

Contents

Lesson 1: Causes & Justifications for Imperialism

- Slide 2: Frayer- Imperialism
- Slide 3: Notice, Wonder, Think

Lesson 2: Imperialism in Africa

- Slide 4: Frayer- Justify
- Slide 5: Evaluate the Claim

Lesson 3: British Imperialism in Africa

- Slide 6: Frayer- Settler Colonialism
- Slide 7: A-Z Guide

Answer Key: Slides 16–29

Lesson 4: Imperialism in East & Southeast Asia

- Slide 8: Frayer- Exploitation
- Slide 9: Anticipatory Guide

Lesson 5: Rebellions against Imperialism

- Slide 10: Frayer- Uprising
- Slide 11: Quickwrite

Lesson 6: Comparing Local Colonial Perspectives

- Slide 12: Frayer- Self-Determination
- Slide 13: Video Reflection

Lesson 7: Imperialism & Art

- Slide 14: Repatriation
- Slide 15: Give One, Get One

<div data-bbox="0 0 247 60">Definition</div> <div data-bbox="28 125 937 300">the maintaining and extending of power and influence over foreign nations through diplomacy or military force</div>	<div data-bbox="1767 0 1932 60">Quote</div> <div data-bbox="975 65 1922 404">"Ultimately, imperialism involves one state undermining the capacity of another state or people to determine their own political and economic path." - Atul Kohli, <i>Imperialism and the Developing World: How Britain and the United States Shaped the Global Periphery</i>, 2020.</div>
<div data-bbox="614 414 1298 627"><div data-bbox="714 442 1197 529">Imperialism</div><div data-bbox="724 573 1188 616">My understanding: 4 3 2 1</div></div>	
<div data-bbox="0 1026 266 1081">Illustration</div>	<div data-bbox="289 977 1661 1081"><div data-bbox="299 1021 985 1059">Name: _____</div><div data-bbox="994 1021 1207 1059">Date: _____</div><div data-bbox="1217 1021 1632 1059">Class: _____</div></div> <div data-bbox="1690 1004 1922 1059">Question</div>

NOTICE

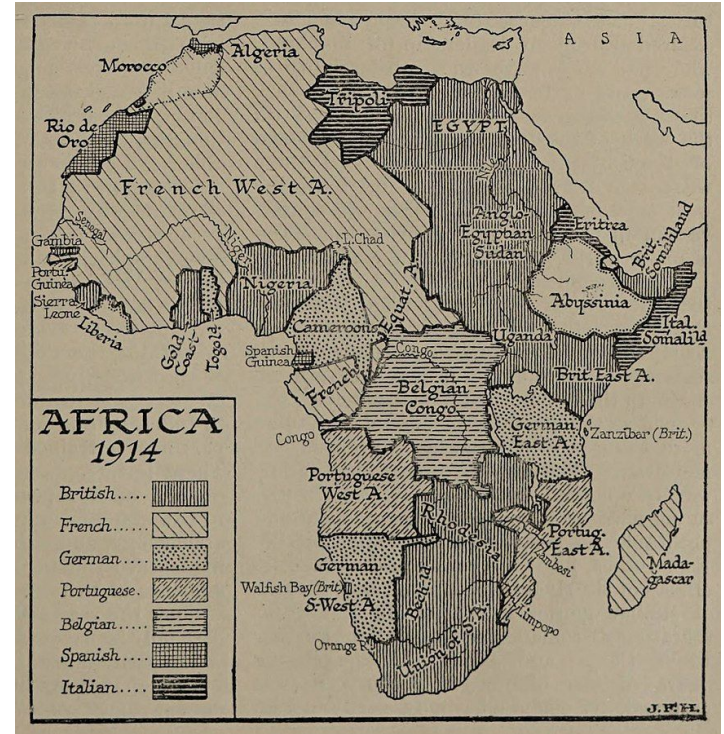
What do you see that seems interesting or important?

WONDER

What questions do you have about this image?

THINK

What do you suppose is going on this image?



Source: J.F. Horrabin, "Africa 1914," a map featured in: H.G. Wells, *The Outline of History: Being a Plain History of Life and Mankind*, 1923. Public Domain.

