

THE BREAKUP OF THE BRITISH EMPIRE

Grade Level or Special Area: Eighth Grade History

Written by: Donna Seekamp, Aurora Academy Charter School, Aurora, Colorado

Length of Unit: Eight lessons (approximately 13 days; one day = 50 minutes)

I. ABSTRACT

During the time period of world exploration, mercantile societies pursued colonization for economic gain and political prestige. The island nation of Great Britain was an unlikely candidate for predominance in this world politic; but, by the early 1900's, Britain controlled one-fourth of the earth's land and one-fourth of the world's population. Under the banner of "The White Man's Burden," (Kipling), Great Britain set out to civilize the world in a British likeness. By mid-twentieth century, the sun had set on the British Empire. This unit follows the rise and disintegration of the British Empire and the lasting legacies apparent today.

II. OVERVIEW

A. Concept Objectives

1. Understand the impact of geography on the British Colonial Empire. (Colorado State Standard (CSS) GEO 8.1.2.A)
2. Develop an awareness of how differing societal viewpoints have been influenced by nationalism, race, religion, and ethnicity. (Colorado State Standard (CSS) HIS 8.2.B)
3. Understand how competition for resources causes conflicts between societies and nations. (Colorado State Standard (CSS) GEO 8.6.1.D)

A. Content from the *Core Knowledge Sequence*, Grade 8, p. 186

1. The Decline of European Colonialism
 - a. Breakup of the British Empire
 - i. Creation of British Commonwealth, independence for colonial territories
 - ii. Troubled Ireland: Easter Rebellion, Irish Free State
 - iii. Indian nationalism and independence
 - iv. Geography of India and South Asia

B. Skill Objectives

1. Identify the geographic extent of the British Empire on a world map by labeling and coloring British colonies. (CSS GEO 8.1.2.A)
2. Examine the chronological scope of British colonialism by creating a timeline of Irish – British conflict. (CSS HIS 8.2.B)
3. Locate cities and geographic features of India and South Asia on a map. (CSS GEO 8.1.2.A)
4. Define and list cultural mores of India and compare them to those of western societies. (CSS HIS 8.2.B)
5. Analyze the conflict arising between Britain and India as a result of colonialism by creating a satirical political cartoon. (CSS HIS 8.2.B)
6. Compare India's move towards independence with that of the thirteen American colonies by listing similarities and differences. (CSS HIS 8.2.B)
7. Explain, in essay format, why the British Colonial Empire crumbled in the second half of the twentieth century. (CSS HIS 8.2.B) (CSS GEO 8.1.2.A)
8. Evaluate the legacy of the British Empire's colonial influence by arranging points of lasting importance in sequence, greatest to least important. (CSS GEO 8.1.2.A)

9. Demonstrate mastery of the “Breakup of the British Empire” unit by successfully completing Appendix P, Test on “Breakup of the British Empire,” 100 points, as a summative assessment and evaluation of this unit. (CSS GEO 8.1.2.A) (CSS HIS 8.2.B) (CSS GEO 8.6.1.D)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Lace, W., *The British Empire: The End of Colonialism*.
 2. Ferguson, N. *Empire: The Rise and Demise of the British World Order and the Lessons for Global Power*.
 3. Cumming, D. *India*.
- B. For Students
 1. Geography of Western and Central Europe, Northern Ireland: Ulster and Belfast, Catholic-Protestant strife, *Core Knowledge Sequence*, Grade 7, p. 163
 2. European Exploration, Trade, and the Clash of Cultures, *Core Knowledge Sequence*, Grade 5, p. 113
 - a. Geography of the spice trade
 - b. England and France, Trading posts in India
 3. England from the Golden Age to the Glorious Revolution, British Naval Dominance, *Core Knowledge Sequence*, Grade 5, p. 114
 4. The Spread of Islam and the “Holy Wars,” *Core Knowledge Sequence*, Grade 5, p. 92
 5. Mountains and Mountain Ranges, *Core Knowledge Sequence*, Grade 5, p. 91
 - a. Asia: Himalayas and Urals
 - b. Asia: Everest
 6. Islamic Art and Architecture, Taj Mahal, India, *Core Knowledge Sequence*, Grade 4, p. 97
 7. Stories: The Blind Men and the Elephant (a fable from India), How the Camel Got His Hump (a “Just-So” story by Rudyard Kipling), The Tiger, the Brahman, and the Jackal (a folk tale from India), *Core Knowledge Sequence*, Grade 2, p. 45
 8. Geography of Asia, the largest continent, with the most populous countries in the world, *Core Knowledge Sequence*, Grade 2, p. 47
 - a. India, Indus River and Ganges River
 - b. Hinduism

IV. RESOURCES

- A. Wall size world political map
- B. Atlases or geography books for students and teacher

V. LESSONS

Lesson One: Growth of Empire (approximately two class periods, 50 minutes each)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Understand the impact of geography on the British Colonial Empire. (CSS GEO 8.1.2.A)
 2. Lesson Content
 - a. Geography of India and South Asia, *Core Knowledge Sequence*, p. 186
 3. Skill Objective(s)
 - a. Identify the geographic extent of the British Empire on a world map by labeling and coloring British colonies. (CSS GEO 8.1.2.A)

A. *Materials*

1. Political World Map (blank outline) on a transparency for the teacher; an excellent world map, free for classroom use, is available at: URL: http://www.eduplace.com/ss/maps/pdf/world_country.pdf
2. Political World Map (blank outline) paper copies, one for each student; an excellent world map, free for classroom use, is available at: URL: http://www.eduplace.com/ss/maps/pdf/world_country.pdf
3. Appendix A, Notes on the Rise of the British Empire, made into an overhead transparency
4. Appendix B, Teacher Notes on the Rise of the British Empire
5. Appendix C, Colonies of Britain, paper copies for the students and teacher
6. Appendix C, Colonies of Britain, made into a super size poster at a copying store to display during the unit (cost: about \$3.50 currently)
7. Wall size political world map
8. World political map in an atlas or textbook for teacher reference
9. Overhead markers for the teacher
10. Overhead projector
11. One colored pencil per student, to color British Colonies on maps
12. Paper for students
13. Pens or pencils for students

B. *Key Vocabulary*

1. Mercantilism – economic policy; a favorable balance of trade from colonization
2. Dominion – control or exercise of control; sovereignty
3. Protectorate – protection and partial control by a superior power

C. *Procedures/Activities*

1. Ask students what they think of when they hear the term: “British Colonies.” Students may connect this term with the Thirteen Colonies in the Eastern United States. Explain that Great Britain had a world-wide empire.
2. Pass out political world maps to each student. Tell them to write their names on the maps but to wait before coloring any countries in.
3. Put the political world map in transparency form, on the overhead projector.
4. Use an overhead marker to color Great Britain on the map transparency. Ask students to locate the nation of Great Britain on their maps and color it in.
5. Discuss the small size of this island country in comparison to the world.
6. Tell students the object of this map is to locate the colonies of Great Britain and color them in.
7. Using Appendix C, Colonies of Britain, and a world map in an atlas or textbook to locate the (harder to find) countries, color the larger, major colonial nations of Great Britain on the overhead. (Canada, Australia, India, Egypt, Sudan, South Africa, Nigeria, Kenya, Iraq, portions of Antarctica, the U.S. east of the Mississippi, etc.)
8. Each time a nation is filled in on the overhead map, the students will color the same nation on their maps, using a colored pencil. The nature of this lesson is to show the spread of the empire and the vast territory controlled by Britain; the map is too small for students to label the countries or locate all of the small regions of empire.
9. Save the world map transparency, with the colonies filled in, for future discussions later in the unit.
10. Put Appendix C, Colonies of Britain, made into a super size poster at a copying store, on the wall or bulletin board for the duration of the unit. Hand out paper

- copies of Appendix C to the students. Challenge students to find the more obscure locales during the course of the unit.
11. Ask students to think about how the small island nation became an empire by the end of World War I. Tell them this will be the topic of the notes they will take.
 12. Introduce the unit, with the notes from Appendix B, The Rise of the British Empire, on an overhead transparency.
 13. Students should take notes from the overhead projector and discuss each item and rationale. Share information, using Appendix B, Teacher Notes on the Rise of the British Empire, to discuss the notes with students.
 14. Discuss the scope of the empire and the reasons for growth:
 - e. How do you think people viewed the British at the height of the empire? (Answers vary; it may have been viewed as international bullies, as heroes, as a power that achieved its goals.)
 - f. What do you think it was like to be a British citizen during this time period? (They may have thought they lived in the best country in the world; a sense of entitlement to reap rich rewards of “civilizing” less fortunate regions.)
 - g. What do you think it was like to be a native inhabitant living in a British colony during this time? (Opinions may include: feeling oppressed anger, resentment, etc.)
 - h. Discuss the vocabulary words: mercantilism, dominion, and protectorate. Discuss Britain’s motivation for colonization. (Answers will include information from the notes.)
 - i. Share with students that many western nations felt the need to share their religion and became missionaries to societies with different beliefs.
 - j. What may have been the ultimate goal of Great Britain? (Answers vary; they may have wanted navy posts at many locations, they may have wanted to remain more powerful than France.)
 - k. How do you suppose the policy of colonialism affected the British economy? (It made many British citizens wealthy.)
 - l. What do you see as the primary motivation for following a policy of imperialism? (Students may review notes. Some may say for the economy, to remain a world power, for defense, to spread English civilization, etc.)
 - m. Are there any countries today that remind you of the British Empire? (Answers will vary; some may say the U.S.)
 15. Have students take another look at the Appendix A, the Political World Map (blank outline) in transparency form on the overhead with the largest colonies filled in. Refer to Appendix B, Teacher Notes, and share the trade route strategies exercised by Britain.
 16. Ask students for comments on the amount of territory Britain controlled.
 17. Discuss Appendix C, Colonies of Britain, on a super size poster created at a copy store and displayed at the onset of the lesson. Students will marvel at over one hundred locales occupied or ruled by Great Britain. Post this in the classroom so students can find the more obscure colonies over the course of the unit. In addition to the large physical regions colonized, there are copious small but strategic locations, as well.
 18. Challenge Activity: Have a super-size blank outline political world map made to display in class and have students find all the British colonies and color them in.
 19. Collect maps and notes; give credit and return to students. They should keep these papers for the length of the unit.

