

**DAY 1 WARM UP:
IMPERIALISM—WHAT IS IT?**



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 phone: (214) 371-8600 / e-mail: f@harryman.com



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Imperialism defined...

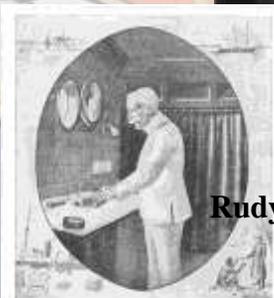
What do you think it is?

TWO TYPES:

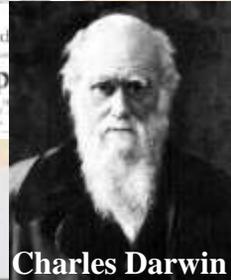
- “**Old Imperialism**”--European powers did not acquire territory (except for Spain in Americas and Portugal in Brazil) but did build a series of trading stations
 - Respected and frequently cooperated with local rulers in India, China, Japan, Indonesia, and other areas where trade flourished.
- “**New imperialism**” --tended to favor direct conquest of territories and creation of formal empires.
 - Under old imperialism, Africa and Asia had seen limited European intrusion and most contacts had been coastal in nature...Now, entire continents now came under European Influence!

Why Imperialism? Reasons:

- ⊙ 1) **Social Darwinism**—the theory that competition among nations for more territory is based on survival of the fittest.
 - ⊙ According to Charles Darwin’s theory of **evolution**—the strongest organisms with the best adaptations will survive.
- ⊙ 2) “**White Man’s Burden**”: preached that the “superior” Westerners had a duty to bring their culture to “uncivilized” peoples in other parts of the world - Poem by **Rudyard Kipling**
- ⊙ 3) Germany and Russia wanted to divert popular attention from the class struggle at home to create a false sense of national unity.
- ⊙ 4) Nationalistic rivalries—Who is the better country?
 - ⊙ **Nationalism**—A sense of pride in one’s country.
- ⊙ 5) Competition to get more markets to buy and sell goods in new territories.



Rudyard Kipling



Charles Darwin

Bellwork

Read this selection from Rudyard Kipling's *The White Man's Burden* (1899) and answer the following questions:

Take up the White Man's burden--
Send forth the best ye breed--
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness,
On fluttered folk and wild--
Your new-caught, sullen peoples,
Half-devil and half-child.

1. What does he mean by "the White Man's Burden"?
2. What was the exile of which he spoke?
3. What does the word *captives* indicate?
4. What does this have to do with imperialism?

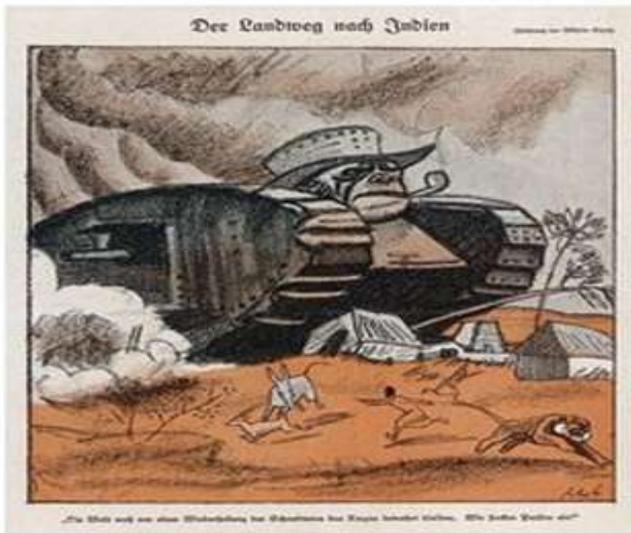
Name _____ Period _____

The Age of Imperialism: Concept Definition Map
Directions: Fill in the following information as you read about the concept.

The diagram is a concept definition map for 'IMPERIALISM'. At the center is an oval containing the word 'IMPERIALISM'. A vertical line connects this oval to a rectangular box above it, labeled 'What is it? (Definition)'. To the right of the central oval, four lines radiate outwards to four stacked rectangular boxes, labeled 'What is it like? (Characteristics)'. Below the central oval, three lines radiate outwards to three slanted rectangular boxes, labeled 'Examples'.

Causes of Imperialism	
Economic Motives	The Industrial Revolution created an insatiable demand for raw materials and new markets.
Nationalism	European nations wanted to demonstrate their power and prestige to the world.
Balance of Power	European nations were forced to acquire new colonies to achieve a balance with their neighbors and competitors.
White Man's Burden	The Europeans' sense of superiority made them feel obligated to "civilize the heathen savages" they encountered.





Warm Up:

- What's the meaning of this cartoon?

How did the Great Britain become a powerful empire?

1. **Mercantilism** → **Economic policy** that required nations to colonize weaker nations to obtain natural resources
2. **Global expansion** → **Trade routes** needed to be protected
East India Company – monopoly on trade with India
3. **Success in wars** → **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. **Superior naval power** → **Most powerful navy** in the world, 1760's -
Captain Alfred T. Mahan, History of Naval Power...
5. **Few restrictions on trade** → **British monopoly on trade**
East India Company
Dec. 31, 1600, British government gave this company permission to control all trade between Britain and India

1784 – British Parliament forced the government to shut the East India Company and rule India because of atrocities that had occurred:
 - * Land tax, 50% (made schools close)
 - * Cash crops: cotton, indigo, tea, jute (Less food grown)
 - * Raw materials, (cash crops), shipped to England
 - * People became landless, ill fed, illiterate
 - * By the late 1800's, dissatisfaction with British brewed feelings of nationalism for Indians.