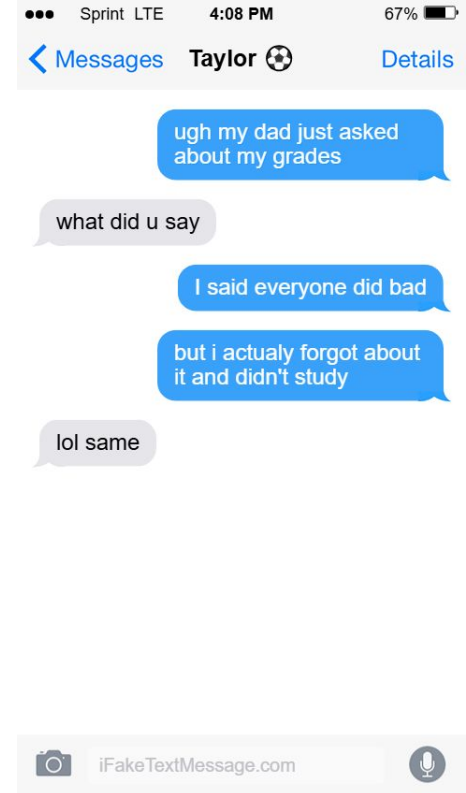
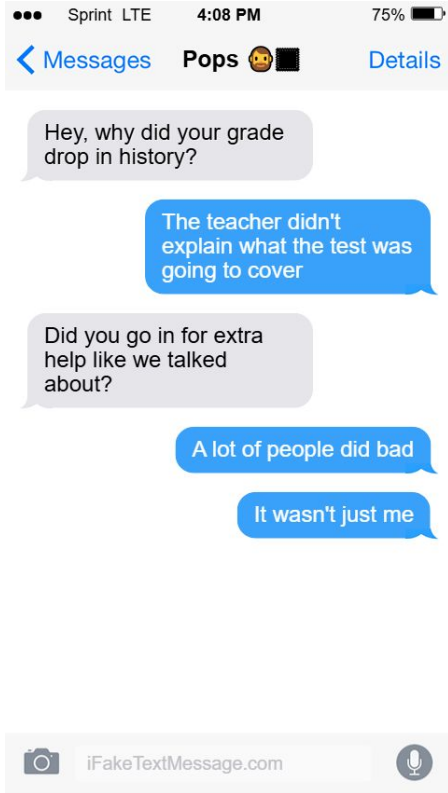
Name: _____ Date: _____ Class: _____

<div data-bbox="0 0 247 60" data-label="Section-Header">Definition</div> <div data-bbox="67 125 898 234" data-label="Text"><p>to defend as right and/or necessary; to prove reasonable</p></div>	<div data-bbox="1767 0 1922 60" data-label="Section-Header">Quote</div> <div data-bbox="975 65 1922 447" data-label="Text"><p>"And since imperialism needed justification, racism... [was] a tool used by Europeans to justify exploitation and oppression in the form of imperialism." - Dan Stone & Richard H. King, <i>Hannah Arendt and the Uses of History: Imperialism, Nation, Race, and Genocide</i>, 2008.</p></div>
<div data-bbox="614 414 1298 627" data-label="Complex-Block"><div data-bbox="821 442 1091 529">Justify</div><div data-bbox="724 573 1188 616">My understanding: 4 3 2 1</div></div> <div data-bbox="0 971 241 1081">Use in a Sentence</div> <div data-bbox="289 977 1661 1081"><div data-bbox="299 1021 985 1059">Name: _____</div><div data-bbox="994 1021 1207 1059">Date: _____</div><div data-bbox="1217 1021 1632 1059">Class: _____</div></div> <div data-bbox="1690 1026 1922 1081">Question</div>	

Evaluate the Claim

Using the text messages, evaluate the claim:
Justification, or providing reasons to defend an action, can be used to explain behavior but does not always make an action right or acceptable.

1. What two justifications were given for the bad history exam score?
2. Why do people change how they justify actions depending on their audience?
3. Why might someone justify their actions instead of taking responsibility?