- D. *Assessment/Evaluation*
1. As a formative assessment, students completing both the map and the notes are given credit (10 pts. for each, the map and the notes) for their class work.

Lesson Two: Ireland: The Emerald Isle (approximately two class periods, 50 minutes each)

PPPPPPPPP. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of how differing societal viewpoints have been influenced by nationalism, race, religion, and ethnicity. (CSS HIS 8.2.B)
2. Lesson Content
 - a. Troubled Ireland: Easter Rebellion, Irish Free State, *Core Knowledge Sequence*, p. 186
3. Skill Objective(s)
 - a. Students will examine the chronological scope of British colonialism by creating a timeline of Irish – British conflict. (CSS HIS 8.2.B)

A. *Materials*

1. Appendix D, Timeline Data of Ireland, paper copies for each student
2. Each student brings map and notes from Lesson One
3. Paper to take additional notes for all students
4. Pencils or pens for students
5. (Optional) Large paper for timelines
6. Colored pencils for students to enhance timelines.
4. Wall size world political map
5. Markers for the white board or chalk for the black board

A. *Key Vocabulary*

1. Catholicism – a denomination, or sect, of Christianity
2. Protestantism – another sect of Christianity, protested beliefs of Catholicism
3. Famine – drastic food shortage and widespread starvation for many people

A. *Procedures/Activities*

1. Ask students what they know about Ireland. Background study from 7th grade may afford them some geographic and cultural knowledge. Some may say there is a legend of leprechauns and four-leaf clovers.
2. Discuss the conflict of religious intolerance. Remind them of why English Pilgrims and Puritans settled in New England, for religious freedom.
3. Ask students what “hotspots” in the world continue to have conflict over religious issues. (The Middle East, Muslims, Jews, and other current events are examples.)
4. Share the objective of this lesson and ask students how religious views might affect feelings of nationalism. (People with similar beliefs are inclined to support a common government.)
5. Tell students that the people of England and Ireland have been in conflict for over five hundred years.
6. As a point of perspective, draw a quick timeline of U.S. history on the board. Begin in the early 1600’s with colonists coming to America. Show a few major events of American history: the Revolutionary War of 1776, the Civil War of 1861, World War I entered in 1917, and World War II, entered in 1941, etc.
7. Suggest to students that all during the time period you have on the board, plus, over one hundred years before that, the Irish have been in conflict with the British over religion and self-determination.
8. Tell students that even though this unit will focus on Ireland and India gaining independence from Britain, they should refer to their copy of Appendix C,

Colonies of Great Britain, as a reminder that many nations and locales were colonies of the British Empire.

9. Assign timeline project in Appendix D.
- A. *Assessment/Evaluation*
1. Grade Appendix D, Timeline Data of Ireland, using the rubric included for students.

Lesson Three: India: The Jewel of the Crown – Geography (one class period, 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the impact of geography on the British Colonial Empire. (CSS GEO 8.1.2.A)
 1. Lesson Content
 - a. Geography of India and South Asia, *Core Knowledge Sequence*, p. 186
 1. Skill Objective(s)
 - a. Locate cities and geographic features of India and South Asia on a map. (CSS GEO 8.1.2.A)
- A. *Materials*
1. Appendix E, Geography of India and South Asia , one for each student
 2. Appendix F, Map of India and South Asia, one for each student, or, an excellent map of India and surroundings available at:
http://www.eduplace.com/ss/maps/pdf/s_asia_polnl.pdf
 3. Appendix F, Map of India and South Asia, made into a transparency
 4. Atlas or geography book with map sections for the teacher
 5. Atlases or geography books with map sections for students
 6. Students need to bring their notes from Lesson One
 7. Pencils for each student
 8. Colored pencils, several colors for each student
 9. Political world wall map
- A. *Key Vocabulary*
1. Subcontinent - large landmass that is a major part of a continent
 2. Monsoon – seasonal winds that can bring heavy rainfall
 3. Ring of Fire – volcanic region surrounding Pacific Ocean, cause of earthquakes
- A. *Procedures/Activities*
1. Hand out Appendix E, Geography of India and South Asia, to students. Have them write their names on them.
 2. Hand out copies of Appendix F, Map of India and South Asia, to each student.
 3. Tell class to put their names on the maps, but to wait before coloring any countries in.
 4. Students will be responsible for labeling the physical locations and the political designations on their maps, Appendix F, Map of India and South Asia, and learning the locations of these physical locations and political designations for a test at the end of the unit.
 5. Tell them about the unit end test in the beginning of the unit so they are clear on expectations. There will be a map test at the end of the unit and many of the features on the map will be test items.
 6. Point out the oversized mountain icon on the map, have students label this icon “Mount Everest,” and tell them the mountain is 29,028 feet high. Ask who can calculate the miles that this peak reaches into the sky. (About 5 ½ miles!)
 7. Point out the special features that students may be unfamiliar with:
 - a. Himalaya Mountains – tallest peaks in the world

- b. Hindu Kush Mountains – located between Pakistan and Afghanistan
 - c. Khyber Pass – in the Hindu Kush, strategic pass today and historically
 - d. Ring of Fire, monsoon, and subcontinent should be reviewed
10. Begin labeling Appendix F, Map of India and South Asia, the transparency, on the overhead projector so students become oriented with regions of the map. Label India, Pakistan, etc. Some students may need help finding rivers and cities on their maps. The completed map will be a study guide, so accuracy counts.
 11. Discuss the main occupation of India as farming. The main crop is rice. The climate of India provides good growing conditions for bamboo, a plant that can grow up to four feet per day and is used for many purposes, including home building, bridges, and irrigation pipes.
 12. Students can continue labeling the information from Appendix E, Geography of India and South Asia, on their maps, using atlases, geography books, or even a classroom wall map.
 13. Allow students to help each other locate specifics on the map. Encourage them to check on each other’s accuracy.
 14. Maps should be completed for homework; and turned in for credit the following day. After having maps assessed and returned, students should keep them for the length of the unit.
- A. *Assessment/Evaluation*
1. As a formative assessment, students completing Appendix F, Map of India and South Asia, receive credit (10 pts.) for completion.

Lesson Four: India: The Jewel of the Crown - Culture (approximately two class periods, 50 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of how differing societal viewpoints have been influenced by nationalism, race, religion, and ethnicity. (CSS HIS 8.2.B)
 2. Lesson Content
 - a. Breakup of the British Empire, India, *Core Knowledge Sequence*, p. 186
 - i. Second most populous country after China
 - ii. Subsistence agriculture
 - iii. Caste system, ‘untouchables’
 3. Skill Objective(s)
 - a. Define and list cultural mores of India and compare them to those of western societies. (CSS HIS 8.2.B)
- B. *Materials*
1. Students bring Appendix F, Map of India and South Asia, done the day before, to turn in for credit
 2. Students bring notes from the previous lessons
 3. Appendix F, Map of India and South Asia, overhead transparency, labels from previous lesson wiped off
 4. Overhead projector
 5. Appendix G, The Caste System of India, on a transparency, for the teacher
 6. Appendix G, The Caste System of India, paper copies for students
 7. Paper for students
 8. Pencils or pens for students
 9. Large pieces of butcher paper or poster board for posters, one piece for each group

C. *Key Vocabulary*

1. Subsistence agriculture – farming to supply the minimum food for survival
2. Caste system – social structure in which class is determined by heredity
3. Untouchables – lowest class, “outside” class system, not fit to be touched