The Sun Sets on the British Empire

- Was said in 1919, “The sun never sets on the British Empire”
 - colonies and dominions ringed the world
 - Over next half century, broke up
- Independence in India
 - Small elite ruled 300 million
 - Persistent poverty
 - British benefited from Indian exports, agricultural and raw materials
 - Desire for independence
 - 1 million Indian Allied troops in WWI increased sense of self
 - British repression intolerable - firing on civilians at Amritsar 1919

India: 18c-early 19c



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

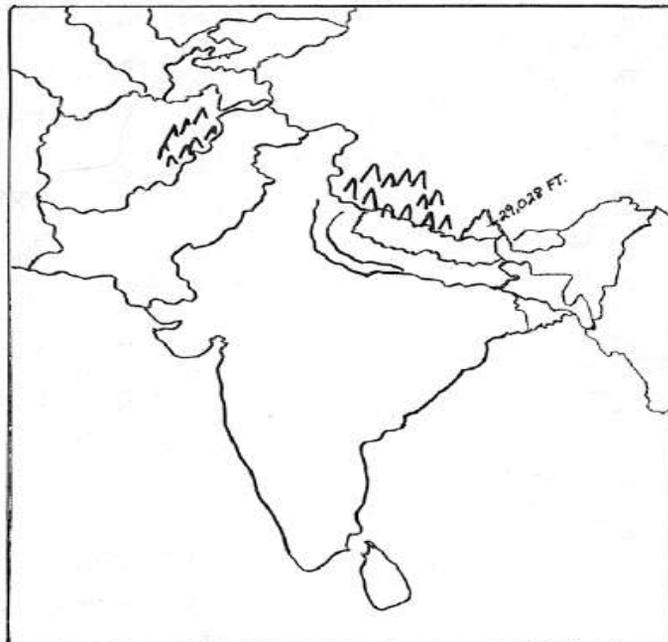
**India and South Asia
Political Geography**

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

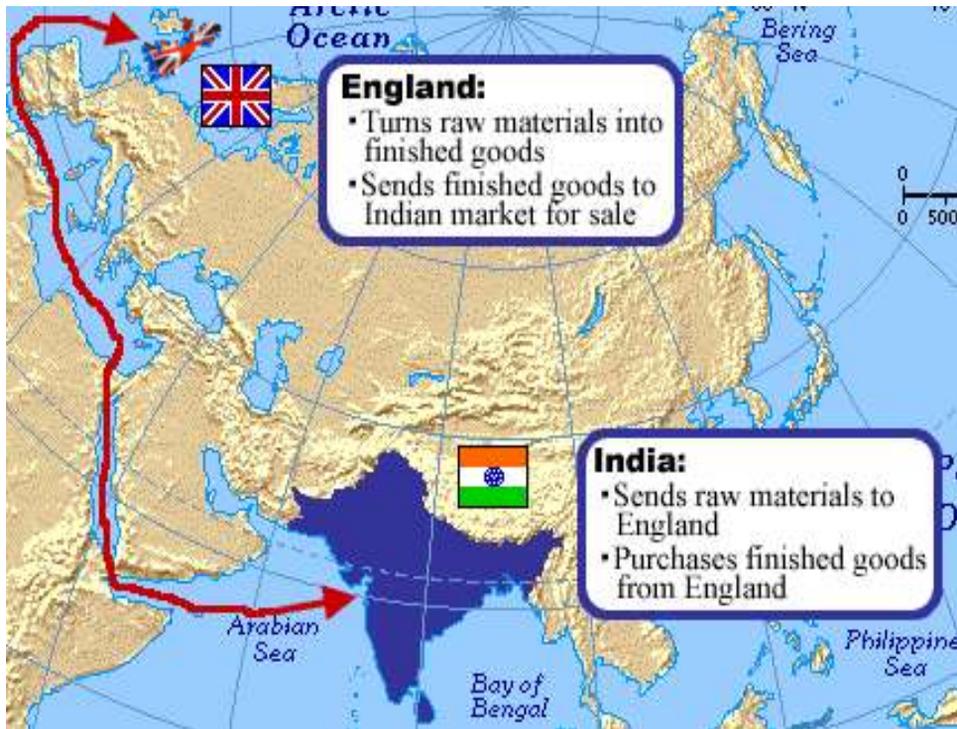
1. Countries and Cities:
 - A. India
 - B. Pakistan
 - C. Karachi
 - D. Bangladesh
 - E. Afghanistan
 - F. Kabul
 - G. Islamabad
 - H. Nepal
 - I. Kathmandu
 - J. Sri Lanka
 - K. Delhi
 - L. Bombay
 - M. Calcutta
 - N. Madras

Map of India and South Asia

Name: _____







England & India

- British influence in India expanded under the **British East India Company** -- Commercial company (1600–1873) chartered by Queen Elizabeth I and given a monopoly of trade between England and the Far East.
- In the 18th century, the company became, in effect, the ruler of a large part of India.
- It intro'd policies that led to later nat'lism mvmts.
- Some of these challenged local traditions assoc. w/ caste, such as the *sati*.



U.S. Imperialism: "The Out of All Places It Occupies"
 L'impérialisme américain: "de tous les territoires qu'il s'empare!"
 Para los imperialistas norteamericanos de todos los territorios que ocupan

Sir Robert Clive



Robert Clive

- Major-General **Robert Clive**, also known as **Clive of India**, was a British soldier who established the the East India Company in Southern India and Bengal.
- He was one of the key figures in the creation of British India.