Name: _____ Date: _____ Class: _____

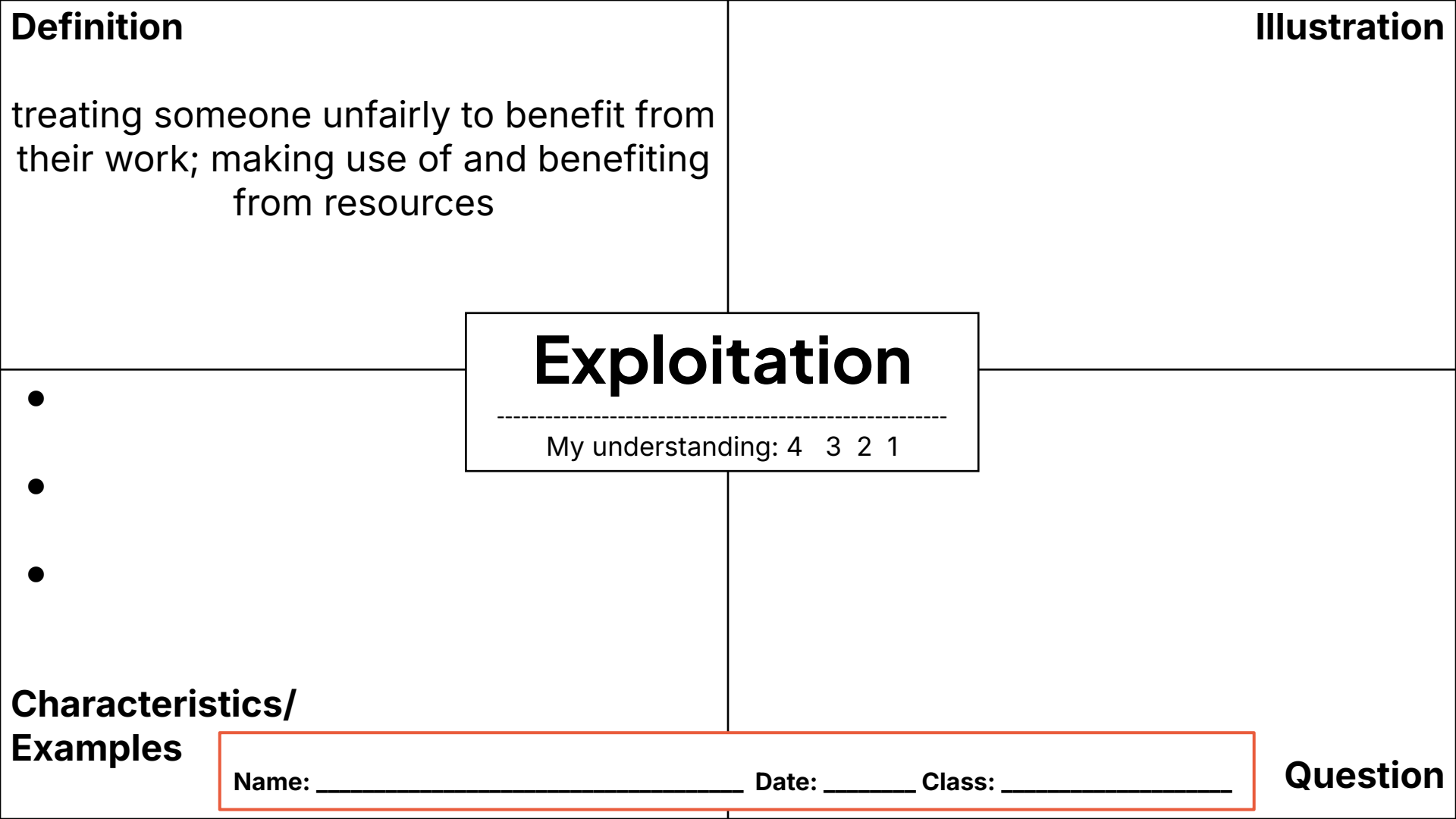
<div data-bbox="19 10 241 60" data-label="Section-Header">Definition</div> <div data-bbox="19 125 946 300" data-label="Text"> <p>a system of oppression that aims to displace a population and replace it with a new immigrant population</p> </div>	<div data-bbox="1767 10 1922 60" data-label="Section-Header">Quote</div> <div data-bbox="975 65 1922 496" data-label="Text"> <p>"The objective of settler colonialism is to terminate Indigenous peoples as nations... to make the land available to European settlers. Extermination and assimilation are the methods used."</p> <p>- Roxanne Dunbar-Ortiz, <i>Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion</i>, 2021.</p> </div>
<div data-bbox="614 414 1298 627" data-label="Complex-Block"> <div data-bbox="633 442 1278 507" data-label="Section-Header">Settler Colonialism</div> <div data-bbox="724 562 1188 606" data-label="Text"> <p>My understanding: 4 3 2 1</p> </div> </div> <div data-bbox="289 977 1661 1081" data-label="Form"> <div data-bbox="299 1021 1651 1064" data-label="Text"> <p>Name: _____ Date: _____ Class: _____</p> </div> </div> <div data-bbox="19 1042 260 1092" data-label="Section-Header">Illustration</div> <div data-bbox="1700 1042 1922 1092" data-label="Section-Header">Question</div>	