D. *Procedures/Activities*

1. Appendix F, Map of India and South Asia, from the previous lesson, should be collected and awarded credit for completion. Review the geography of India by revisiting the map transparency of Appendix F with labels cleaned off.
2. After a few review questions, segue into a discussion of India’s population.
 - a. Share this quote with the class: “For Americans to understand the pressure of population on resources in India, it would be necessary to squeeze the entire U.S. population [into the area] east of the Mississippi River and then multiply it by four.” (worldwatch.org) Invite comments from the class.
 - b. Each year, India’s population grows by 18 million people, the population of Australia. There are 338 million children under fifteen years of age in India.
 - i. Does anyone know the population of the U.S.? (290 million people. There are more children in India than total people in the U.S.)
 - ii. What problems have arisen because of overpopulation? (Famine, deforestation, lowering of water table, no jobs, decrease in standard of living, education system behind, widespread poverty and starvation)
 - c. Advise students to add population data to their notes from the previous lesson. In 2000, India’s population was one billion people. Only China has more people.
 - d. With so many people, it has become challenging to provide enough food for the population. Discuss subsistence agriculture and the potential recurring famines faced by this nation.
1. Introduce the caste system. Ask students if they have felt left out of “cliques” at school or in social situations. Talk about how some people may feel prestigious because of their occupation or level of income, etc. It is common to hear people in the U.S. referred to as “upper class,” “middle class,” or “lower class.” While this social stratification is apparent in many societies, in India, the structure is more permanent. People are born into their class or caste and they may not move out of their caste.
2. Share Appendix G, The Caste System of India, on a transparency, on the overhead projector. Discuss the lifestyle ramifications of this system.
3. Give students this assignment: List some traditions and cultural mores you’ve learned about India in one column. In the opposite column, list comparative customs or traditions from the western world. These questions/hints may help get them started.
 - a. How do Americans view citizens of different religions? How do Indians view citizens of different religions? (Answers will vary- tolerance, Bill of Rights, etc. for the Americans; tolerance as well for the Indian culture – Moslems, Sikhs, Buddhists, Hindus, and Christians live and work together in peace)
 - b. Can an American go from rags to riches? (Yes, remind them of Rockefeller, Carnegie, and Bill Gates)

- c. Can an Indian? (Someone in India must remain in their caste from birth. Their level of success within the caste may vacillate.)
 - d. If you were a student in India, would you have the privilege of planning a career of your choice? (No, you would have to remain in the career of your family and your caste.)
 - e. What benefits might there be to being in a caste? (Having a group to belong to, ordered society, everyone has a specific job so all jobs get assigned, etc.)
 - f. How does clothing help define cultural details of the nations? (Americans dress as they choose, various apparel for occasions or levels of income, etc. whereas in India, religious beliefs may affect dress; as with Muslim women covering their faces, Sikh women wearing Punjabi suits, etc. Indian women wear saris and men may wear turbans.)
4. Inform students that the following day, (Day 2 of this lesson), they will draw numbers from a hat. The number “one” will be the Brahmin of the class for the day. The rest of the class will fall into different sectors of the caste system, depending on their numbers. The lowest one-fourth of the class will be untouchables. They will not speak or be spoken to; and they will be responsible for picking up the scraps, etc. from the floor at the end of class.
 5. Each group of students will make one poster denoting their activities within the caste. They should see their copy of Appendix G, The Caste System of India, for specifics. The Kshatriya group might create a poster showing a warrior with productive farmland in the background, etc. Each poster should include the name of the caste, with the traits listed. Display the posters when finished.
 6. Each student should complete a one-page journal on the problems of being confined to a caste within society.
- E. *Assessment/Evaluation*
1. Day 1: As a formative assessment, students have made a comparative list of cultural mores. Award credit (10 pts.) for completion of this list.
 2. Day 2: As a formative assessment, students will receive credit (10 pts.) for effort and perception in creating caste system posters, and for completing a one-page journal on the problems of being confined to a caste within society.

Lesson Five: Imperialism, or “The White Man’s Burden”? (approximately two class periods, 50 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of how differing societal viewpoints have been influenced by nationalism, race, religion, and ethnicity. (CSS HIS 8.2.B)
 - b. Understand how competition for resources causes conflicts between societies and nations. (Colorado State Standard (CSS GEO 8.6.1.D)
 2. Lesson Content
 - a. Indian nationalism and independence, *Core Knowledge Sequence*, p. 186
 3. Skill Objective(s)
 - a. Analyze the conflict arising between Britain and India as a result of colonialism by creating a satirical political cartoon. (CSS HIS 8.2.B)
- B. *Materials*
1. Students bring political world map from Lesson One
 2. Teacher copy of political world map (blank outline) on a transparency
 3. Appendix H, Contributions of India, copies for each student
 4. Teacher copy of Appendix I, “White Man’s Burden” Discussion

5. Students bring notes from previous lessons
 6. Paper for each student
 7. Pencils or pens for each student
 8. Copies of the poem “The White Man’s Burden,” by Rudyard Kipling, one for each student; available at URL http://www.kipling.org.uk/poems_burden.htm
 9. Copies of reactionary political cartoons from the time period, copied onto overhead transparencies; available at URL <http://www-personal.une.edu.au/~hbrasted/kipling/>
- C. *Key Vocabulary*
1. Satire – irony, sarcasm, or caustic wit used to attack or expose folly or vice
- D. *Procedures/Activities*
1. Begin class by passing out copies of Appendix H, Contributions of India, and having students read this handout. Ask for questions or comments.
 2. Pass out copies of “The White Man’s Burden,” by Rudyard Kipling, and read aloud in class. Tell students it was printed in *McClure’s Magazine* in February of 1899. Use Appendix I, “White Man’s Burden” Discussion, to talk about the poem with the class. What else does this poem reveal about the time? (Discriminatory views by the British toward their colonial people, racism.)
 3. Use Appendix I, “White Man’s Burden” Discussion, to lead a question and answer session with the class.
 4. Share political cartoons on the conflict of imperialism (available at URL <http://www-personal.une.edu.au/~hbrasted/kipling/>).
 5. Discuss the humor of the cartoons and why they are funny. Discuss satire and the need for understanding a given situation for one to ‘get’ the humor, or understand the point of the cartoon.
 6. Assign students to use any and all of the information they have gathered to date to create their own political cartoons on the topic of the British Empire interacting with various cultures of the world. The cartoon should be on 8” x 10” paper, with an obvious pro or con position on this topic. Students will share cartoons with the class after completion.
- E. *Assessment/Evaluation*
1. Students receive 10 points for completing the political cartoons and sharing the intent of the cartoon with the class. Display results.

Lesson Six: India: The Jewel of the Crown – Nationalist Movement in India (approximately one class period, 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Develop an awareness of how differing societal viewpoints have been influenced by nationalism, race, religion, and ethnicity. (CSS HIS 8.2.B)
 2. Lesson Content
 - a. Indian nationalism and independence, *Core Knowledge Sequence*, p. 186
 - i. Sepoy Rebellion
 - ii. Mahatma Gandhi and the Salt March
 - iii. Longstanding tension between Hindus and Moslems
 - iv. Partition of India into Hindu and Muslim states
 3. Skill Objective(s)
 - a. Compare India’s move towards independence with that of the Thirteen American Colonies by listing similarities and differences. (CSS HIS 8.2.B)

B. *Materials*

1. Students bring political world map from Lesson One
2. Students bring notes from previous lessons
3. Paper for each student
4. Pencils or pens for each student
5. Teacher copy of Appendix J, Historical Events Leading to Indian Independence, on an overhead transparency
6. Teacher copy of Appendix K, Comparison of India and Thirteen American Colonies

C. *Key Vocabulary*

1. Partition – to divide a country into separate, independent nations
2. Hinduism – a religion, philosophy, and culture prevalent in India
3. Islam – a monotheistic religion based on the Koran

D. *Procedures/Activities*

1. Introduce this lesson with a reference to U.S. history. Ask if anyone knows how long it took for the American Colonies to achieve independence from Great Britain. (Some may know the Revolutionary War lasted from 1776-1781.) Ask students if that seems like a long time to fight for independence. Remind them of Lesson Two, about Ireland, and the hundreds of years of conflict.
2. Using Appendix J, Historical Events Leading to Indian Independence, on an overhead transparency, have students take notes while you talk about events and people leading up to independence for India.
3. Have students do the math, from the Sepoy Rebellion, 1857, to independence in 1947. Ask how many years these people waited for independence (90 years).
4. Tell students they need to think back to 7th grade history for the next question. The British believed themselves to be a sort of “master race” as they moved about the globe creating colonies and bringing “civilization” to the less fortunate. What other people, or what country, believed themselves to be the “master race” in the twentieth century? (Nazis, Germany)
5. Inform students that the problems for India were far from over after the British gave up ruling this nation.
6. When the British left, ethnic and religious hatreds blossomed.
7. Briefly discuss the definitions of the vocabulary terms; the religions of Hinduism and Islam.
8. The solution to the religious intolerance was to “partition” India into India and Pakistan. Discuss this vocabulary word. The followers of the Hindu religion would have India for their home country, whereas the followers of Islam would have Pakistan. The rush of humanity from border to border and the ensuing conflict caused the deaths of 200,000 people.
9. Ask students, again, where in the world today there is similar evidence of religious and ethnic intolerance. (Some may say Russia and the provinces, most will say the Middle East, or Ireland.)
10. Have students take another look at their Appendix A, Political World Map, from lesson one. Briefly discuss current events and the religious tensions that continue to grip Southwest Asia. (Middle East and Oil Politics, Grade 8, *Core Knowledge Sequence*, p. 189)
11. Assign students to compare India’s move towards independence with what they know of the Thirteen American Colonies. List the similarities and differences.
12. The point of this assignment is two-fold; first, to remind students that the country they live in was once under the dominion of the British Empire, and two,

to show the length of time, in comparison, that India was oppressed under colonization.

E. *Assessment/Evaluation*

1. Collect papers comparing the period of British colonization in America with that of India. As a formative assessment, give credit for effort in determining some similarities and differences between these British possessions. Some possible examples are included in Appendix K, Comparison of India and Thirteen American Colonies. Discuss student papers and the ideas in Appendix K.

