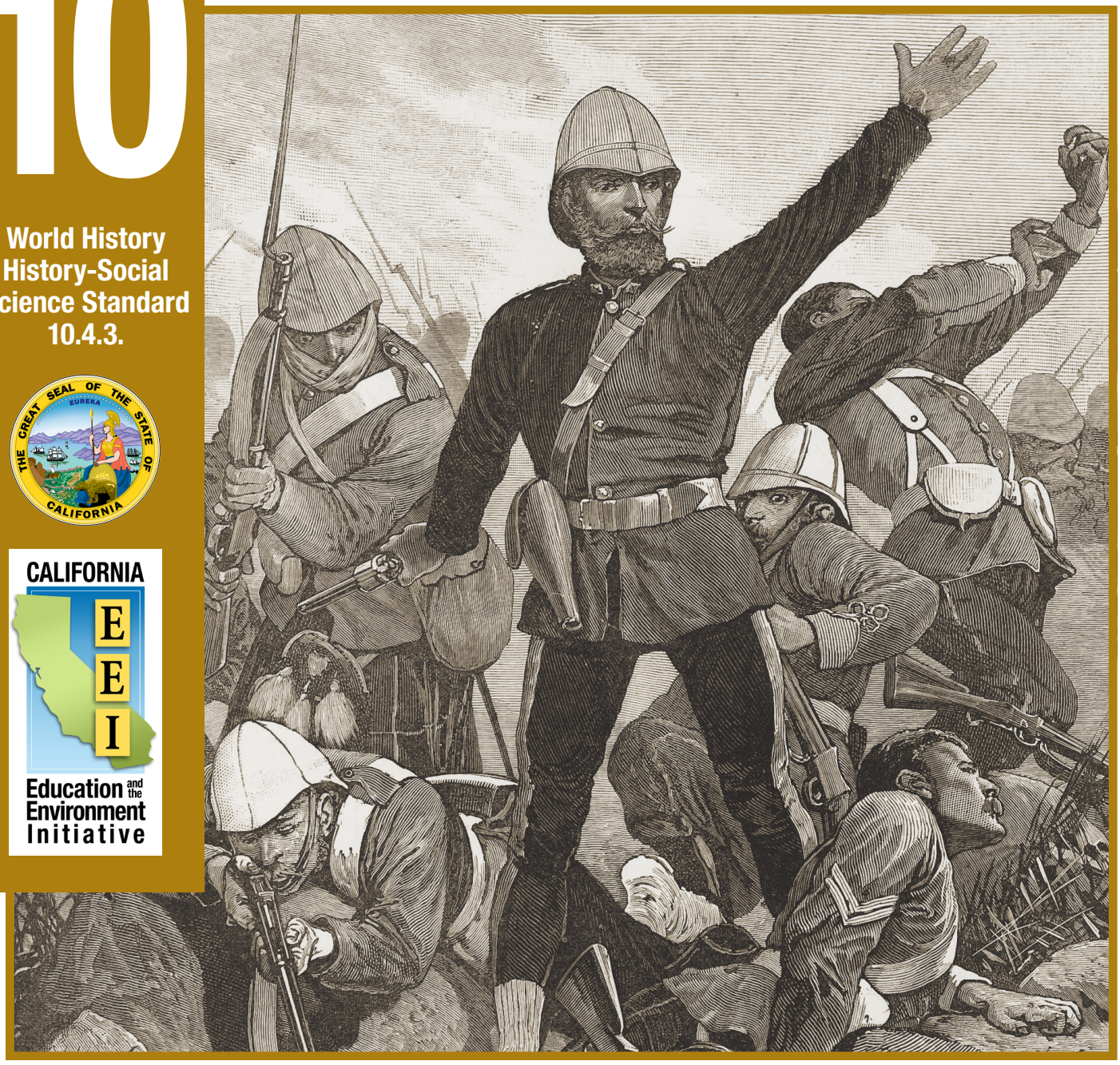
10

World History
History-Social
Science Standard
10.4.3.