A-Z Guide

In the boxes, write words relating to or describing the topic listed below. Put the word in the box with the first letter of the word. Try to use as many letters as you can!

Topic: Imperialism		
A:	B:	C:
D:	E:	F:
G:	H:	I:
J:	K:	L:
M:	N:	O:
P:	Q:	R:
S:	T:	U:
V:	W:	X:
Y:	Z:	

Name: _____ Date: _____ Class: _____



Anticipatory Guide

In the "Before Lesson" column, write an "A" if you agree or a "D" if you disagree with the statement in the row. Then, using the "After Lesson" Column, reevaluate the statement and write an "A" or a "D" with an explanation to reflect your informed opinion.

Before Lesson	Statement	After Lesson
	The British initially introduced opium to China as a medical treatment.	
	The British banned opium at home but profited from its sale in China.	
	The Opium Wars resulted in a decisive victory for China.	
	Spheres of influence allowed foreign powers to control trade in specific regions.	
	The Japanese attempted to control Koreans by forcing them to assimilate.	
	The United States used an equal partnership approach to imperialism.	

Name: _____ Date: _____ Class: _____

Definition	Illustration
<p>the act of resistance or rebellion; to revolt</p>	
<div><h1>Uprising</h1><p>My understanding: 4 3 2 1</p></div>	
<ul style="list-style-type: none">	
<p>Characteristics/ Examples</p>	<p>Question</p>

Name: _____ Date: _____ Class: _____

Quickwrite: In 3-5 sentences, answer the following prompt.

How does this image illustrate the idea of a false choice (where both options lead to a similar outcome)? Use evidence from the image.



Source: Louis Dalrymple, "Commerce vs. Conquest," in *Puck Magazine*, February 2, 1898. Library of Congress.

Caption: Uncle Sam (to John Bull) "Don't scare him, John, the way those other fellows are doing. Tell him all we want is to have him open his harbors and markets to everybody!"

Name: _____ Date: _____ Class: _____

<div data-bbox="19 10 241 54" data-label="Section-Header">Definition</div> <div data-bbox="48 125 917 294" data-label="Text"> <p>a people's right to make their own choices in regards to governance and statehood</p> </div>	<div data-bbox="1767 10 1912 54" data-label="Section-Header">Quote</div> <div data-bbox="975 65 1903 393" data-label="Text"> <p>"... the enjoyment of the right of self-determination... is the prerequisite for the enjoyment of all other human rights."</p> <p>- Jörg Fisch, <i>The Right of Self-Determination of Peoples: The Domestication of an Illusion</i>, 2015.</p> </div>
<div data-bbox="19 513 57 786" data-label="List-Group"> <ul style="list-style-type: none"> • • • </div> <div data-bbox="19 911 396 1021" data-label="Section-Header"> Characteristics/ Examples </div>	<div data-bbox="614 414 1298 627" data-label="Complex-Block"> <div data-bbox="637 442 1275 513" data-label="Section-Header">Self-Determination</div> <div data-bbox="656 535 1255 551" data-label="Text">-----</div> <div data-bbox="724 562 1188 606" data-label="Text">My understanding: 4 3 2 1</div> </div> <div data-bbox="289 977 1661 1075" data-label="Form"> <div data-bbox="299 1021 1642 1059" data-label="Text"> Name: _____ Date: _____ Class: _____ </div> </div> <div data-bbox="1700 1010 1912 1053" data-label="Section-Header">Question</div>

VIDEO REFLECTION:

In 3-5 sentences, answer the following prompt.