Lesson Seven: The Sun Sets on the British Empire (1 class period, 50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how competition for resources causes conflicts between societies and nations. (CSS) GEO 8.6.1.D)
2. Lesson Content
 - a. Breakup of the British Empire, *Core Knowledge Sequence*, p. 186
3. Skill Objective(s)
 - a. Explain, in essay format, why the British Colonial Empire crumbled in the second half of the twentieth century. (CSS GEO 8.1.2.A) (CSS HIS 8.2.B)

B. *Materials*

1. Students bring political world map from Lesson One
2. Appendix C, Colonies of Britain, the poster-size list
3. Students bring Appendix B , Notes on the Rise of the British Empire
4. Teacher copy of Appendix L, Two Quotes, on an overhead transparency
5. Teacher copy of Appendix M, Notes on the Fall of the British Empire, on a transparency
6. Teacher copy of the Kipling poem, "Recessional," available at URL: <http://www.web-books.com/Classics/Poetry/Anthology/Kipling/Recessional.htm>
7. Appendix N, Essay Questions on the Breakup of the British Empire
8. Students bring notes from previous lessons
9. Paper for each student
10. Pencils or pens for each student
11. Overhead projector
12. Overhead markers

C. *Key Vocabulary*

1. Commonwealth – a body politic of free nations united by agreement
2. Nineveh and Tyre – ancient cities destroyed from excesses of power

D. *Procedures/Activities*

1. Introduce this lesson with Appendix L, Two Quotes, on an overhead transparency. Tell students these quotes apply to India, but they could have described many colonies under British rule.
2. Explain to students that while the focus of the unit has been Ireland and India, there were conflicts in many of the British colonies. Point out, once again, Appendix C, Colonies of Britain, the poster-size list.
3. Have students take another look at their notes they took from Appendix B, Notes on the Rise of the British Empire.
4. Talk about possible reasons for the breakup of the empire. (Some may suggest the growth of other nations, technological advances in weapons and transportation, resistance to nations controlling other countries, etc.)

5. Put Appendix M, Notes on the Fall of the British Empire, on a transparency, on the overhead projector. Have students note that the very reasons Britain grew into an empire (refer to Appendix B, Notes on the Rise of the British Empire) support the demise of the empire, as well.
 6. Have students look at the overhead and compare the information from their notes on the rise of the empire to Appendix M. Ask for questions or comments as you go through the reasons for the breakup.
 7. Present to students several hypotheses about why the empire dissolved:
 - a. Some sources say Britain's economic decline after World War II was the death knell of empire. The cost of the war was too high.
 - b. Others suggest that the philosophy of allowing nations self-determination, after the war, was too popular to support the continuation of colonization.
 - c. Another possibility was the United States lack of support for Britain's imperialistic tendencies. As the most powerful nation in the world, the U.S. had enough political influence to dissuade Britain from hanging on to colonies.
 - d. The British may have lost their spirit for empire. Share with students Kipling's poem, "Recessional," (1897) emphasizing the quotes and discussing the historical allusions to Nineveh and Tyre:

The tumult and the shouting dies;
The Captains and the Kings depart: (second stanza)
Far-called, our navies melt away;
On dune and headland sinks the fire:
Lo, all our pomp of yesterday
Is one with Nineveh and Tyre! (third stanza)
 8. Tell students it's their turn to hypothesize. They will choose two essay questions to answer from Appendix N, Essay Questions on the Breakup of the British Empire. They will follow the directions on the appendix. This assignment will be due on test day, to be handed in before the tests are passed out.
- E. *Assessment/Evaluation*
1. Essay questions are graded according to the rubric included in Appendix N and will be considered a summative assessment of critical thinking skills applied to this topic. An answer guide is provided on p. 2 of Appendix N, although answers will vary based on class discussion and student perceptions.

Lesson Eight: The Lasting Legacy of the British Colonial Empire (approximately one class period, 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how competition for resources causes conflicts between societies (CSS GEO 8.1.2.A)
 2. Lesson Content
 - a. Creation of British Commonwealth, *Core Knowledge Sequence*, p. 186
 - b. Independence for colonial territories, *Core Knowledge Sequence*, p. 186
 3. Skill Objective(s)
 - a. Evaluate the legacy of the British Empire's colonial influence by arranging points of lasting importance in sequence, greatest to least in importance. (CSS GEO 8.1.2.A)
- B. *Materials*
1. Appendix C, Colonies of Britain, poster-size list

2. Appendix O, The Legacy of the British Empire
 3. Students bring notes and maps for this unit
 4. Paper for students
 5. Pencils or pens for students
- C. *Key Vocabulary*
1. Legacy – something that’s handed down to future generations
- D. *Procedures/Activities*
1. Refer students, once again, to Appendix C, Colonies of Britain poster. Have them note the dates following some of the colonies’ names. These are the dates the colonies received independence from Great Britain.
 2. The dominion became a domino game; the colonies fell into place, waiting their turn for independence like dominoes in a row, all falling down one after the other. Inform students that in many cases, such as that of Cyprus, Kenya, and Egypt, much bloodshed fell for several years before the hard won freedom was awarded. Remind students that the unit focuses on Ireland and India, but that many hard-won victories were fought in locations around the globe.
 3. What had started out as competition for resources in a mercantile world became a one nation show, as Great Britain dotted the globe with colonial possessions.
 4. In 1930, the Statute of Westminster was a step towards awarding independence to some of the colonies of Britain. The “white” dominions were the first to receive independence.
 5. After World War I, “Empire” was dropped from the name, as empires were out of style at that time. The commonwealth concept, with former colonies having a looser association with the Crown than previously permitted, was a political segue for Britain to move the colonies to independence.
 6. As Great Britain released its hold on so many locations in the world, it follows to determine the legacy of the British Empire and its long-lasting influence on the world.
 7. Brainstorm with students about the possible residual influences left by Great Britain on the many colonies and possessions.
 8. Using Appendix O, share some scholars’ suggested legacies of the British Empire.
 9. Assign students to arrange the items in Appendix O in order of importance; with the greatest effect first and the least last, explaining the reasons for this arrangement. Tell them there are not “right” and “wrong” answers on this assignment; it is their assessment and rationale that is important.
- E. *Assessment/Evaluation*
1. Collect student evaluations of the legacy of the British Empire. Award 10 points for completion as assigned.

VI. CULMINATING ACTIVITY

- A. Demonstrate mastery of the “Breakup of the British Empire” unit by successfully completing Appendix P, Test on “Breakup of the British Empire,” 100 points, as a summative assessment and evaluation of this unit. Grade the tests using Appendix Q, Key to Test on “Breakup of the British Empire.” Collect essays from Lesson Seven.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Notes on the Rise of the British Empire (Lesson One and all lessons)
- B. Appendix B: Teacher Notes on the Rise of the British Empire (Lesson One)
- C. Appendix C: Colonies of Britain (Lesson One)
- D. Appendix D: Timeline Data of Ireland (Lesson Two)

- E. Appendix E: Geography of India and South Asia (Lesson Three)
- F. Appendix F: Map of India and South Asia (Lesson Three)
- G. Appendix G: The Caste System of India, on a transparency (Lesson Four)
- H. Appendix H: Contributions of India (Lesson Five)
- I. Appendix I: “White Man’s Burden” Discussion (Lesson Five)
- J. Appendix J: Historical Events Leading to Indian Independence, on an overhead transparency (Lesson Six)
- K. Appendix K: Comparison of India and Thirteen American Colonies (Lesson Six)
- L. Appendix L: Two Quotes (Lesson Seven)
- M. Appendix M: Notes on the Fall of the British Empire (Lesson Seven)
- N. Appendix N: Essay Questions on the Breakup of the British Empire (Lesson Seven)
- O. Appendix O: The Legacy of the British Empire (Lesson Eight)
- P. Appendix P: Test on “Breakup of the British Empire” (Culminating Activity)
- Q. Appendix Q: Key to Test on “Breakup of the British Empire.” (Culminating Activity)

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Appendix B

Teacher Notes on the Rise of the British Empire

1. India was considered a region of vast riches to the British. They needed to protect India from other power seekers. Great Britain continued acquiring colonies, some for the specific purpose of strategic positioning to protect their interests in India.
2. In 1600, the British East India Company pursued the spice-rich East Indies. Through their exploration efforts, this company was eventually given total control (by the British government) over British trade with India; imports and exports.
3. Point out the pattern of British colonization in Africa, from north to south, with the specific goal of controlling waterways to the East.
4. Remind students that the sea was the major transportation mode during this time period. Ships carrying goods had to sail around the Cape of Good Hope at the tip of Africa. Great Britain controlled African territory from Capetown, in the south, to Alexandria in the north. One could travel overland for 4,600 miles of land without ever leaving the British Empire. In addition Britain was afforded valuable seaports on the Mediterranean Sea because of territorial acquisitions.
5. The importance of control of the southern route around Africa remained essential until 1869, when the construction of the Suez Canal made a short cut for trade.
6. Discuss the vocabulary words: mercantilism, dominion, and protectorate. Explain that in addition to Britain, other Europeans were scrambling to gobble up colonies in an effort to bolster their economies. France, Belgium, Spain, Portugal, and Germany were imperialistic as well; however, Britain was the most powerful and the most successful. Advise students to remember that “colonies equaled profit.”
7. Share with students that many British missionaries attended to the colonies to expose natives to religious views of the empire. While this theme gave credence to the benevolence of the empire in taking colonies under its wing, anti-imperialists insisted that it was greed for increased military power and economic gain that the colonization continued.