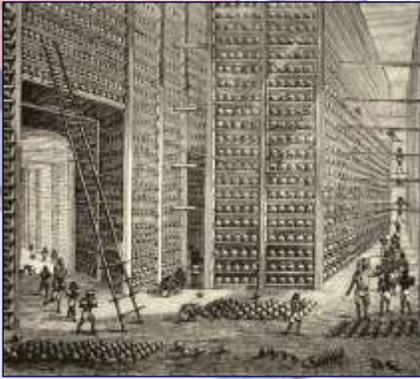
美帝國主義從也那起一切世界地圖
U.S. Imperialism Must Get Out of All Places It Occupies
L'impérialisme américain hors de tous les territoires qu'il occupe!
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British East India Company Agents



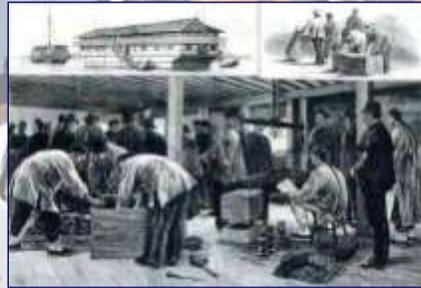
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British Opium Warehouse in Patna, India



Selling Patna
Opium in China

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Problems with the Sepoys

- Militarily, the British forced *sepoys* – Indian soldiers in British service--to accept overseas service, which also violated caste
- The British also ran into trouble with the *Lee-Enfield rifle* : soldiers had to bite the tip off the cartridge, which were supposedly dipped in animal fat (another violation of caste)



SEPOYS AND ENFIELD RIFLE

Sepoy Mutiny, 1857-58 soldiers who wouldn't load their rifles were imprisoned...once freed, they killed British Officers and marched on Delhi, restoring a Moghul emperor to the throne

- » GB took control over the next year, thru the **Gov't of India Act** –made Queen Victoria as “empress,” taking control from the E. India Co.
- » British reforms in India continued: modern system of education (to train Indian civil servants), economic reforms (post/telegraphs, irrigation, railroads, tea plantations), creation of unified state.



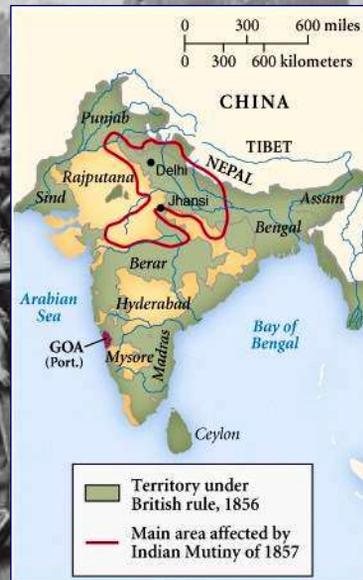
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L'imperialisme américain be
Para los imperialistas hoy

SEPOY INDIAN TROOPS dividing the spoils after their mutiny against British rule (1857-1859).

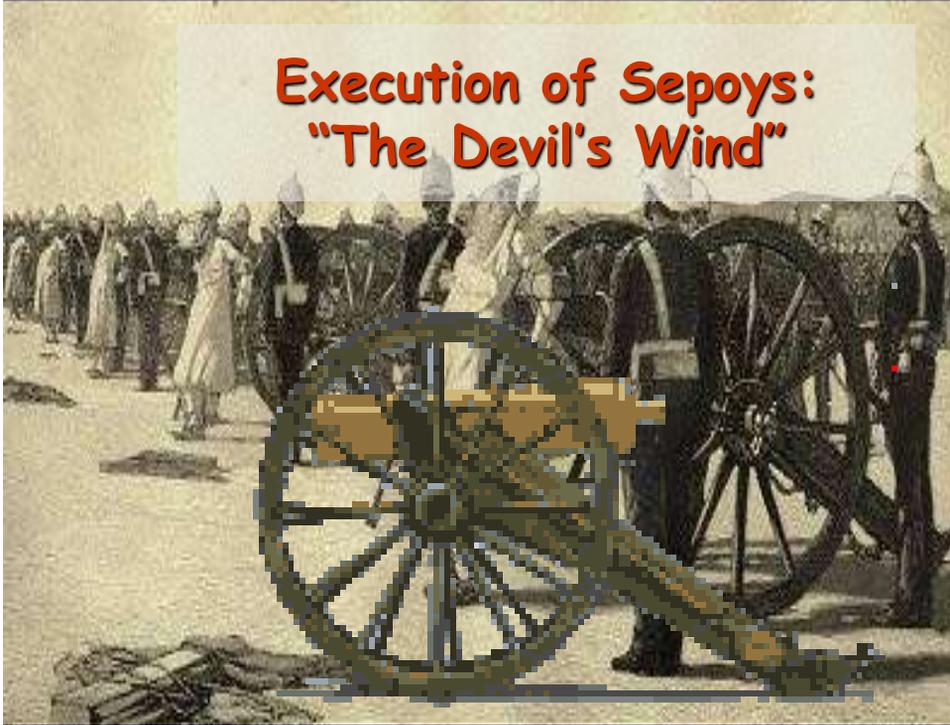
Areas of the Sepoy Mutiny, 1857



SEPOY INDIAN TROOPS dividing the spoils after their mutiny against British rule (1857-1859).



Execution of Sepoys: "The Devil's Wind"

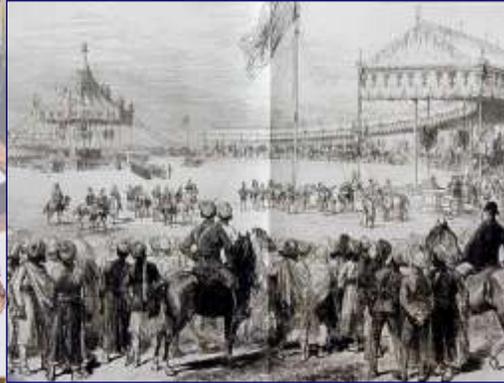


Political Cartoon Assignment on Sepoy Mutiny

- Read “The Great Rebellion of 1857 in India” and complete “Questions for Discussion and Writing”
- Draw two political cartoons about the Sepoy Rebellion:
 - 1) From the perspective of the British
 - 2) From the perspective of the sepoys (Indian and Muslim soldiers)
- Note: Your cartoon should have a political message, using humor and the facts! Include a one-sentence caption below each cartoon!