In what ways did African women resist not just colonial power, but also gender expectations?



[PLAY VIDEO](#): Why were Nigerian women rioting in 1929?

Name: _____ Date: _____ Class: _____

Definition

the act of returning items to the places
and people they come from

Quote

"Cultural nationalists... argue that the repatriation of the Benin Bronzes would symbolize the end of colonialism because holding on to the artifacts glorifies the violence of colonialism and the racism associated with it."

- Alex Lesseliers, "Repatriation of the Benin Bronzes: an Ethical and Legal Discussion," *Center for Art Law*, June 19, 2023.

Repatriation

My understanding: 4 3 2 1

Illustration

Name: _____ Date: _____ Class: _____

Question

Give One

Get One

PROMPT:

1. Student Name

Egypt is demanding the return of artifacts from the Smithsonian.

2. Should they be returned? Explain.

MY ANSWER:

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

Name: _____ Date: _____ Class: _____

Definition

the maintaining and extending of power and influence over foreign nations through diplomacy or military force

Quote

"Ultimately, imperialism involves one state undermining the capacity of another state or people to determine their own political and economic path."

- Atul Kohli, *Imperialism and the Developing World: How Britain and the United States Shaped the Global Periphery*, 2020.

Imperialism

My understanding: 4 3 2 1



How were the people of the countries affected by imperialism?

Illustration

Name: _____ Date: _____ Class: _____

Question

NOTICE

What do you see that seems interesting or important?

The map shows the lands in Africa that are controlled by various European countries.

WONDER

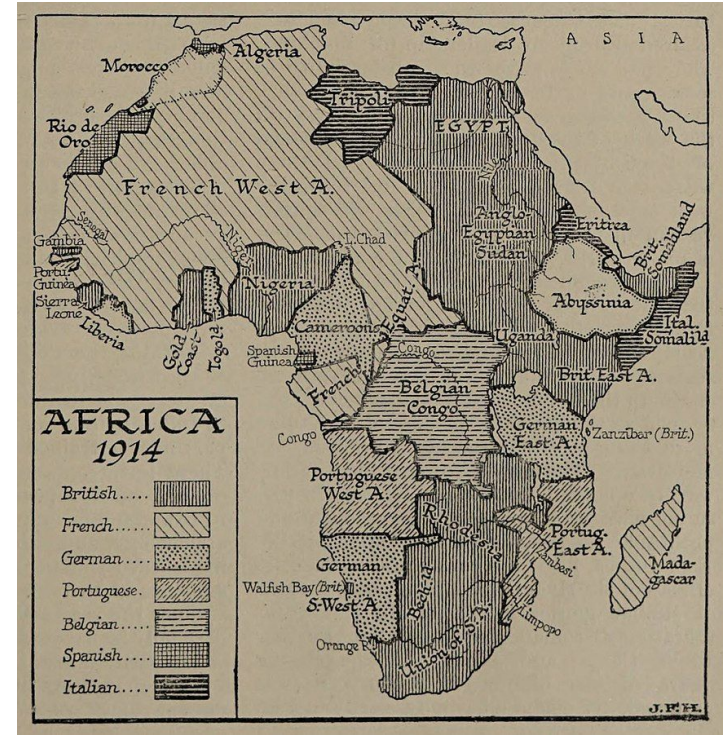
What questions do you have about this image?

How were these boundaries determined?

THINK

What do you suppose is going on this image?

The map is highlighting European colonialism in Africa.



Source: J.F. Horrabin, "Africa 1914," a map featured in: H.G. Wells, *The Outline of History: Being a Plain History of Life and Mankind*, 1923. Public Domain.

