to have colonies.

Lesson 2 documents:

- The situation in western Africa among the Malinke people, 1880s–1890s: with a combination of military tactics and guerilla warfare, the Malinke under Samori Toure defended themselves against the French invaders; effective in the short run; overpowered in the long run; implication that guerilla warfare was successful for several years.
- The situation in eastern Africa among the Kikuyu people, late 1890s: a generational divide developed, where older men and women wanted to follow traditional values, while younger men turned to partial assimilation to the colonizer’s cultural model.
- The situation in the Philippines, 1890s: the US involved itself in civil war, and Aguinaldo, the guerilla leader, considered himself betrayed; it did not appear possible to see the US as an ally.
- The situation in Cuba, 1890s: similar to the Philippines, but oppositional movement was less organized.

This unit and the Three Essential Questions

 <p>HUMANS & the ENVIRONMENT</p>	<p>What effects do you think European conquest of tropical regions of Africa and Southeast Asia might have had on the natural environment?</p>
 <p>HUMANS & other HUMANS</p>	<p>European-led forces that conquered most of Africa and Southeast Asia were often made up mainly of African or Asian soldiers from regions other than the one where conquest was taking place. For example, troops from British-ruled India took part in invasions of Southeast Asian and East African territories. Why do you think African or Asian soldiers would be willing to fight against other Africans or Asians and on the side of European colonizers?</p>
 <p>HUMANS & IDEAS</p>	<p>An ideology of pseudo-scientific racism, meaning “fake” or “phony” science, shaped European justifications for seizing control of African and Asian territory. Research ways in which European writers tried to use what they called scientific ideas, methods, and experiments to demonstrate that Europeans were not only culturally but also biologically superior to Africans and Asians.</p>

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 3: Use and Abuses of Power

Key Theme 4: Have and Have-Nots

Key Theme 5: Expressing Identity

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological Thinking

The student is able to (F) reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (A) identify the author or source of the historical document or narrative and assess its credibility.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (C) analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental, and the irrational.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (C) interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.

Historical Thinking Standard 5: Historical Issues-Analysis and Decision-Making

The student is able to (A) identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Resources

Resources for teachers

African Heritage: A Blog about African History and Heritage. 5 August 2012, <http://afrolegends.com/2011/04/30/samori-toure-african-leader-and-resistant-to-french-imperialism/>. An interesting web site about different aspects of African History with intriguing materials.

Richard St. Barbe Baker, *Kabongo: The Story of a Kikuyu Chief*. Weatley, GB: George Ronald, 1955. A compelling case of the complexity of changing political and social relations in the period when Britain seized Kenya.

Heineman, John L., ed. *Readings in European History: 1789 to the Present: A Collection of Primary Sources*. 2nd ed. Dubuque, IA: Kendall Hunt, 1994. An excellent collection of primary sources with documents related to nationalism, Darwinism, and imperialism; while some documents may be too long for secondary school students, they lend themselves well to editing.

Janosik-Ghiandoni, MaryAnn and Roberta J. Leach, eds. *Overseas Expansion in U.S. History: The Emergence of Modern America, 1866 – 1920*, Part 4, Book 2. Culver City, CA: Center for Learning, Social Studies School Service, 2007. Four useful lessons on aspects of US expansion in this period; camera ready to be used.

Kennedy, Paul. *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. New York: Vintage Books, 1987. A classic overview of the interests of the industrialized powers.

O'Reilly, Kevin, *Imperialism and Progressivism: Decision Making in U.S. History*. Culver City, CA: Center for Learning, Social Studies School Service, 2007. An excellent resource that revolves around student role-playing and making decisions in a number of situations; this resource includes a wealth of well-chosen primary sources and lesson plans.

Pakenham, Thomas. *The Scramble for Africa: The White Man's Conquest of the Dark Continent from 1870 to 1912*. New York: Random House, 1991. A long but rousing popular account of the encounter between European intruders and African peoples. Bursting with good stories and anecdotes.

Sierra, Jerry A. *History of Cuba.com*. <http://www.historyofcuba.com/history/funfacts/jm-short.htm>. 6 Aug. 2012. A history of Cuba with pictures, cartoons, and text.

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at the Evidence*. Vol. 2: *Since 1400*. 2nd Ed. Boston: Houghton Mifflin, 2002. Material comparing and contrasting developments in Germany and Japan; incorporates pictures, primary sources, and questions.

Resources for students

Berman, Daniel and Robert Rittner. *The Industrial Revolution: A Global Event: A Simulation for Grades 8 -12* (UCLA: National Center for History in the Schools, 1998). A great and fun simulation that profiles Brazil, China, Egypt, Germany, Great Britain, India, Japan, and South Africa. Teachers can choose how many case studies to use so that students can role-play different people in these situations.

Getz, Trevor R and Liz Clarke. *Abina and the Important Men: A Graphic History*. New York: Oxford UP, 2012. A fascinating account, both as a graphic history and as a primary source, of an episode in western Africa in the 1870s that has world historical connections in its telling and its message.

Johnson, Jean Elliott and Donald James Johnson. *The Human Drama: World History from 1450 - 1900 C.E.* Princeton, NJ: Markus Wiener Publishers, 2011. An excellent text for students focusing on the ways in which history evolves and people influence its course.

Wright, Donald R. *The World and a Very Small Place in Africa: A History of Globalization in Niimi, the Gambia*. 3rd Ed. Armonk, NY: M. E. Sharpe, 2010. An interesting discussion of a particular place in Africa in the context of world history developments.

Correlations to National and State Standards

National Standards for World History

Era 7: An Era of Revolutions, 1750-1914. 2B: The student understands the varying responses of African peoples to world economic developments and European imperialism.

California: History-Social Science Content Standard

Grade Ten, 10.4.3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Michigan High School Content Expectations – Social Studies

WHG Era 6 – An Age of Global Revolutions, 18th Century-1914. 6.2.4. Imperialism – Analyze the responses to imperialism by African and Asian peoples. 6.3.3. Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g. ... the Congo).

Conceptual links to other teaching units



PANORAMA



Big Era Seven Panorama Teaching Unit Industrialization and Its Consequences, 1750-1914

In the second half of the nineteenth century, industrialization fueled by coal and steam permitted certain European states, plus the United States and Japan, to exert more manufacturing and technological power than other regions. These advances, including weaponry, tropical medicines, and communication and transport systems, enabled these powerful states to invade and conquer, or at least dominate economically, just about any society in the world they chose.



LANDSCAPE



Big Era Seven Landscape Teaching Unit 7.5 The Experience of Colonialism, 1850-1914

Rival European states (mainly Britain, France, Germany, Italy, Portugal, and King Leopold in Belgium), fearing one another's capacity to gain economic and strategic resources, launched assaults on almost every part of Africa and Southeast Asia, starting in the 1870s. The United States and Japan undertook imperial adventures of their own. Peoples subjected to these invasions put up sustained resistance in a variety of ways. But as of 1914 few of them remained free of Western or Japanese domination.



CLOSEUP

Big Era Seven Closeup Teaching Unit 7.5.1 Resistance to Imperialism in Africa, Asia, and the Americas, 1880-1914

Peoples under threat of Western or Japanese conquest in the later nineteenth century responded in a variety of ways. Some groups took up armed resistance, some negotiated for the best terms they could get from invading forces, some tried to flee out of reach of the colonizers, and some were obliged to surrender in disastrous circumstances. In these crises local peoples were as much agents of change in that era as were the intruders.