美帝国主义
U.S. Imperialism Must Go
L'imperialisme américain
Fuerza los imperialistas

1877: Queen Victoria Becomes "Empress of India"



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U.S. Imperialism Must Get Out of All Places It
L'impérialisme américain hors de tous les terri
Para os imperialistas norte-americanos de todos os

Queen Victoria: Receiving the Crown of India



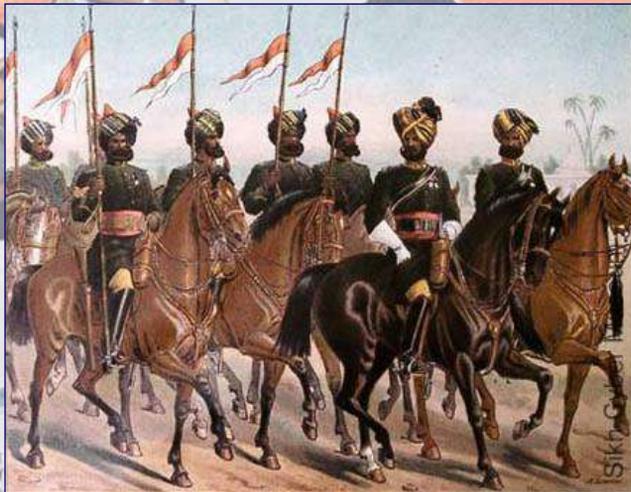
美 U.S.
Para os imperialistas norte-americanos de todos os

Queen Victoria in India



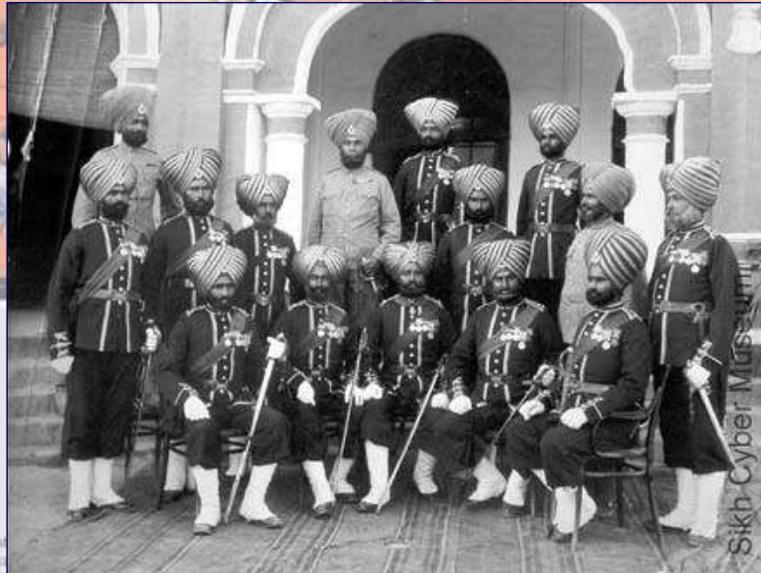
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Sikhs – Bengal Cavalry of the British Army



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15th Ludhiana Sikhs, 1889



美帝国主义
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L'imperialisme américain
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Sikh Cyber Museum

Assorted British Soldiers, 1890s



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British Raj

- **British Raj** primarily refers to the British rule in the Indian subcontinent between 1858 and 1947

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What's a maharaja?



The Maharaja of Pannah

- **Maharaja**—It is a title of nobility primarily for Hindu potentates (ruler or sovereign).
- THIS IS NOT THE SAME AS THE BRITISH “RAJ!”

The British in India often lived Like a Maharajah!



美帝國主義
U.S. Imperialism
L'imperialisme américain
Para los imperialistas norteamericanos de todos los tipos—no que ocupan!

A Life of Leisure!

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Darjeeling Railroad, 1880s

One Positive effect of British imperialism: They built trains and helped to industrialize India!

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Simla: Little England in the mountains of India



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Karachi, 1896



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Socratic Seminar: Positive and Negative Effects of Imperialism: Should the British get out?

- **Directions:** Read the article “**The Benefits of British Rule, 1871**” Create a t-chart like the one below and complete it. This is your “ticket” to prepare for our class socratic seminar.

Pros of British Rule in India	Cons of British Rule in India

Socratic Seminar: Procedures

- **Instructions:** We will participate in a Socratic Seminar on the article “**The Benefits of British Rule, 1871.**”
- We will review the rules of a Socratic Seminar (handout).
- You will read the article. You **MUST** prove that you read it by giving me a “ticket” (completion of a comprehension “test” or short assignment which I will reveal before the seminar). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”
- **Opening Seminar Question:** Should the British leave India or should they stay and continue to govern?





What is “Nationalism?”

- **Nationalism**--a doctrine or political movement that promotes pride in one’s nation and heritage—a shared ethnic or cultural history--and often political independence.
- Indians would begin to lead nationalist movements to challenge British rule.
- **Major Problem for the Indian independence movement:** Religious divisions between Indian Hindus and Muslims.