Name: _____ Date: _____ Class: _____

<div data-bbox="0 0 247 60" data-label="Section-Header">Definition</div> <div data-bbox="67 125 898 234" data-label="Text"> <p>to defend as right and/or necessary; to prove reasonable</p> </div>	<div data-bbox="1767 0 1922 60" data-label="Section-Header">Quote</div> <div data-bbox="975 65 1922 447" data-label="Text"> <p>"And since imperialism needed justification, racism... [was] a tool used by Europeans to justify exploitation and oppression in the form of imperialism." - Dan Stone & Richard H. King, <i>Hannah Arendt and the Uses of History: Imperialism, Nation, Race, and Genocide</i>, 2008.</p> </div>
<div data-bbox="0 971 241 1081" data-label="Section-Header">Use in a Sentence</div>	<div data-bbox="1690 1026 1922 1081" data-label="Section-Header">Question</div>

Justify

My understanding: 4 3 2 1

I had to justify my answer in class by providing evidence.

What arguments did the Spanish use to justify their colonization of the Americas?

Name: _____

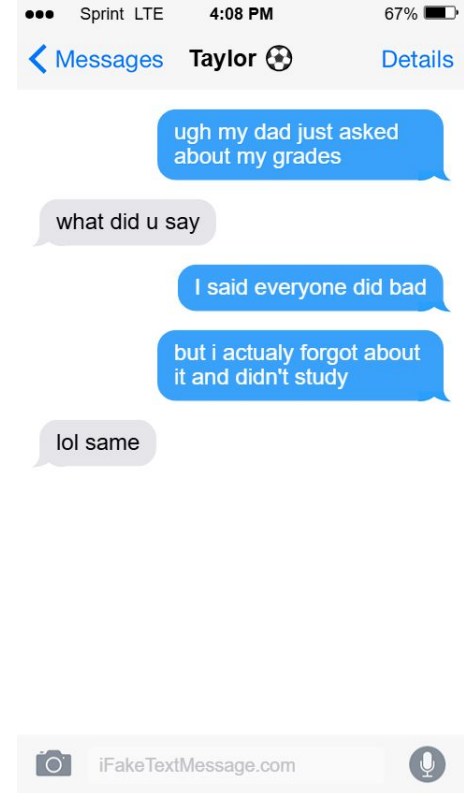
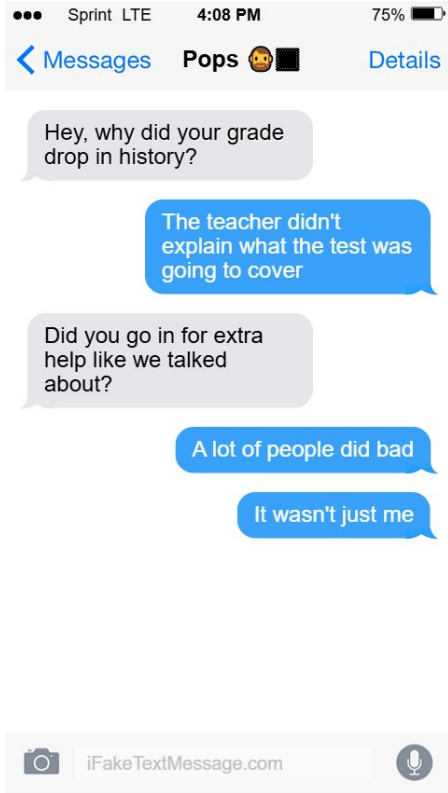
Date: _____

Class: _____

Evaluate the Claim

Using the text messages, evaluate the claim:
Justification, or providing reasons to defend an action, can be used to explain behavior but does not always make an action right or acceptable.

1. What two justifications were given for the bad history exam score?
The teacher didn't explain the material
They forgot about the exam and didn't study
2. Why do people change how they justify actions depending on their audience?
They want to avoid consequences or gain sympathy.
3. Why might someone justify their actions instead of taking responsibility?
To protect their reputation or avoid guilt.



Name: _____ Date: _____ Class: _____

Definition

a system of oppression that aims to displace a population and replace it with a new immigrant population

Quote

"The objective of settler colonialism is to terminate Indigenous peoples as nations... to make the land available to European settlers. Extermination and assimilation are the methods used."