Appendix C, page 1 of 2

Colonies of Britain

Former British Dominions, Colonies, Protectorates, Protected and Associated States, Mandated and Trust Territories

1. Aden -1967
2. Antigua and Barbuda - 1981
3. Australia - 1931
4. Bahamas - 1973
5. Barbados -1966
6. Basutoland - see Lesotho - 1966
7. Bechuanaland - see Botswana
8. Belize - 1981
9. British Antarctic Territory
10. British Central Africa
11. British East Africa
12. British Guiana – (Guyana) - 1966
13. British Honduras (Belize) - 1981
14. British Indian Ocean Territory
15. British New Guinea (Papua) - 1975
16. British Somaliland - see Somaliland - 1960
17. British South Africa
18. Brunei
19. Burma - see Myanmar - 1948
20. Canada - 1931
21. Cape Colony - South Africa
22. Ceylon - see Sri Lanka
23. Cook Islands
24. Cyprus - 1960
25. Dominica
26. East India Company
27. Egypt - 1952
28. Federated Malay States
29. Fiji - 1970
30. Gambia - 1965
31. Gilbert and Ellice Islands - see Kiribati and Tuvalu
32. Gold Coast - see also Ghana - 1957
33. Ionian Islands
34. Grenada - 1974
35. Heligoland
36. Hong Kong - 1997
37. India - 1947
38. Ireland – 1922-1931
39. Jamaica - 1962
40. Kenya - 1963
41. Labuan
42. Lagos (Nigeria)
43. Leeward Islands
44. Liu Kung Tau
45. Malacca
46. Malaya - see Malaysia
47. Maldives - 1965
48. Malta - 1964
49. Mauritius - 1968
50. Mosquito Coast
51. Natal
52. Nauru
53. New Hebrides - see Vanuatu
54. Newfoundland
55. New South Wales
56. New Zealand - 1931
57. Niger Coast Protectorate - see British Nigeria
58. Nigeria - 1960
59. Niue - see Western Pacific High Commission
60. North Borneo - see Sabah - 1963
61. Northern Nigeria - see British Nigeria
62. Northern Rhodesia - see Zambia
63. Nyasaland - see Malawi
64. Orange River Colony
65. Palestine - 1948
66. Penang
67. Queensland
68. Rhodesia - see Zimbabwe
69. Royal Niger Company

Appendix C, page 2 of 2

Colonies of Britain

70. Federation of Rhodesia and Nyasaland
71. Saint Christopher, Nevis and Anguilla - 1983
72. Saint Kitts and Nevis
73. Saint Lucia - 1979
74. Saint Vincent and the Grenadines
75. Sarawak
76. Seychelles
77. Sierra Leone - 1961
78. Singapore
79. Solomon Islands - 1978
80. South Africa - 1931
81. South Australia
82. Southern Nigeria - see British Nigeria
83. Southern Rhodesia - see Zimbabwe - 1980
84. Sri Lanka - 1948
85. Straits Settlements
86. Sudan - 1956
87. Swaziland - 1968
88. Tanganyika
89. Tasmania
90. Tonga - 1970
91. Transvaal
92. Trinidad and Tobago - 1966
93. Turks and Caicos Islands
94. Uganda - 1962
95. Unfederated Malay States
96. Victoria Colony
97. Weiheiwei - see China
98. West Indies Federation
99. West Pacific High Commissioner
100. Western Australia
101. Western Samoa - see Samoa
102. Windward Islands
103. Witu Protectorate
104. Zambia - 1964
105. Zanzibar

Adapted from:

<http://flagspot.net/flags/gb-colon.html#list> 2002-11-23 by **rob raeside**
FOTW Flags Of The World website

Appendix D, page 1 of 2

Timeline Data of Ireland

Name: _____

Use the following data to construct a timeline of Ireland’s domination by England over the centuries. When England united with Scotland and became Great Britain, resistance in Ireland continued. Show this continuing struggle by including at least ten of the following dates and events on your timeline. The grading rubric for this project will be the following:

Project value: 25 points

Grading Criteria	Re-read instructions; more effort required	Completes assignment as directed	Surpasses Expectations; Well done!	Score
Content (15 points)	8-11 points	12-14 points	15 points	
Clarity – Easy to follow (5 points)	2-3 points	4 points	5 points	
Neatness – attractively done (5 points)	2-3 points	4 points	5 points	
Comments:				Final Grade:

Late 1400’s – King Henry, VIII, of England, declared himself the “King of Ireland.” He took Irish people’s land and took away their right to vote

1534 – 1537 – King Henry VIII tried to force the Irish, who were Roman Catholic, to become Protestant.

1553 – To further English claim to Ireland, English citizens were moved to Ireland to create English settlements. The settlements were called plantations because the people were “planted” there.

1641 – 1651 – Catholics and Protestants fought in Ulster, Ireland

1685 – English king, James II, (who was Catholic) tried to restore the rights of the Irish. He was removed from power and replaced with William of Orange, (who was Protestant.)

1695 – King William created “Penal Laws,” a set of rules to punish Irish Catholics for failing to cooperate by giving up their religion. They could not vote, hold public office, attend Catholic schools, or own land.

1845 – Potato Famine strikes Ireland. Northern Ireland grew oats and had begun to industrialize, so there was money to buy food. Southern Ireland depended on the potato crop. The oats, from the north, went to England.

1852 - Over 1.5 million Irish starved to death; over 1 million emigrated, or moved out of the country.

1905 – *Sinn Fein*, a name meaning “We ourselves,” becomes an organization fighting for the rights of Roman Catholic Irish.

Appendix D, page 2 of 2

Timeline Data of Ireland

1916 – Easter Monday – a rebellion in Dublin, Ireland, where nationalist groups fought against the British for a week. After the uprising ended, fifteen rebels were executed by the British.

1918 – Irish won seventeen seats in British Parliament; but never took the seats – instead, they created an Irish Assembly.

1919-1921 – Anglo- Irish War – British refused to accept independent government of Ireland; outlawed *Sinn Fein*, violence ensued.

1922 – Southern Ireland and three of Ulster’s Roman Catholic provinces became the Free State of Ireland, eventually became the Republic of Ireland. Northern Ireland would continue to be part of Great Britain, against the wishes of the republic.

1949-1968- relatively peaceful time

1970 – Bloody Sunday – Catholic and Protestant groups began fighting. Britain sent troops to quell the violence. Over 467 people died that year from the fighting and bombings.

1998 – Belfast Agreement – also known as the Good Friday Agreement, signed by the Irish and the British, mandated that all violent groups must give up their weapons, in an attempt to end terrorism.

2000 – Since Bloody Sunday, fighting in Northern Ireland had killed more than 3,600 people and injured more than 36,000.

Adapted from Banting, E. *Ireland, the People*. 0-7787-9350-8.

Appendix E

Name: _____

India and South Asia Physical Geography

Locate and neatly label the following on your map of Asia.

1. Rivers and bodies of water:
 - A. Ganges River
 - B. Indus River
 - C. Brahmaputra River
 - D. Arabian Sea
 - E. Bay of Bengal
 - F. Indian Ocean
2. Landforms
 - A. Deccan Plateau
 - B. Himalayas (Mountain Range)
 - C. Mount Everest – 29,028 ft. high
 - D. Western Ghats
 - E. Eastern Ghats
 - F. Hindu Kush
 - G. Plateau of Tibet