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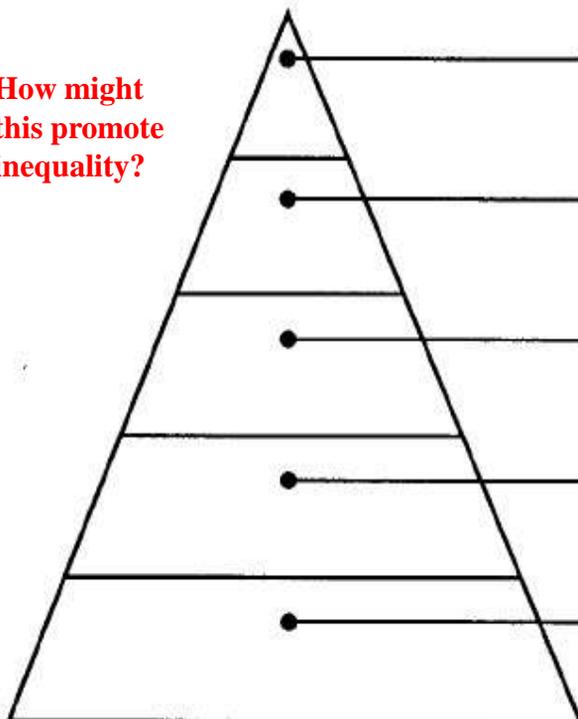
HINDUISM VS. ISLAM: WHY HAVE HINDUS AND MUSLIMS BATTLED?

- **Hinduism**
 - **Polytheistic** —belief in many gods
 - idols & music
 - wine, but no beef
 - **caste system** —one's social class or rank in Indian society was based upon the family you were born in. Often seen as discriminatory to the lower classes (often darker-skinned Indians).
 - fertility goddesses
- **Islam**
 - **Monotheistic** —belief in one god
 - no idols or music
 - beef, but no wine
 - equality before **Allah** — Muslim word for god
 - **Purdah** -- the practice of preventing men from seeing women. This takes two forms: physical segregation of the sexes and the requirement for women to cover their bodies and conceal their form



U.S. Imperialism Must Get Out of All Places It Occupies
L'imperialisme américain hors de tous les territoires qu'il a occupés
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How might
this promote
inequality?



BRAHMINS

Priests

KSHATRIYAS

Warriors and rulers

VAISYAS

Skilled traders, merchants,
and minor officials

SUDRAS

Unskilled workers

PARIAH "Harijans"

Outcastes, "Untouchables,"
"Children of God"

the Indian National Congress

- **1885** → The Indian National Congress was founded in Bombay.
- **swaraj** → "independence."
 - * the goal of the movement.



美帝国主义从它那里
U.S. Imperialism Must Get Out of All
L'impérialisme américain hors de tous les territoires qu'il occupe!
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Bal Gangadhar Tilak



1856 - 1920

- **Bal Gangadhar Tilak** --an Indian nationalist, social reformer and independence fighter who was the first popular leader of the Indian Independence Movement.
- Known as "Father of the Indian unrest."
- His famous quote, "Swaraj is my birthright, and I will have it!"

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Jawaharlal nehru

1889 - 1964

- **Jawaharlal nehru**-- a major political leader of the Congress Party, a pivotal figure in the Indian independence movement and the first Prime Minister of independent India.

the Muslim League

- 1905 → partition of Bengal based on religions and languages.
- 1906 → creation of the **Muslim League**.

The **All India Muslim League** was a political party in British India that demanded the creation of Pakistan as a Muslim state from British India on the Indian subcontinent.

Mohammed Ali Jinnah



- **Mohammed Ali Jinnah** was a Muslim politician and leader of the All India Muslim League who founded Pakistan and served as its first Governor-General.

U.S. Imperialism 1876 - 1948 Occupies
L'imperialisme américain lève de tous les continents qu'il s'empare!
¡Frente los imperialistas norteamericanos de todos los territorios que ocupan!

Gandhi

• **Mohandas Gandhi (1889-1948)**

- Born Hindu
- Trained as lawyer in London; worked in South Africa
 - Led protest in response to discrimination against Indians
 - Nonviolent resistance/civil disobedience - **satyagraha**
 - Based on Hindu and Christian values, Western political philosophy
- Returned to India 1915, led marches, demonstrations
 - Made world aware of injustice of colonialism
 - Critique of colonialist economies - boycotted manufactures
 - Wanted to purify (but not end) caste system
 - abolition of “untouchability”
 - Called **Mahatma**, “great soul”

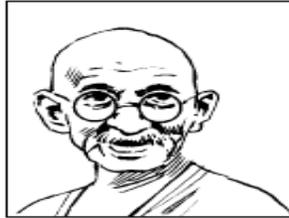
Gandhi

Mohandas Gandhi is considered by many to be the greatest spiritual and political leader of the early twentieth century. He is also considered by the people of India to be the father of their nation. There he is called the Mahatma, Great Soul.

Gandhi lived his life in a search for truth, and he believed that truth could only be found through compassion and tolerance of others. Further, he believed that truthful solutions to problems could always be found if one persevered.

Gandhi was born on October 2, 1869, in Porbandar, India. Shy and serious, he married his wife, Kasturba, at the age of thirteen through an arranged marriage. The couple had four children. Gandhi studied law in London and returned to India in 1891 to practice. Two years later, he went to South Africa to do legal work, but he met with great discrimination, as did most Indians although they were British subjects and South Africa was under British rule. Although he was assigned to South Africa for only one year, he remained for twenty-one years to fight discrimination.

He developed a method of using passive resistance and noncooperation to effect social change. This method, which he called *Satyagraha* (truth and firmness) was based in part on the teachings of Christ and the works of Leo Tolstoy and Henry David Thoreau. He stressed the need for honor; the way people behaved was of the utmost importance. After his years in South Africa, Gandhi returned to India where he quickly became the leader of the Indian nationalist movement. He led the people in a fight of nonviolent resistance and protest to British rule. Often he fasted in protest, and he was jailed several times, but no matter what, he persevered. Eventually, after many years, India did gain its independence. However, the nation split in two and Hindus, Muslims, and other groups fought against one another. Gandhi turned his nonviolent protests to the cause of uniting all groups in harmony. Ironically, while on the way to a prayer meeting, an assassin's bullet killed this man of peace just twelve days after religious leaders agreed to stop fighting. About Gandhi, Albert Einstein is quoted as having said, "Generations to come will scarcely believe that such a one as this walked the earth in flesh and blood."