Student Workbook

California Education and the Environment Initiative



# New Imperialism: The Control of India's and South Africa's Resources

**California Education and the Environment Initiative**
Approved by the California State Board of Education, 2010

**The Education and the Environment Curriculum is a cooperative endeavor of the following entities:**

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

**Key Leadership for the Education and Environment Initiative:**

**Linda Adams,** Secretary, California Environmental Protection Agency
**Patty Zwarts,** Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
**Andrea Lewis,** Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
**Mark Leary,** Executive Director, California Integrated Waste Management Board
**Mindy Fox,** Director, Office of Education and the Environment, California Integrated Waste Management Board

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**Office of Education and the Environment**
1001 I Street • Sacramento, California 95812 • (916) 341-6769
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**Afrikaner:** A member of an ethnic group with Dutch origins residing in southern Africa, also called Boers.

**Canal:** An artificial waterway for navigation and moving water from one place to another.

**Capital:** (Economics) Wealth (money or other assets) that can be invested in a business or enterprise.

**Cash crop:** An agricultural crop grown for sale.

**Colony:** An area of land and people away from, but under the control of, a government in a different place.

**Conservationist:** A person who favors the management, protection, and use of resources and natural systems to meet current and future needs.

**Deforestation:** Clearing trees from a forested area.

**Desertification:** Changes to semi-arid and dry sub-humid areas that result in the habitat changing to desert.

**Direct rule:** Control of a colony by an imperial power through foreign officials, thus eliminating self-rule.

**Ecosystem goods:** Tangible materials, such as timber and food, produced by natural systems, that are essential to human life, economies, and cultures.

**Erosion:** The displacement of soil, sediment, rock, and other particles resulting from the movement of wind, water, or ice.

**Famine:** A severe shortage of food that results in widespread hunger and starvation.

**Gold reef:** A South African term for a deposit of gold in a layer of sedimentary rock.

**Indirect rule:** Control of a colony by an imperial power through a local government that has limited self-rule.

**Natural resources:** Materials, such as water, minerals, energy, and soil, that people use from nature and natural systems.

**Natural system:** The interacting components, processes, and cycles within an environment, as well as the interactions among organisms and their environment.

**New Imperialism:** The late 19$^{th}$ and early 20$^{th}$ century period of colonization led by industrial countries.

**Perspective:** The way an individual or group views the world based on their thoughts, beliefs, or opinions.

**Stakeholders:** Individuals, groups, or organizations that have an interest in or concern about a particular action or decision.

**Subsistence farming:** Farming practices that produce only enough crops and livestock to feed farmers and their families.

Name: _____

**Instructions:** Answer the following questions using information from ***California Connections: Competing Interests on Mount Shasta*** (Student Edition, pages 2–5) and what you know about colonization and the reasons for imperialism. (5 points each)

1. What is the controversy about Mount Shasta?

2. How did the different stakeholders view Mount Shasta? What did they want the land for?
   a. Businesses:

   b. Conservationists:

   c. California Indians:

Name: _____

3. What was the outcome of the controversy on Mount Shasta?

4. What factors were involved in making decisions about the resources (land)? Who should control the resources?

5. Why did countries, like Great Britain and others, practice imperialism? What were the reasons for colonizing certain areas of the world?

Name: _____

# South Africa: Colonization and Natural Resources

Great Britain wanted control over South Africa's minerals, specifically diamonds and gold. It also wanted markets for its own products. British imperialism changed South Africa's natural systems in order to mine its resources and transport raw goods and to more easily access the South African consumer market.

South Africa's landscape includes wide stretches of grasslands on the inland plateaus, high mountain ranges that drop to sea level, and a regular coastline with natural harbors. Before 1860, South Africa's manufacturing was limited to wagons, furniture, and products made from hides. Exports were of primary products, such as wool, iron and hides; totaling about 2.5 million British Pounds a year. But the economy changed between 1860 and 1900 with the discovery of diamonds in Griqualand (1867) and in the gravels of the Orange River and its tributaries (1860s), which led to the discovery of diamonds in Kimberley (1870), and gold in the Transvaal region (1886). By 1905, diamond exports were annually valued at 25 million British Pounds.

The discovery of gold and diamonds changed the demographics and infrastructures of the region. Before the 1860s, native South Africans farmed and grazed the land. Most goods were transported by animals and wagons. After the discovery of gold and diamonds, miners, farmers and new cities took over the land of native people. Roads and railways were developed to transport goods. Mass migration followed to urban centers, and agriculture and manufacturing increased to meet the needs of masses in urban areas.

The landscape changed as mountains and hills were mined, land was converted to farmland, and new cities were developed. Mining brought changes to the local environment including: large-scale destruction of lands causing erosion, siltation, deforestation, desertification, and flattening of mountains. Mining also caused pollution of soils and rivers with toxic chemicals used in the industry, as well as air pollution from the dust of bulldozing and transportation.