India and South Asia Political Geography

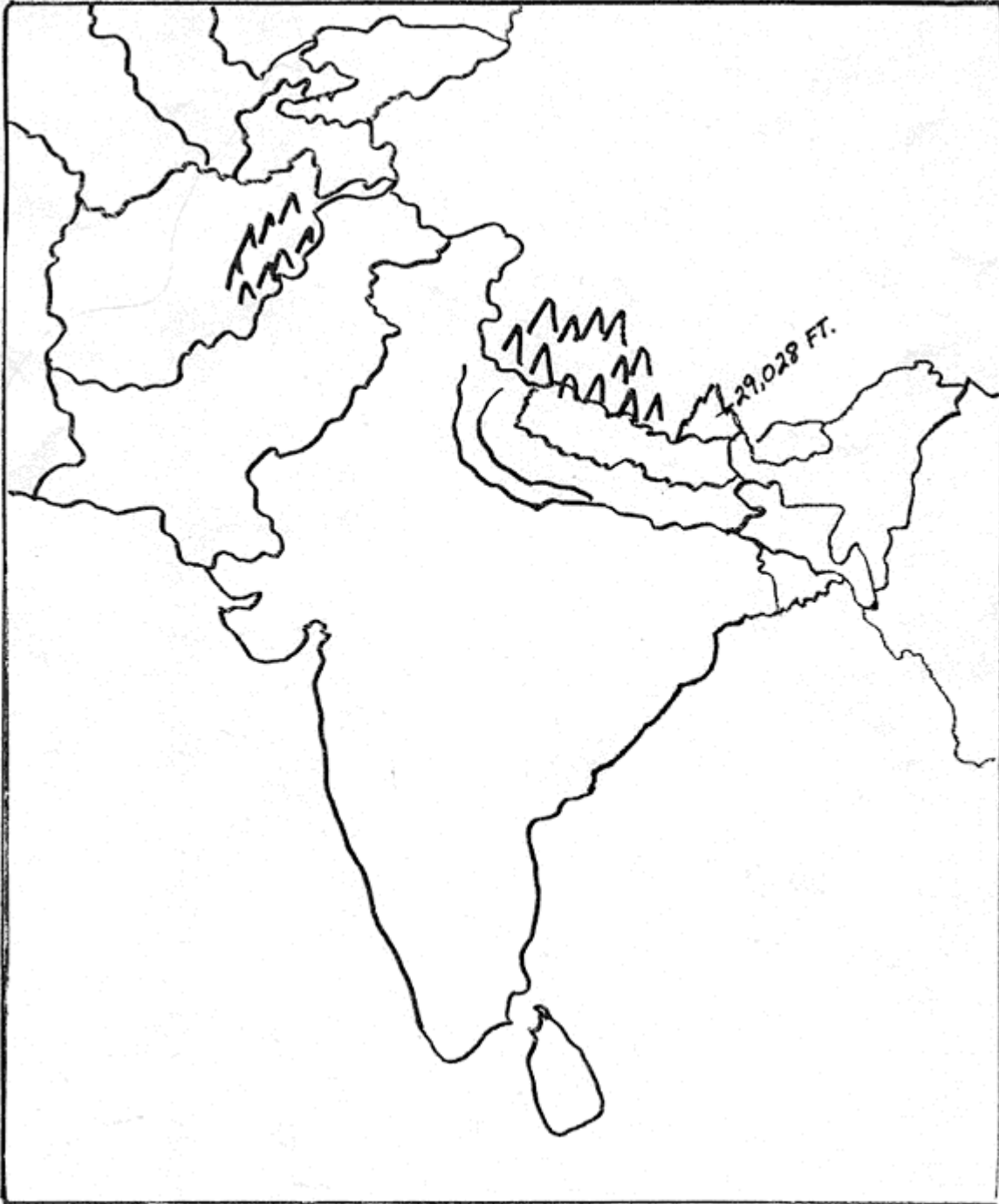
Locate and neatly label the following on your map of Asia.

1. Countries and Cities:
 - A. India
 - B. Pakistan
 - C. Karachi
 - D. Bangladesh
 - E. Afghanistan
 - F. Kabul
 - G. Islamabad
 - H. Nepal
 - I. Kathmandu
 - J. Sri Lanka
 - K. Delhi
 - L. Bombay
 - M. Calcutta
 - N. Madras

Appendix F

Map of India and South Asia

Name: _____



Appendix G

Caste System of India

People in India are born into social positions in society; this is the “Caste System. Citizens of India live, marry, and die within their caste. Rigorous rules of etiquette are followed between caste members.

Brahman –	priest
Kshatriya –	ruler, warrior, landowner Members of this caste are important because they are protectors and providers of food.
Vaishya -	merchants Shopkeepers, sellers of products
Shudra -	artisans, agriculturalists, gardeners These people perform services. There are many different groups within this caste.
Harijan -	“outside” the caste system, or “untouchables” These people were thought to be so dirty that no one would be near them. Their jobs involve cleaning or dealing with distasteful projects. After India became a democracy in 1947, there was an effort to change the discrimination against these people and the name was changed to “Harijan,” or God’s children.

Adapted from Callaham, T. and Pavich, R. “The Indian Caste System.” URL:
<http://www.csuchico.edu/~cheinz/syllabi/asst001/spring98/india.htm>

Appendix H

Contributions of India

When Western Europeans began their era of exploration and trade in the 1500's, they found that India had achieved some remarkable accomplishments. In their search for gold, silks, and spices, the world travelers found some additional surprises. The nation of India had some innovative ideas about mathematics, astronomy, industry, medicine, and daily living.

India was ahead of the world in mathematics and astronomy. The concept that the earth is round was developed by an Indian astronomer in approximately 500 A.D. These academicians created "0" as a number, contributed the decimal system, and used a multiplication system found in calculation machines today. They worked out advanced algebraic and geometric formulas unknown in western civilization.

In this nation whose caste culture seemed so odd to the Europeans, the visitors noted some industrial innovations. The Indians used a method of steel production that was far superior to that of England's even in the 1800's. The steel, called *wootz* had been in production since 325 B.C. This strong product still proves its metal today, in the twenty-three foot high pillar in the Qutab Minar Courtyard in Delhi. This structure has been standing since about 500 A.D. and it does not rust. The process of how this steel was produced is still unclear today.

In addition to industrial advancement, the medical world also benefited from discoveries made in India. Herbal medicines unheard of in Europe were commonly used in India. The concept of using vaccinations to ward off diseases was another innovative practice.

The daily lives of this exotic country's inhabitants were sufficiently provided for. Agricultural techniques were successful and environmentally friendly in India. Farmers were able to grow enough food at this time. Education was an early concern. There were schools in even the smallest of villages. The arts flourished. The country included three major world religions: Hinduism, Islam, and Buddhism.

There were silks, spices, and riches to be found in India at the time of European exploration. Many products that India had to offer were very appealing to the traders from distant lands. They found tea, timber, gemstones, spices, iron ore, coal, copper, and limestone. The nation of India would become known as a treasure trove of resources to the economies of the world, and eventually, "the jewel in the crown" of Great Britain.

Adapted from: Cumming, D. *India*. 1-56847-384-2.

Appendix I

“The White Man’s Burden” Discussion

Poet: Rudyard Kipling

Published: February, 1899, *McClure’s Magazine*

1. Every stanza of the poem begins with “Take up the White Man’s burden,” as Kipling speaks to fellow Brits about the cost and scope of empire.
2. **Stanza 1:** The best young men Britain has to offer are being sent “to exile” to wait “in heavy harness” for the toil of empire.
3. **Stanza 2:** Kipling advises patience while seeking another’s profit and gain.
4. **Stanza 3:** In a passage of irony, the poet discusses “savage wars of peace,” and suggests, “Fill full the mouth of famine.”
5. **Stanza 4:** Kipling discusses the efforts of the British troops governing the various colonial outposts and cautions, “Go make them with your living, And mark them with your dead!”
6. **Stanza 5 and 6:** These verses portray the little gratitude received for the life of service to the crown; by superiors or by the colonists.
7. **Stanza 7 and concluding verse:** Kipling sums up the poem by reinforcing the view of the previous stanzas and referring to the “thankless years” one might invest in this activity.
8. Kipling’s expression of being unappreciated is reiterated in a poem that includes the lines:

“I know a person small—
She keeps ten million serving men,
Who get no rest at all!
She sends ‘em abroad on her own affairs,
From the second she opens her eyes—“

9. Ask students who the small person is. (Queen Victoria) What can be deduced from this quote?
10. Many anti-imperialists in the United States wrote parodies and rebuttals of the poem. Americans were by and large opposed to the imperialism of Europe, even though the Spanish-American War ended with the cession of Puerto Rico, Guam, and the Philippines to the U.S. One American said, “The White Man’s Burden has been sung. Who will sing the Brown Man’s?” – Mark Twain
11. Why would many Americans be against colonization?
 - a. Revolution 1776 to extricate from empire
 - b. Belief in self-determination for all people
 - c. Claim of missionary work really a noble idea masking greed of military power and economic usurpation
12. While Americans were nobly condemning Britain and Europe’s colonialism, the U.S. had taken Hawaii, purchased Alaska, received the above, (#10) from Spain, and pushed Native Americans off their land. How can you justify the stance of anti-imperialist Americans of the time when the U.S. had followed manifest destiny? (Answers will vary...)
13. Share with the class: Rudyard Kipling was a writer and a soldier stationed in India for the British government.

Appendix J

Historical Events Leading to Indian Independence

1. Sepoy Rebellion

*1857 -1859

*A mutiny of Indian troops, stationed near Delhi

*Results:

1. British and Indian attitudes changed towards British rule of India.
2. Year long insurrection
3. Dissolution of the British East India Company
4. Beginning of British Raj, when Great Britain ruled India directly

2. Ireland's independence

*1921

*The world watched as Ireland finally became established as the Republic of Ireland.

3. Mohandas Gandhi, later Mahatma (“Great Soul”) Gandhi

* **London** trained lawyer, Hindu religion

* Worked in Africa for the rights of Indians

* Indians in South Africa no citizenship rights

* Developed *satyagraha*, meaning “truth force”
(Nonviolent protest technique)

* Returned to India in 1914 (WWI)

* 1919: Protest fired upon by British troops; 379 people killed

* Gandhi led boycotts, encouraged people to stop paying taxes.

4. Salt March

* 1930

* Salt was illegal unless purchased through a (British) government supplier, keeping the price very high.

* Gandhi and his followers went on a 250 mile march to the seaside village of Dandi.

* He and 60,000 others were arrested; peaceful protest an example for the world.

5. World War II

*India supported the Allies

6. Independence

*1947 – Great Britain granted independence to India, almost 100 years after the Sepoy Rebellion.