Suggested Activities

British Empire In the early twentieth century, the British Empire held lands around the world, among them India and South Africa. Find out more about this period of time and what eventually happened to the vast empire.

Animal Rights Gandhi believed that it was morally wrong to kill animals for food or clothing. Discuss your views on this subject.

Marriage In Gandhi's culture and among his caste (socio-economic level in India), arranged marriage was common and the age of thirteen for marriage was not considered young. Research to learn about marriage in other parts of the world at this time as well as the practices of marriage around the world today. Chart the comparisons.

Social Leaders Compare Gandhi to other leaders who have urged nonviolent protest, most notably Martin Luther King, Jr.

Young Mohandas K. Gandhi,

1876




1869 - 1948

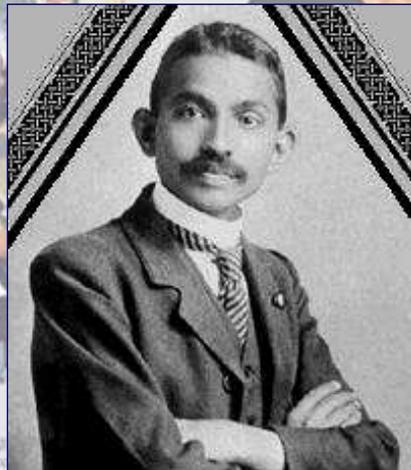
美國帝國主義從它霸占的一切地方滾開
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Gandhi with the London vegetarian society, 1890



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Gandhi as a Young Barrister in Natal



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Gandhi as a Lawyer in Johannesburg, So. Africa



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Gandhi and His Wife, Kasturba, 1915



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Amritsar Massacre, 1919



379 dead;
over 1200 wounded!

- **Amritsar Massacre** --April 13, 1919, British Indian Army soldiers under the command of Brigadier-General Reginald Dyer opened fire on an unarmed gathering of men, women and children. The firing lasted about 10 minutes!
- Caused anger against the British and fueled the nationalist movement.
- Paved the way for Mahatma Gandhi's *Non-Cooperation Movement* against the British in 1920

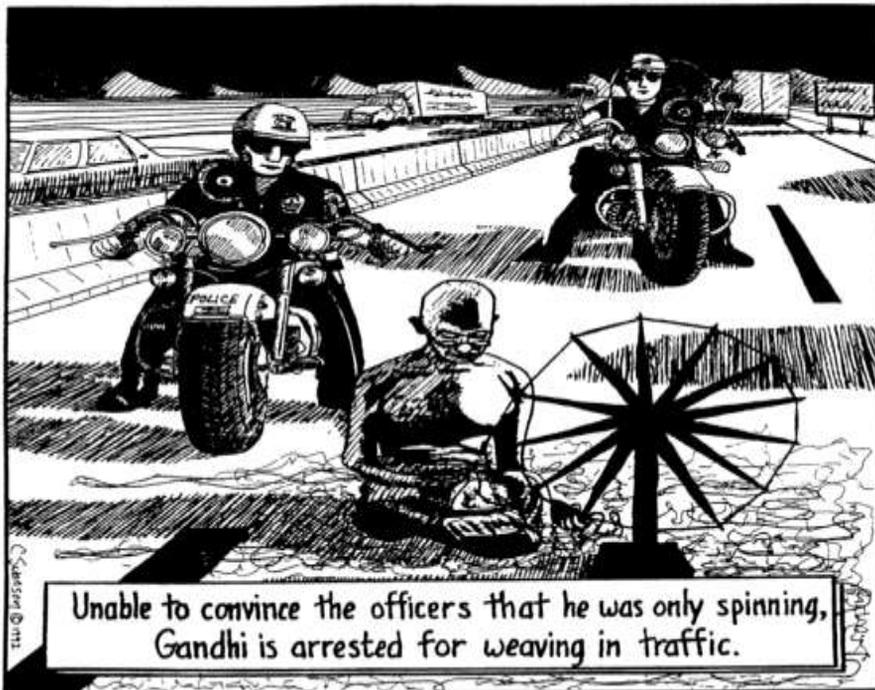
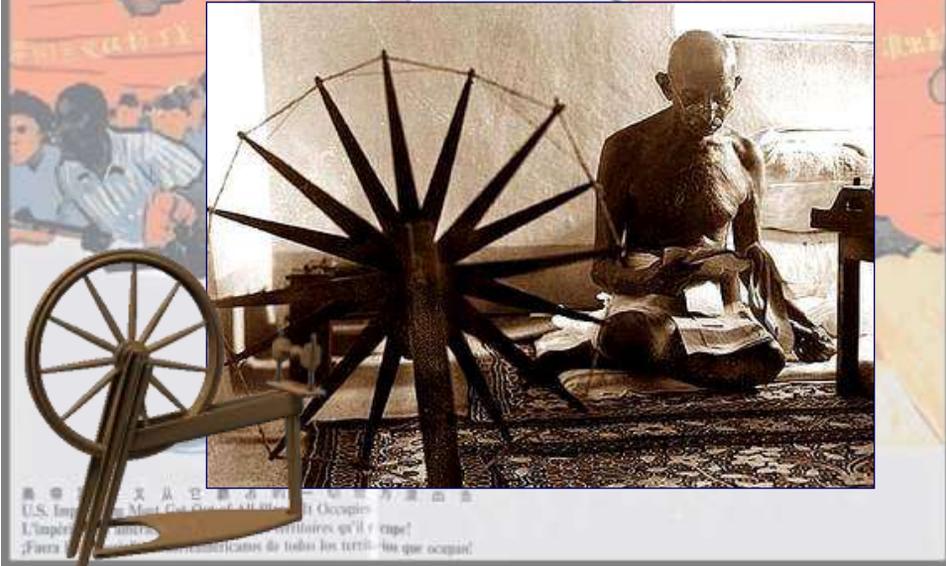
Salt March, 1930

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

- The **Salt Satyagraha** was a campaign of non-violent protest against the British salt tax in colonial India.
- 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.
- Gandhi was jailed for a year.
- Gained national and world-wide attention, but British refused to concede.