South Africa's economy, culture and society changed. Mining provided new jobs. People could travel more easily on the new railroads. But life also changed dramatically for native South Africans. Colonial officials sold most of the best land to white settlers, who transformed the land from grazing fields into large tracts of agricultural land used to raise cash crops, such as maize. Native South Africans were forced to live in segregated communities on unproductive land. They became wage earners on farms or moved to cities and found new ways to make a living.

Map of South Africa, July 1885

Name: _____

1. What changes occurred to South Africa's natural resources and natural systems?

2. How did these changes influence the way people lived?

3. Describe the changes that occurred in the economy, society, and culture.

Name: _____

# India: Colonization and Natural Resources

Britain wanted control over India's fertile lands and forests. It also wanted markets for its own products. British imperialism changed India's natural systems in order to mine its resources and transport raw goods and to more easily access the Indian consumer market.

In pre-colonial India there was a non-market or subsistence economy. The people survived from forests and traditional methods of agriculture. But India's location in southern Asia bordered by the Arabian Sea and the Bay of Bengal made it an ideal location for trade with Britain. Its mountains, rivers, forests, and agricultural lands provided resources needed by the the British Empire.

The amount of land used for farming increased greatly under British colonization. Almost one-fifth of the cultivated land grew cash crops. As farmers grew more cash crops, they grew less food crops. To irrigate the millions of acres of land used for growing cash crops, the imperial government began constructing canals. In addition, discoveries of coal and iron ore reserves helped fuel continued industrial development in both Britain and India.

Prior to the steamship and steam engine trains, British merchants found it difficult to trade in India's interior. After 1850, the British began to build many miles of railroads in order to reach inland resources. By 1921, Great Britain had laid over 37,000 miles of railroad track on the subcontinent. These railways linked trading ports with agricultural and urban centers.

Because railroads allowed easier access to India's forests, imperial officials began to encourage the growth of those species of trees they could export. They replaced the native trees Indians had used for fuel, animal feed, and timber with trees for which Indian people had little use (for example, pine, cedar, and teak). Similarly, foresters began to expand cultivation of native bamboo to make paper, at the same time restricting Indians' access to it. Indians had traditionally used the bamboo for housing, baskets, furniture, musical instruments, and even food. The construction of railroads required large amounts of lumber from India's forest, causing rapid deforestation.

Pre-colonial map of India

Name: _____

1. What changes occurred to India's natural resources and natural systems?

2. How did these changes influence the way people lived?

3. Describe the changes that occurred in the economy, society, and culture.

Name: _____

**Instructions:** Recall that imperial powers used two types of rule to govern their colonies. Review the definitions of direct and indirect rule and list some advantages and disadvantages of direct rule and indirect rule for both the imperial powers and colonized people in the following charts. Also, consider how each type of rule may have affected the use of natural resources. (5 points each cell)

## Indirect Rule

Under indirect rule, imperialists controlled the country through local leaders. To gain their loyalty, the imperialists promised them economic rewards, educational opportunities in Europe, and access to new technology. They gave the local leaders positions of authority or status in the colonial society. Imperialists hoped that these leaders would become part of a European-style government and help establish a process for the extraction and shipping of natural resources and raw materials back to the colonizing nation. Colonized people under indirect rule had limited self-rule.

| | Advantages of Indirect Rule | Disadvantages of Indirect Rule |
|---|---|---|
| **Colonized People** | | |
| **Imperial Power** | | |

Name: _____

## Direct Rule

Imperial powers ruled over some countries directly. They set up and ran their own governments without using local leaders. This happened in places where communities resisted the imperial powers when they tried to trade or obtain natural resources. The new governments made laws that limited resistance, self-rule, and traditional culture. The imperial power wanted the people to become a western-style society led by a western-style government. Often, imperial powers used direct rule when their attempts at indirect rule failed.

| | Advantages of Direct Rule | Disadvantages of Direct Rule |
|---|---|---|
| **Colonized People** | | |
| **Imperial Power** | | |

Name: _____

**Instructions:** Read each article and summarize the main ideas of each and identify each item's perspective as that of the local people (the Indians) or the colonial power (the British). (5 points each)

**Article 1: "British Control of India"**

London Times

Final Edition | Hear About It Here First | Two Cents

# British Control of India

British Indian Army

Many criticize British rule in India because its aims are not clear. That is to say, the British government and the British public have never sat down and decided exactly what they want to do with India. One reason for this is that British goals were unorganized from the beginning.