Appendix K

Comparison of India and Thirteen American Colonies

Possible criteria of similarities	Thirteen American Colonies	India
Economic motives	Stamp Tax Tea Tax	Land Tax Salt Tax
Most trade with England	Navigation Acts	British East India Company
Religious intolerance	Puritans Pilgrims	Missionaries to convert Hindus, Moslems
Lack of self government	King George III, Parliament “Taxation without Representation”	British Raj
Possible criteria of differences		
Ethnic differences	Many were Englishmen	Native people of India
Historic differences	No tightly governed nation existed in the geographic location of the colonies before colonization.	India had a long, rich, history of achievement and culture long before Britain colonized.
Culture	Many colonists to the New World were English settlers, bringing English culture.	India had a developed culture that was exotic to the English and not understood.
Length of conflict	About five years	Over 90 years

Appendix L

Two Quotes

The two quotes below represent the thinking of the British and the people of India before the country won its independence from Great Britain. Read them and think about the two viewpoints represented.

“It is a country of inexhaustible riches and one which cannot fail to make its new masters the richest corporation in the world.”

-Robert Clive, top official of the East India Company

“You have been taught that ...British rule in India is beneficial. Nothing is more false! You cannot escape two facts: first, that under the British, India has become the world’s poorest country; and second, that it is denied advantages and decencies to which any free country is entitled.”

-Mahatma Gandhi

Cumming, D. *India*. (p. 13, 15)

Appendix M

Notes on the Fall of the British Empire

1. Economics (Mercantilism)*

Cost of keeping up the empire outweighed the benefits of resources from colonies, (troops stationed, etc.)

2. Geopolitical landscape (Global expansion)

20th century: Japan power in Pacific

Germany power in Europe

U.S. power in the Western Hemisphere

Britain's increased obligation towards territories, such as those in the Middle East after World War I, etc., caused more demand on government and troops.

3. Warfare in the 19th and 20th centuries (Success in wars)

Britain won the wars, but at tremendous cost.

Ireland – 1100's – 1600's

Treaty of Utrecht: Nova Scotia, Newfoundland; a monopoly on the slave trade in Spanish America

Treaty of Paris, 1763, Seven Years' War

All of French Canada

East India Company pushed France out of India

Boer War, 1899-1902, Africa

Opium Wars, 1841-1842, China

World War I, 1914-1918

World War II, 1939-1941

4. World Powers (Superior naval power)

The largest navy no longer indicated the most powerful nation; with new technology in weapons and flight, the designation of world power was beyond the largest navy.

5. World Trade (Few restrictions on trade)

After World War II, the United States would not support British colonization. This caused a rapid disintegration of the British Empire.

1957 – Britain tried to join the European Common Market- but vetoes from member nations kept Great Britain out. In 1973, Britain was finally admitted to the European Community.

1950's: Egypt, Kenya, Cyprus, followed by others seeking independence. By the late 1960's, British troops world wide were brought home. The last troops left Hong Kong in 1997.

*Headings in () are from Appendix B, Notes on the Rise of the British Empire

Appendix N, page 1 of 2

Essay Questions on the Breakup of the British Empire
(25 points each essay)

Choose two (2) of the following questions. Answer the question on your own lined paper in an organized essay, including supporting details to prove your point. Papers will be graded with the rubric, below.

1. What can the United States today learn from the British Empire of the last century? (Think about policing the world, protecting smaller nations, economic interests, etc.)
2. Discuss the lasting influences of the British Empire on today's world.
3. What did Rudyard Kipling say was the "white man's burden"? What does this tell you about the people and the times of the 19th century?
4. How did Great Britain react to world regions where people had different beliefs and cultures than their own? Use Ireland and India for examples.

Bonus Question

(5 points extra credit)

Explain the statement below in an organized paragraph.

In 1817, a London journalist, John Wilson, is credited with having said, "The sun never sets on the Union Jack." (The Union Jack is a nickname for the British flag.)

Criteria for grading	Did you look at your notes?	Some points covered	Completed as assigned	Surpasses expectations	Score each essay 25 pts. total
Content (15 pts.)	More effort needed! 8-9 pts.	Take your time! 10-11 pts	Main points covered 12-13 pts.	Excellent! 14-15 pts.	
Clarity and style (5 pts.)	2 pts.	3 pts.	4 pts.	5 pts.	
Mechanics (5 pts.)	2 pts.	3 pts.	4 pts.	5 pts.	

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**Essay Questions on the Breakup of the British Empire
Possible Answers**

(Award credit for valid points made based on notes and discussion from class.)

1. What can the United States today learn from the British Empire of the last century? (Think about policing the world, protecting smaller nations, economic interests, etc.)

- A. Attempts to share U.S. system of government and civilization with others may not work.
 - 1. Iraq invasion - Britain attempted regime change, 1919 – 1932; it doesn't work
 - 2. Troops in Afghanistan
 - 3. Troops in Bosnia
 - 4. Troops in South Korea
- B. World power status means creating one's own rules for international relations.
 - 1. Britain had to bow to U.S. stand in granting colonies independence in second half of the 20th century.
 - 2. U.S. went over U.N. veto in Iraqi invasion
- C. Even the greatest world power can spread itself too thin in the world.

2. Discuss the lasting influences of the British Empire on today's world.

Answers should reflect Appendix O

3. What did Rudyard Kipling say was the "white man's burden"? What does this tell you about the people and the times of the 19th century?

Answers should reflect Appendix I

4. How did Great Britain react to world regions where people had different beliefs and cultures than their own? Use Ireland and India for examples.

The British did not accept exotic cultures from the nations colonized. Ireland and India are examples. Ireland had a predominantly Roman Catholic population, so Britain took away the rights of the people. The goal was to convert the people of Ireland to the religion of England. People in India were treated like servants; the British maintained a condescending attitude towards the people of another culture.

Appendix O

Legacy of the British Empire

1. **The English language:** doctors in India could converse with doctors in Africa, etc.
2. **The English legal system:** laws, parliamentary democracy, and political parties, representative government
3. **Religion:** Anglicanism, the Church of England, is world wide. (Nations with established religions, such as Islam in Sudan or Hinduism in India are exceptions to the influence of the British missionaries.)
4. **European culture**
5. **Railroads, roads,** canals, bridges, factories
6. **Free trade and investments** in foreign goods and manufacturing
7. **Racism** towards colonies whose inhabitants were different races

**Breakup of the British Empire Test
(100 Points)**

Part I: Multiple Choice: Circle the letter of the correct answer. (2 points each)

1. The phrase, "The sun never sets on the British Empire," meant:
 - A. The empire was located in the northern latitudes, where it never got dark.
 - B. The empire was so extensive that wherever the sun was shining on the earth, there was a British colony.
 - C. The British Empire, following the Treaty of Utrecht, had to manage property around the globe.
 - D. Since Great Britain is located by the Prime Meridian, it is always daylight there.

2. The Sepoy Rebellion was:
 - A. The name for a mutiny in India in 1857, against the British troops there
 - B. The name of a poem by Robert Louis Stevenson
 - C. The Indian name for independence
 - D. All of the above

3. The "Ring of Fire" is a region of volcanoes that:
 - A. Surrounds the mountains of Asia
 - B. Surrounds the Pacific Ocean
 - C. Encompasses the Anasazi ruins
 - D. Created the Hawaiian Islands

4. A large landmass that is a major part of a continent is:
 - A. A subcontinent
 - B. An island
 - C. An archipelago
 - D. An isthmus

5. Winds that blow across East Asia at certain times of the year are called:
 - A. Loess
 - B. Erosion
 - C. Purdah
 - D. Monsoons

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6. The “Salt March” took place in 1930 and was:
 - A. A plea for people to eat more healthfully
 - B. A strike against the largest potato chip factory in all of Asia
 - C. A protest against a tax levied on salt in India by Great Britain
 - D. The beginning of a dictatorship in Bangladesh in 1971

7. The yearlong uprising in 1857 that changed attitudes towards British rule of India
 - A. Also did all of the below
 - B. Also caused the dissolution of the East India Company
 - C. Also began the period of the British Raj, where the U.K. directly ruled the Indian subcontinent
 - D. Also ended the Mughal Empire

8. An Indian leader that helped India become independent and also demonstrated peaceful protest methods was:
 - A. Indira Gandhi
 - B. Mahatma Gandhi
 - C. Rudyard Kipling
 - D. Padhraic Pearse

9. Much of the vegetation in India is characterized as:
 - A. Taiga
 - B. Tundra
 - C. Olympic Rainforest
 - D. Tropical Rainforest

10. Most of the people in South and Southeast Asia make their living by:
 - A. Farming
 - B. Manufacturing
 - C. Salt production
 - D. Automobiles, like Hyundais

11. An historic route that can be taken through some steep mountains between Pakistan and Afghanistan is:
 - A. The Mahareshi Kush Pass
 - B. The Bangladesh Turnpike
 - C. The Brahmaputra Tunnel
 - D. The Khyber Pass

12. India’s products for “cash crops” include:
 - A. All of the below
 - B. Tofu, flax, and opium
 - C. Tea, rice, and bamboo
 - D. Tobacco, mint, and grapes

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13. A mountain that is 29,028 feet tall, located in the Himalayan Range, is:
- A. Mount Kilimanjaro
 - B. Mount McKinley
 - C. Mount Blanc
 - D. Mount Everest
14. The caste system has been in India:
- A. For over one thousand years
 - B. Since 1947, when independence was won
 - C. For the last two generations
 - D. Since the 1857 uprising
15. The caste system is:
- A. A barter system, for trading goods
 - B. A class system, for people in society
 - C. An economic system, for creation of a stock market
 - D. A welfare system, for dispensing medical supplies and services
16. Hindu Kush is:
- A. A mountain range in Asia
 - B. A restaurant in India
 - C. A variety of cheese enjoyed by many cultures
 - D. The most popular group in Southeast Asia
17. A plant that grows four feet per day and is used to build houses is:
- A. Bessemer Ivy
 - B. Water chestnuts' trunks
 - C. Bamboo
 - D. Jungle palms
18. The Indian rail system is substantial and was created by:
- A. The Turks, to transport silk and spices
 - B. The Indians, to travel to vacation spots
 - C. The Pakistanis, to take control of India
 - D. The British, to transport goods and troops
19. The population of India is closest to:
- A. 100 million people
 - B. 300 million people
 - C. 600 million people
 - D. One billion people