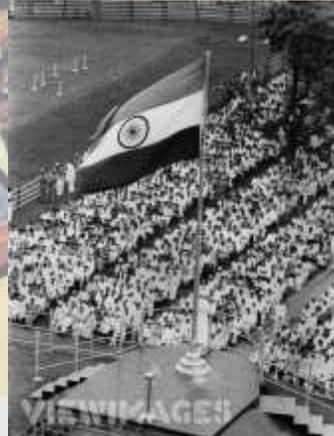


Gandhi spinning cloth



Gandhi pushes for Independence!

- 1942 Britain promised independence after war
 - Nationalists demanded immediate independence
 - The **Quit India Movement** was a **civil disobedience movement** — non-violent resistance-- launched in India in August 1942 in response to Mohandas Gandhi's call for immediate independence. Its leaders were imprisoned in 1942



美帝退去
U.S. Imperialism Must Get Out of All Places It Occupies
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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.

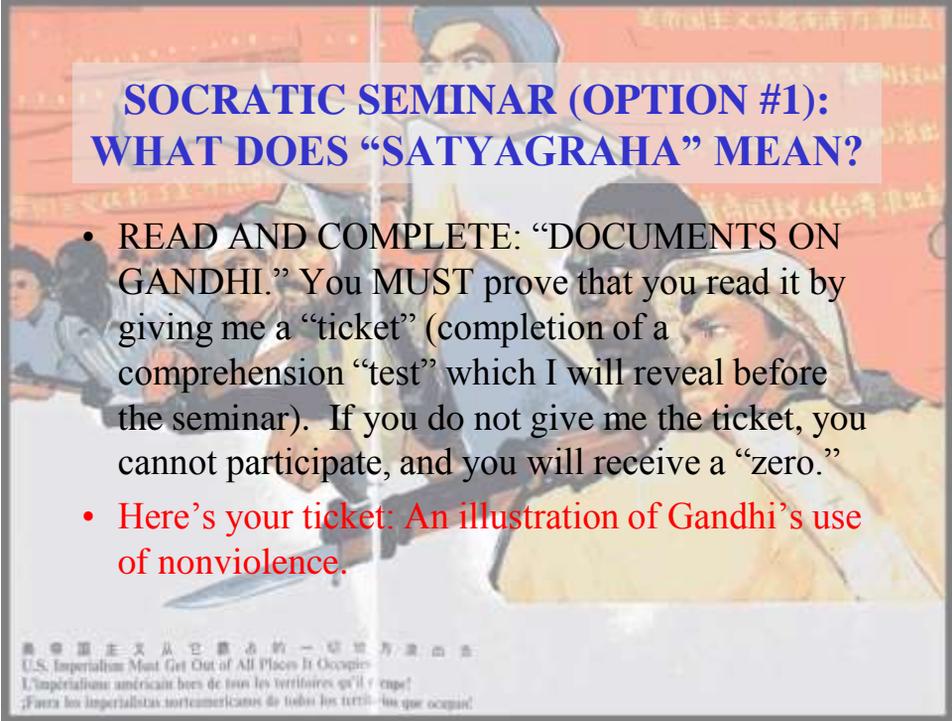
“It is a country of inexhaustible riches and one which cannot fail to make its new masters the richest corporation in the world.”

-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.”