No one who has studied history would dream of arguing that the British went to India intent on helping the Indians. The British took direct control of India because the development of their trade depended on it. They drove out their European competitors and destroyed inefficient local administrations for the same reason. They extended their rule because every new conquest led to new dangers upon their frontiers.

Nothing was more disorganized, or more inevitable, than the British conquest of India. The British began a system of education but not because they wanted to educate their new subjects. Instead, they needed educated Indians to work in their administration. The British trained many to be colonial officials, but not because they wanted to teach Indians how to govern themselves. Instead, they knew that without Indian aid they could not develop their own rule. They taught Indians how to fight like them, only so the Indians could uphold British control. No, Britain never established clear goals for imperialism. The one thing the British public should know for sure is that British rule in India will never be abandoned or weakened.

Source: Adapted from the *London Times*, May 24, 1911

Name: _____

**Article 1: "British Control of India"** (Adapted from the *London Times*, May 24, 1911)

**Main Idea:**

**Perspective:**

Does the article present the perspective of the Indians or the British? Why?

Name: _____

**Article 2: "The Foreign Trade of British India"**

London Times
Final Edition — Hear About It Here First — Two Cents

# The Foreign Trade of British India

The year was remarkable for a very great increase of both imports and exports of merchandise. The following changes in the value of Indian exports were the most noteworthy:

| Criteria | 1878 79 | 1879 80 | 1880 81 |
|---|---|---|---|
| Cotton, raw | £7,913,046 | £11,145,453 | £13,241,734 |
| Jute, raw | £3,600,425 | £4,370,032 | £3,934,030 |
| Rice, clean | £8,810,121 | £8,341,685 | £8,971,661 |
| Wheat | £613,778 | £1,121,015 | £3,272,004 |
| Sugar, refined | £69,679 | £59,165 | £32,456 |
| Twist and Yarn | | £2,743,806 | £3,669,500 |
| Priced goods | | £16,723,352 | £22,637,428 |
| Silk | | £837,890 | £1,350,384 |
| Salt | | £762,532 | £ 665,517 |
| Tea | | £3,050,000 | £3,050,000 |

The value of tea exports was about the same as in the preceding year. *£ (pound)=currency

Source: Adapted from the *London Times*, July 9, 1881

Name: _____

**Article 2: "The Foreign Trade of British India"** (Adapted from the *London Times*, July 9, 1881)

**Main Idea:**

**Perspective:**

Does the article present the perspective of the Indians or the British? Why?

Name: _____

**Article 3: "The Forests of the Empire"**

London Times
Final Edition — Hear About It Here First — Two Cents

# The Forests of the Empire

Forest in India

Many countries are taking an interest in forest conservation. This shows a growth of wisdom in the use of the world's resources. For centuries, people had regarded forests as places to destroy. The forests were, as the Siberian peasants still say, "the gift of GOD," to be used or wasted without second thought. Nobody understood their effect upon rainfall and temperature. Nobody paid attention to the role forests play in controlling rivers and preserving moisture. Fortunately, most governments now recognize that forests are valuable assets. As a result, they are putting a stop to the reckless exploitation of forests.

In India, British officials began controlling forests by accident. They began supervising forest use when they wanted timber for constructing warships. They did not understand that the health of India's forests had a direct relation to water supply or agriculture. Even today in India, only a few experts fully recognized the scientific aspects of forestry.

About one-fourth of India is under forest. However, all land labeled "forest reserve" is not necessarily covered with timber. The forests are useful for the maintenance of perennial streams and the storing of moisture. As a result, they have a very direct connection with irrigation. Yet, it is on record that at one time the British government in India actually tried to sell the forests of the Central Provinces. Large areas of land in India cannot be used today because of the ruthless destruction of trees in past years.*

*These lands are now protected for recovery.

Source: Adapted from the *London Times*, March 19, 1910

Name: _____

**Article 3: "The Forests of the Empire"** (Adapted from the *London Times*, March 19, 1910)

**Main Idea:**

**Perspective:**

Does the article present the perspective of the Indians or the British? Why?