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20. The term Untouchables referred to:
- A. American law officers in the 1930's
 - B. People who have been quarantined because of disease
 - C. The lowest members of the caste system in India
 - D. The Brahman, or priests, in India
21. The major religion in India is:
- A. Buddhism
 - B. Christianity
 - C. Sikhism
 - D. Hinduism
22. The major religion in Pakistan is:
- A. Islam
 - B. Christianity
 - C. Hinduism
 - D. Buddhism
23. In 1899 a poem called "The White Man's Burden" was published in McClure's Magazine. The poet was:
- A. Mahatma Gandhi
 - B. Rudyard Kipling
 - C. Indira Gandhi
 - D. Jawaharlal Nehru
24. The nations of Pakistan and India were created as two separate nations in 1947 because of religious conflict between two groups of people. This separation is referred to as:
- A. The partition
 - B. The Iron Curtain
 - C. The Bamboo Curtain
 - D. The Great Wall of India
25. In Ireland, conflict has arisen between:
- A. Protestants and Roman Catholics
 - B. Buddhists and Christians
 - C. Hindus and Muslims
 - D. Historians and Progressives
26. The Easter Rebellion was:
- A. An uprising about the Easter celebration in Ireland
 - B. An uprising that occurred on Easter Monday, 1916
 - C. A spring celebration held outside a courthouse in Dublin
 - D. A remembrance of an ancient revolt

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27. Today, the “IRA” stands for:
- A. The Internal Revenue Association
 - B. The Irish Republican Army
 - C. The International Relief Agency
 - D. The Investigative Reform Act
28. During the twentieth century, many British colonies gained independence. The British Empire became the British:
- A. League of Nations
 - B. United Nations
 - C. Countries of Cooperation
 - D. Commonwealth of Nations
29. Today, Northern Ireland remains part of Great Britain. The Republic of Ireland:
- A. Wants reunification
 - B. Wants peaceful separation from England
 - C. Wants independence from Northern Ireland
 - D. Wants to make a Protestant nation
30. The British Empire had acquired colonies for the purpose of:
- A. All of the below
 - B. Missionary work for uncivilized countries
 - C. Natural resources to be used for manufacturing
 - D. Convenient harbors for refueling ships and forming trade routes

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India Map Test
(2 points each)

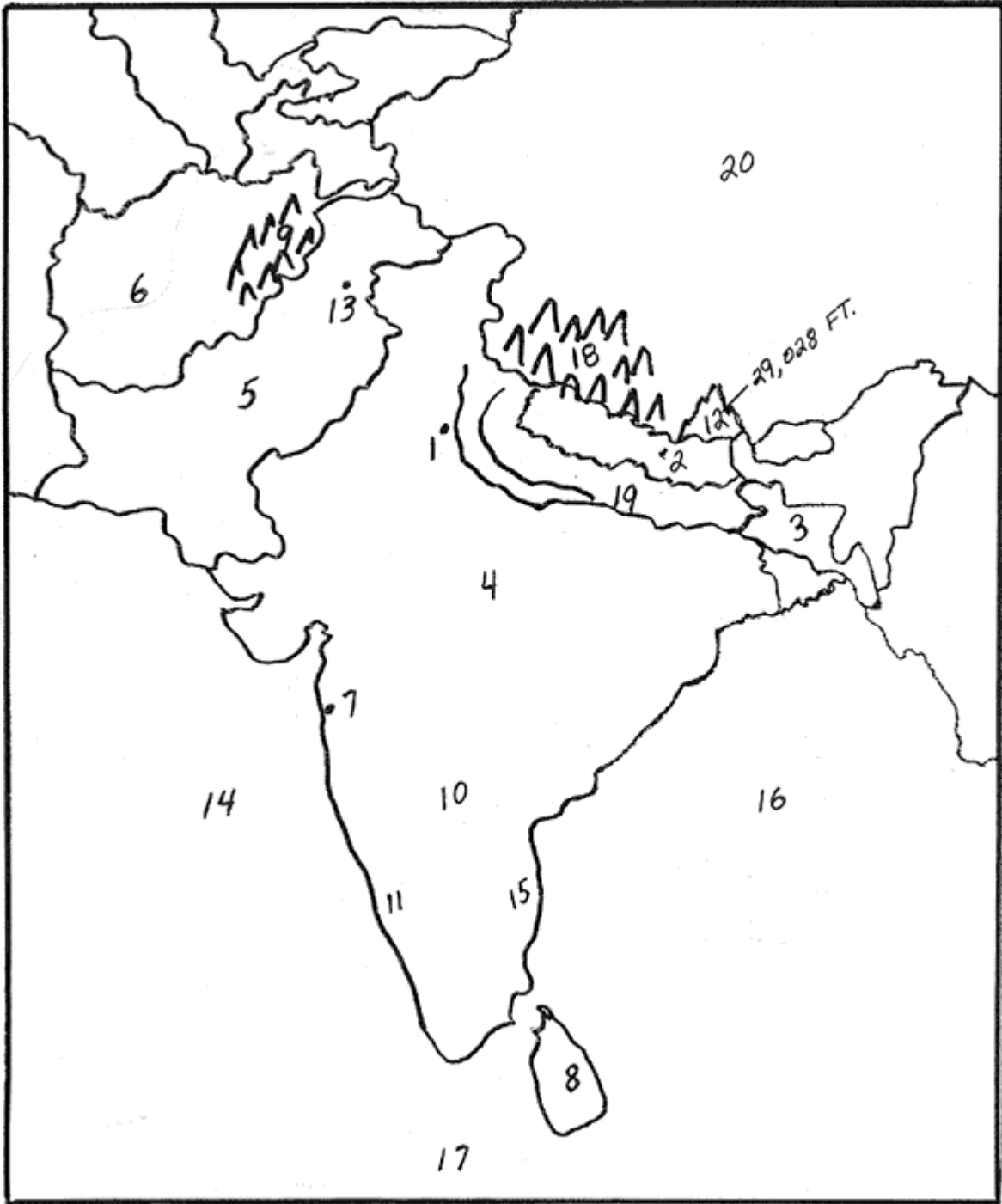
II. Map Test: Fill in the appropriate geographic location names on the lines below after you identify them on the map. A word bank is provided below; it has one extra word!

1. _____ (city name)
2. _____ (country name)
3. _____ (country name)
4. _____ (country name)
5. _____ (country name)
6. _____ (country name)
7. _____ (city name)
8. _____ (country name)
9. _____ (landform name)
10. _____ (landform name)
11. _____ (landform name)
12. _____ (landform name)
13. _____ (city name)
14. _____ (body of water)
15. _____ (landform name)
16. _____ (body of water)
17. _____ (body of water)
18. _____ (landform name)
19. _____ (river name)
20. _____ (country name)

Bangladesh	Eastern Ghats	Western Ghats
India	Pakistan	Afghanistan
Sri Lanka	Ganges River	Indus River
Hindu Kush	Mount Everest	Nepal
Deccan Plateau	Arabian Sea	Indian Ocean
Bay of Bengal	New Delhi	Islamabad
Bombay	Himalayas	China

Appendix P, page 7 of 7

India Map Test



Appendix Q, page 1 of 2
Breakup of the British Empire Test
KEY

I. Multiple Choice

Page 1

1. B
2. A
3. B
4. A
5. D

Page 2

6. C
7. A
8. B
9. D
10. A
11. D
12. C

Page 3

13. D
14. A
15. B
16. A
17. C
18. D
19. D

Page 4

20. C
21. D
22. A
23. B
24. A
25. A
26. B

Page 5

27. B
28. D
29. A
30. A

Appendix Q, page 1 of 2
Breakup of the British Empire Test
KEY

Fill in the appropriate geographic location names on the lines below after you identify them on the map. A word bank is provided below; it has one extra word!

1. New Delhi (city name)
2. Nepal (country name)
3. Bangladesh (country name)
4. India (country name)
5. Pakistan (country name)
6. Afghanistan (country name)
7. Bombay (city name)
8. Sri Lanka (country name)
9. Hindu Kush (landform name)
10. Deccan Plateau (landform name)
11. Western Ghats (landform name)
12. Mount Everest (landform name)
13. Islamabad (city name)
14. Arabian Sea (body of water)
15. Eastern Ghats (landform name)
16. Bay of Bengal (body of water)
17. Indian Ocean (body of water)
18. Himalayas (landform name)
19. Ganges (river name)
20. China (country name)

Bangladesh	Eastern Ghats	Western Ghats
India	Pakistan	Afghanistan
Sri Lanka	Ganges River	Indus River
Hindu Kush	Mount Everest	Nepal
Deccan Plateau	Arabian Sea	Indian Ocean
Bay of Bengal	New Delhi	Islamabad
Bombay	Himalayas	China