- Roxanne Dunbar-Ortiz, *Not "A Nation of Immigrants": Settler Colonialism, White Supremacy, and a History of Erasure and Exclusion*, 2021.

Settler Colonialism

My understanding: 4 3 2 1



How is settler colonialism different from other forms of colonialism or imperialism?

Illustration

Name: _____ Date: _____ Class: _____


Question

A-Z Guide

In the boxes, write words relating to or describing the topic listed below. Put the word in the box with the first letter of the word. Try to use as many letters as you can!

Topic: Imperialism		
A: Annexation	B: Berlin Conference	C: Colonization
D: Dominate	E: Exploitation	F: Forced Labor
G: Gold	H: Harsh Treatment	I: Industrial Revolution
J: Justification	K: King Leopold II	L: Liberia
M: Military	N: Nationalism	O: Oppression
P: Partitioning	Q: Quinine	R: Rebber
S: Scramble for Africa	T: Trade	U: Uprising
V: Violence	W: White Man's Burden	X: Xenophobia
Y: Yellow Peril	Z: Zeal	

Name: _____ Date: _____ Class: _____

Definition	Illustration
<p>treating someone unfairly to benefit from their work; making use of and benefiting from resources</p>	 <p>The illustration shows two black silhouettes. On the left, a person stands holding a stack of money and a book. On the right, another person is crouched in a field, working with a small plant. This visualizes the concept of one person benefiting from the labor of another.</p>
<p>Characteristics/ Examples</p> <ul style="list-style-type: none">● Slavery● Child labor● Power imbalance	<p>Question</p> <p>Is there more or less exploitation today than in other historical periods?</p>

Exploitation

My understanding: 4 3 2 1


Name: _____ Date: _____ Class: _____

Anticipatory Guide

In the "Before Lesson" column, write an "A" if you agree or a "D" if you disagree with the statement in the row. Then, using the "After Lesson" Column, reevaluate the statement and write an "A" or a "D" with an explanation to reflect your informed opinion.

Before Lesson	Statement	After Lesson
Answers will vary.	The British initially introduced opium to China as a medical treatment.	Disagree: The British introduced Opium to China primarily for trade profit.
Answers will vary.	The British banned opium at home but profited from its sale in China.	Agree: The British outlawed opium domestically but sold it in China to fund trade and gain wealth.
Answers will vary.	The Opium Wars resulted in a decisive victory for China.	Disagree: China lost the Opium Wars and was forced into unequal treaties.
Answers will vary.	Spheres of influence allowed foreign powers to control trade in specific regions.	Agree: Foreign powers controlled trade and resources in assigned Chinese regions.
Answers will vary.	The Japanese attempted to control Koreans by forcing them to assimilate.	Agree: Japan forced Koreans to adopt Japanese names, language, and culture.
Answers will vary.	The United States used an equal partnership approach to imperialism.	Disagree: The U.S. treated its colonies paternalistically, not at equal partners.

Name: _____ Date: _____ Class: _____

Definition	Illustration
<p>the act of resistance or rebellion; to revolt</p>	
<div data-bbox="616 416 1296 628"> <h1>Uprising</h1> <hr/> <p>My understanding: 4 3 2 1</p> </div>	
<p> Characteristics/ Examples </p> <ul style="list-style-type: none"> • Use of violence • French Revolution • Haitian Revolution 	<p> Question </p> <p>Why do some uprisings succeed while others fail?</p>

Name: _____
Date: _____
Class: _____

Quickwrite: In 3-5 sentences, answer the following prompt.

How does this image illustrate the idea of a false choice (where both options lead to a similar outcome)? Use evidence from the image.

This image illustrates a false choice by depicting China as being forced to choose between opening its markets willingly or facing military aggression, but both options ultimately benefit imperial powers. Uncle Sam (representing the U.S.) and John Bull (Britain) provide an offering of trade, yet behind them, armed European soldiers stand ready to use force. The Chinese leader appears reluctant, slouched and frowning, showing that he has little real power in the situation. The caption, **"Commerce vs. Conquest,"** suggests that while trade is presented as a peaceful alternative, it is still a form of imperial control, making true independence an illusion.



