

10

World History
History-Social
Science Standard
10.4.3.



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

California Education and the Environment Initiative

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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

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Lesson 1 Decisions about Natural Resources

None required for this lesson.

Lesson 2 Natural Resources and Natural Systems in India and South Africa

None required for this lesson.

Lesson 3 India in the News

None required for this lesson.

Lesson 4 India Responds to Colonial Rule

None required for this lesson.

Lesson 5 Competing for South Africa

None required for this lesson.

Lesson 6 Control of Resources in California, India, and South Africa

None required for this lesson.

Assessments

New Imperialism—Traditional Unit Assessment Master	2
How They Saw It Poster—Alternative Unit Assessment Master	6

Name: _____

Part 1

Instructions: Select the best answer and circle the correct letter. (2 points each)

1. Nineteenth-century imperialism was influenced by the demand for _____.
 - a. mapmaking
 - b. agriculture
 - c. natural resources
 - d. education

2. Which nation colonized both India and South Africa?
 - a. Great Britain
 - b. France
 - c. Germany
 - d. United States

3. The policy of a foreign power using local leaders and exercising limited self rule is called _____.
 - a. indirect rule
 - b. total rule
 - c. direct rule
 - d. absolute rule

4. The policy of a foreign power installing their own leaders in the government of the colonized country is called _____.
 - a. indirect rule
 - b. total rule
 - c. direct rule
 - d. absolute rule

5. Which of the following resources in India were most attractive to 19th century European imperialists?
 - a. workforce
 - b. fertile lands
 - c. diamonds
 - d. gold

6. Which of the following resources in South Africa were most attractive to 19th century European imperialists?
 - a. diamonds
 - b. cotton
 - c. spices
 - d. the workforce

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7. The Bastar people responded to British control over local resources and economics by _____.
 - a. teaching the British new ways of cultivation
 - b. learning and applying new ways of cultivation
 - c. negotiating compromises to benefit the Bastar and the British
 - d. staging a rebellion to protest British rule

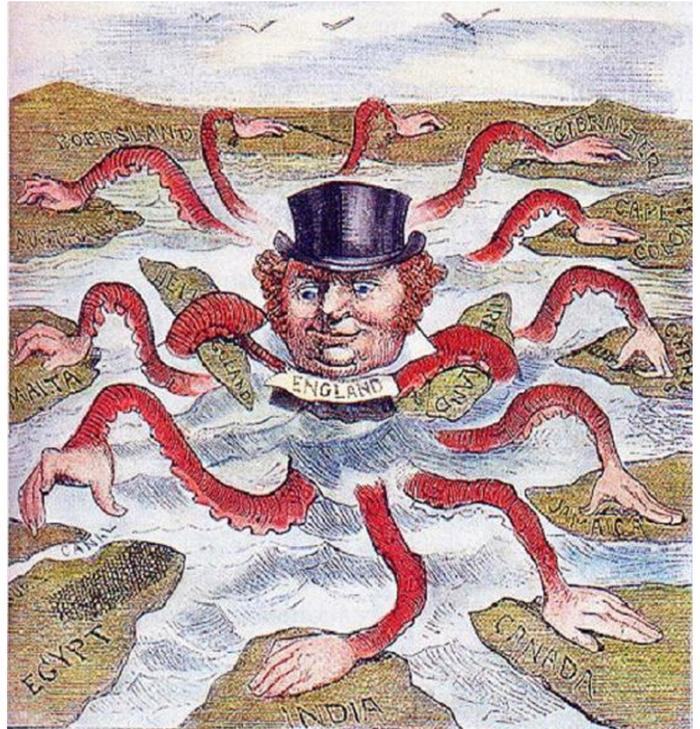
8. For Africans, European colonization resulted in _____.
 - a. more wealth and power, but less education
 - b. expanded control of trade networks and emphasis on traditional economies
 - c. loss of lands, loss of trade, and some gains in literacy
 - d. more local leadership and stronger traditional cultures

Part 2

Instructions: Respond to questions 9 and 10 based on the image below. (2 points each)

9. Great Britain is portrayed as _____ in this political cartoon.
 - a. a respectable business partner to many nations
 - b. successful, greedy, and self-centered
 - c. a weak nation in need of support
 - d. friendly, trustworthy, and generous

10. Which of the following descriptions best explains the message in this political cartoon?
 - a. Nations respect the worldwide leadership offered by the British.
 - b. Many nations benefit greatly from the helping hands on the British.
 - c. While exercising control in many nations, Great Britain wants to take control in Africa.
 - d. Many nations keep Great Britain afloat, so they are releasing control of Africa.



1888 editorial cartoon by American James Bryce

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Part 3

Instructions: Answer each of the following questions in the spaces provided. (10 points each)

11. What natural resources and systems motivated Britain to colonize India and South Africa?

12. Describe how the peoples in areas that were colonized by the British responded to British rule over time. Specifically,

In India:

In South Africa:

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13. How did the British use of natural resources from the colonies influence the lives of the peoples in the areas that were colonized? Specifically,

In India:

In South Africa:

How They Saw It Poster

Alternative Unit Assessment Master

Name: _____

Instructions: Create a poster illustrating the perspective of one of the stakeholders in India or South Africa. Your poster should summarize the stakeholder's belief about control over resources in the region and illustrate this perspective.

Poster Contents

The text on your poster should:

- describe the stakeholder
- identify at least one resource desired by colonial power
- identify who has control of resource
- describe the stakeholder's view about control
- describe the stakeholder's response to control

The illustration on your poster should:

- show the stakeholder
- show the environment where stakeholder lives and works
- show at least one resource that is sought by colonial power

The **How They Saw It Poster Scoring Tool** below will be used to score your work.

Your poster is due on: _____.

The How They Saw It Poster Scoring Tool

Description of the stakeholder 15 points	Summary of stakeholder perspective 10 points points each listed item, 50 total	Illustration 5 points each listed item, 15 total
<ul style="list-style-type: none">■ Describe the stakeholder. For example: Colonial Indian, Elite Indian, British Soldier in India, Afrikaner, African mine worker, British Gold Mine Owner, Queen of England.	<ul style="list-style-type: none">■ Describe the stakeholder's perspective■ Identify at least one resource desired by the colonial power■ Identify who has control of the resource■ Describe the stakeholder's view about control■ Describe the stakeholder's response to control	<ul style="list-style-type: none">■ Shows the stakeholder■ Shows the environment where the stakeholder lives and works■ Shows at least one resource that is sought by colonial power



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