Name: _____

**Photograph: Famine in India**

London Times

Final Edition — Hear About It Here First — Two Cents

# Famine in India

Victim of famine in India, early 1900s

Name: _____

**Photograph: Famine in India**

**Main Idea:**

**Perspective:**
Does the photograph present the perspective of the Indians or the British? Why?

**Instructions:** Using examples from the articles and photograph, write a short essay (100–150 words) contrasting the experiences of the British and the Indians under imperialism. How did the British experience imperialism? What kind of control did they have and how did they benefit from India's natural resources? How did the Indians experience imperialism? What kind of control did they have, and what benefits did they get from their natural resources? (20 points total)

Name: _____

Name: _____

## India in the News Scoring Tool

| Component | 4 points | 3 points | 2 points | 1 point |
|---|---|---|---|---|
| **Description of British and Indian experiences** | Thoroughly describes British and Indian experiences under imperialism | Describes several British and Indian experiences under imperialism | Describes some British and Indian experiences under imperialism | Describes either the British or the Indian experience under imperialism |
| **Discussion of the control and economic benefits to Indians** | Thoroughly discusses the control and economic benefits Indians had | Discusses the control and economic benefits Indians had | Describes the control or economic benefits Indians had | Mentions the control or economic benefits Indians had |
| **Discussion of the control and economic benefits to British** | Thoroughly discusses the control and economic benefits the British had | Discusses the control and economic benefits the British had | Describes the control and economic benefits the British had | Mentions the control and economic benefits the British had |
| **Use of Examples** | Uses four or more examples from the articles and photograph | Uses three examples from the articles and photograph | Uses two examples from the articles and photograph | Uses one example from the articles or photograph |
| **Analysis** | Provides insightful analysis of contrasts | Provides satisfactory analysis of contrasts | Provides some analysis of contrasts | Provides limited analysis of contrasts |

Name: _____

**Instructions:** As you read **The Bastar Rebellion of 1910** (Student Edition, pages 6–10), answer the following questions. (1 point each)

1. How did the tribal groups of the Bastar region view the environment?

2. How did the Bastar people and British differ in their views of agriculture?

3. What was the goal of the forest reserves?

4. How did the Bastar tribes respond to British control?

5. How did the local people show rebellion?

Name: _____

6. Who was William Ward?

7. What was Ward's position for the British and Indians?

8. How did the British use missionaries to suppress the rebels?

9. How did the British respond to the rebels?

Although Britain suppressed the rebellion of 1910, the troubles in Bastar did not end. The forest region is still a site of conflict between these Indian peoples and the government.

10. What was the immediate response by the British to the rebellion?

Name: _____

11. How did the local people respond?

12. What was the long-term response of the local people?

## Summary

13. How did the British view the environment?

14. How did the Bastar people view the environment?

15. How did life for the Bastar people change because of British influence?

Name: _____

**Instructions:** Complete the following chart with information from the reading and class discussion.

| Historical Figure | Role in conflict | Perspective toward British imperialism: For, against, or neutral |
|---|---|---|
| **Lt. Colonel E. Clementi Smith, British Officer** | | |
| **E. A. Rooke, British Forest Reserves Officer** | | |
| **Lal Kalandar Singh, Cousin of King, Rebel** | | |
| **King of Bastar** | | |

Name: _____

| Historical Figure | Role in conflict | Perspective toward British imperialism: For, against, or neutral |
|---|---|---|
| **Member of Parjas Tribe, Rebel** | | |
| **Nursab Khan, Trader** | | |
| **William Ward, British Missionary** | | |
| **British Military Commandant** | | |

Name: _____

**Instructions:** Answer the following questions in the spaces provided.

## The Dutch Traders

1. Why did the Europeans want to colonize South Africa? (3 points)

2. How did Europeans affect the native people in South Africa? (5 points)

## British Colonization

3. Which two European countries wanted control over South Africa? (2 points)

4. What type of control did the British use, direct or indirect? How did they interact with the South African peoples? (5 points)

5. How did the Xhosa people respond to British control? (3 points)

Name: _____

6. How did the Afrikaners respond to British control? (5 points)

## The Discovery of Minerals

7. Where did miners first discover diamonds in South Africa? (2 points)

8. How did the discovery of diamonds and gold transform the region? (5 points)

## The Boer War, 1899–1902

9. What were the intent and the result of the Jameson Raid? (5 points)

10. What was the outcome of the Boer War? (5 points)

Name: _____

## Lasting Effects of War

11. Who ultimately gained control of the land and resources of South Africa? (2 points)

12. How did the Boer War and imperialism affect the native African peoples and their control of natural resources? (5 points)

Name: _____

**Instructions and Scoring Tool**

A storyboard shows a series of events over time. Use the information in **South Africa Narrative** (Student Workbook, pages 11–14) to make a storyboard that visually describes control over resources in South Africa and how the control changed over time.