Source: Louis Dalrymple, "Commerce vs. Conquest," in *Puck Magazine*, February 2, 1898. Library of Congress.

Caption: Uncle Sam (to John Bull) "Don't scare him, John, the way those other fellows are doing. Tell him all we want is to have him open his harbors and markets to everybody!"

Name: _____ Date: _____ Class: _____

Definition a people's right to make their own choices in regards to governance and statehood	Quote "... the enjoyment of the right of self-determination... is the prerequisite for the enjoyment of all other human rights." - Jörg Fisch, <i>The Right of Self-Determination of Peoples: The Domestication of an Illusion</i> , 2015.
<div data-bbox="614 416 1298 628"> Self-Determination ----- My understanding: 4 3 2 1 </div> <ul style="list-style-type: none"> ● Independence ● Sovereignty ● No colonial power 	<div data-bbox="977 656 1895 765"> When did self-determination become a protected right? </div> <div data-bbox="291 976 1663 1079"> Characteristics/ Examples Name: _____ Date: _____ Class: _____ </div>
	Question

VIDEO REFLECTION:

In 3-5 sentences, answer the following prompt.

In what ways did African women resist not just colonial power, but also gender expectations?

African women resisted not only colonial power but also gender expectations by taking bold, organized political action at a time when women were not expected to lead. In the 1920s, more than 10,000 Igbo women in Nigeria protested new British tax policies that violated traditional norms, where women were typically exempt from taxation. Their strategic, women-led resistance—known as the Aba Women's Riot—challenged both colonial authority and societal expectations that women remain politically passive. By leading mass protests, clashing with colonial troops, and demanding justice, they carved out space for women in public leadership and inspired future movements. Their actions defied both foreign rule and restrictive gender roles, proving that women could be powerful agents of change.



[PLAY VIDEO](#): Why were Nigerian women rioting in 1929?

Name: _____ Date: _____ Class: _____

Definition

the act of returning items to the places
and people they come from

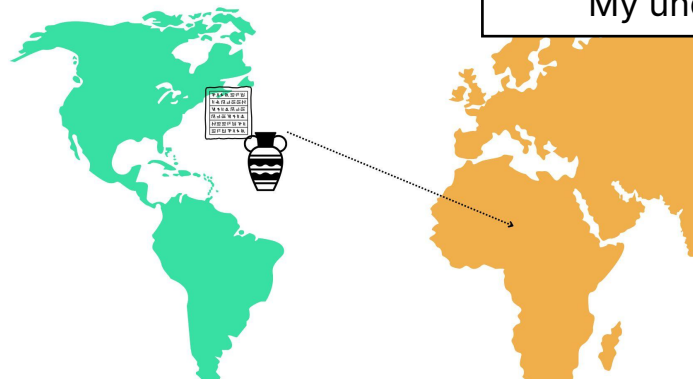
Quote

"Cultural nationalists... argue that the repatriation of the Benin Bronzes would symbolize the end of colonialism because holding on to the artifacts glorifies the violence of colonialism and the racism associated with it."

- Alex Lesseliers, "Repatriation of the Benin Bronzes: an Ethical and Legal Discussion," *Center for Art Law*, June 19, 2023.

Repatriation

My understanding: 4 3 2 1



**How do museums justify keeping
artifacts that were taken from other
countries?**

Illustration

Name: _____ Date: _____ Class: _____

Question

Give One

Get One

PROMPT:

1. Student Name

Egypt is demanding the return of artifacts from the Smithsonian.

2. Should they be returned? Explain.

MY ANSWER:

1. **Name**
2. **Yes, if they are from Egypt and they want them, they should have the right to them.**

1.

2.

1.

2.

1.

2.

1.

2.

1.

2.

Answers will vary, but need to contain a Yes/No response plus a justification. Sample answers may include:

- Cultural Ownership Arguments
- Ethical Argument (consent)
- Historical Justice Argument
- Tourism and Economic Argument
- Preservation Argument
- Global Access Argument
- Legal Argument
- Shared History Argument
- Loan System Proposal
- Replicas and Digitization Proposal

Name: _____ **Date:** _____ **Class:** _____