**To make your storyboard, follow these steps:**

1. Divide your poster board into six sections.
2. Each section should have two parts. The top part contains an illustration of the event. The bottom part contains the title of the section and a written description of the event.
3. The sections titles and descriptions should focus on:
   - What resources were found and where?
   - Who controlled the resources?
   - What did the stakeholders do with the resources?
4. Decide which six events you want to illustrate. They should be events that took place at six different times.
5. Write a title and description of each event and add them to your storyboard.
6. Draw a picture that illustrates each event using colored pencils or markers.
7. Give your storyboard a title that reflects the changes you described.

Your storyboard will be assessed using the scoring tool below.

## Who Controlled South Africa's Resources? Scoring Tool

| Component | Points | Criteria |
|---|---|---|
| **Overall Title** | 5 points | Has a title relating to control over resources in South Africa and how that control changed over time. |
| **Section Title** | 2 points each section | Titles identify six different events. Each title relates to resources or to their control. |
| **Description** | 3 points each section | Includes what resources were found and where, who controlled the resources, and what the stakeholders did with the resources. |
| **Illustration** | 5 points each section | Illustration corresponds to description and depicts a resource or an issue of control. |

Name: _____

## Part 1

**Instructions:** Complete the chart below using information from class discussion.

## Resource Analysis Chart

| | Mount Shasta | India | South Africa |
|---|---|---|---|
| **What resources did stakeholders want?** | | | |
| **Why were the resources valuable to local people?** | | | |
| **Why were the resources valuable to outsiders or foreigners?** | | | |
| **Who wanted the resources?** | | | |
| **What method(s) of control was used to get the resources?** | | | |

Name: _____

| | Mount Shasta | India | South Africa |
|---|---|---|---|
| **How did outside control change the natural systems in these areas?** | | | |
| **How did outside control of resources affect the people in these areas?** | | | |
| **How did the people respond in the short- and long-term?** | | | |

Name: _____

## Part 2

**Instructions:** Write a five-paragraph essay that compares and contrasts the reasons for control over natural resources and the responses of the people in California, India, and South Africa. In your essay, include for each of the three locations:

- reasons for seeking control: natural resources sought and stakeholders
- description of the methods of control
- identification of changes to natural systems
- description effects of outside control on the local people and how they responded
- use of specific examples

You may use your work from this unit to help you prepare your essay.

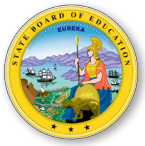
Use the scoring tool provided on page 5 to guide your writing. (25 points possible)

Name: _____

Name: _____

## Competing Interests in Mount Shasta, India, and South Africa Essay Scoring Tool

| Component | 5 points | 4 points | 3 points | 2 points | 1 point |
|---|---|---|---|---|---|
| **Reasons for control: identifies resources and stakeholders** | Identifies and describes, in detail, resources and stakeholders in all three locations | Identifies and sufficiently describes resources and stakeholders in all three locations | Identifies resources or stakeholders in all three locations | Identifies resources and stakeholders in only two locations | Identifies resources and stakeholders in only one location |
| **Describes methods of control** | Identifies and describes, in detail, methods of control in all three locations | Identifies and sufficiently describes methods of control in all three locations | Identifies methods of control in all three locations, but without details | Identifies methods of control in two locations | Identifies methods of control in one location |
| **Identifies changes to natural systems** | Identifies and describes, in detail, changes to natural systems in all three locations | Identifies and sufficiently describes changes to natural systems in all three locations | Identifies changes to natural systems in all three locations | Identifies changes to natural systems in only two locations | Identifies changes to natural systems in only one location |
| **Describes effects on people and how they responded** | Identifies and describes, in detail, effects on people and how they responded in all three locations | Identifies and sufficiently describes effects of control on people and how they responded in all three locations | Identifies effects of control on people and mentions that they responded in all three locations but without details | Identifies effects of control on people and how they responded in only two locations | Identifies effects of control on people and how they responded in only one location |
| **Uses specific examples** | Contains specific, relevant examples and textual evidence | Well supported with details and examples | Adequately supported with details and examples | Contains limited details and few examples | Provides few details or examples |



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