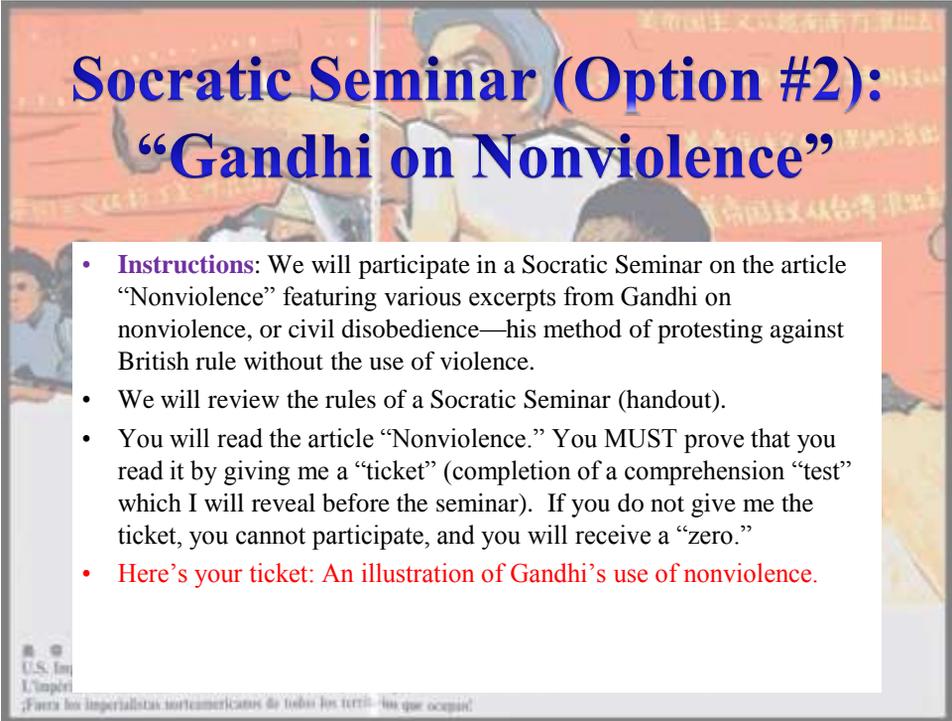
-Mahatma Gandhi

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



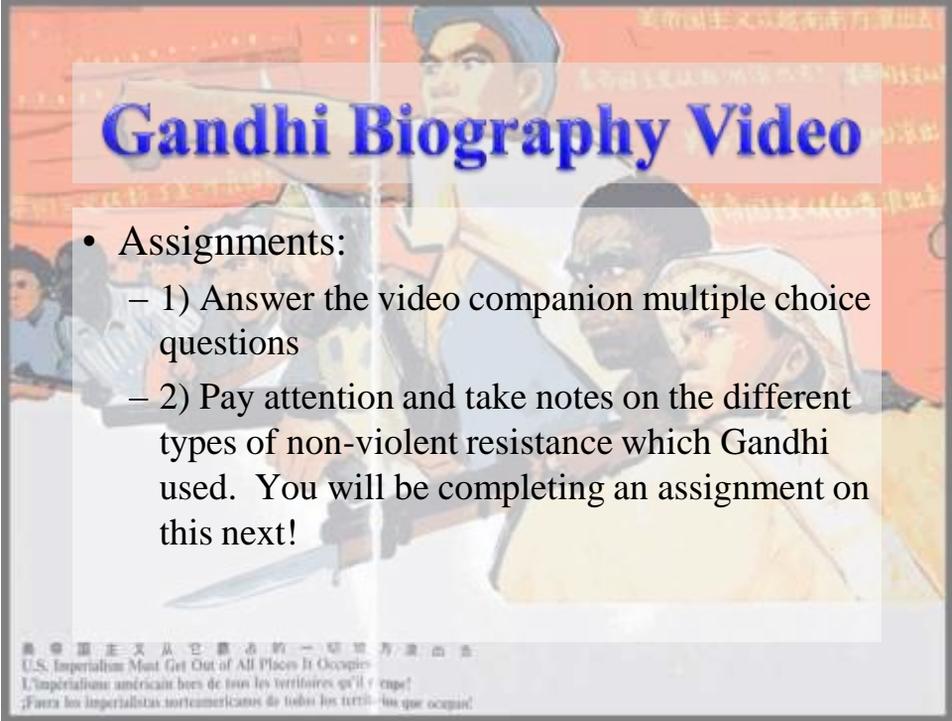
SOCRATIC SEMINAR (OPTION #1): WHAT DOES “SATYAGRAHA” MEAN?

- **READ AND COMPLETE:** “DOCUMENTS ON GANDHI.” You **MUST** prove that you read it by giving me a “ticket” (completion of a comprehension “test” which I will reveal before the seminar). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”
- **Here’s your ticket:** An illustration of Gandhi’s use of nonviolence.



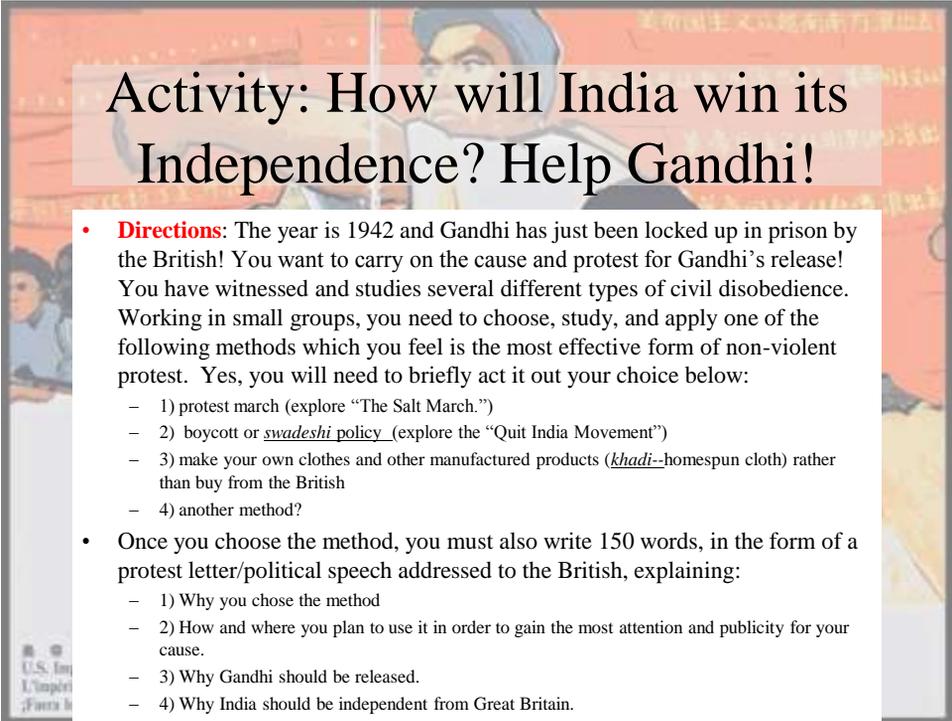
Socratic Seminar (Option #2): “Gandhi on Nonviolence”

- **Instructions:** We will participate in a Socratic Seminar on the article “Nonviolence” featuring various excerpts from Gandhi on nonviolence, or civil disobedience—his method of protesting against British rule without the use of violence.
- We will review the rules of a Socratic Seminar (handout).
- You will read the article “Nonviolence.” You **MUST** prove that you read it by giving me a “ticket” (completion of a comprehension “test” which I will reveal before the seminar). If you do not give me the ticket, you cannot participate, and you will receive a “zero.”
- **Here’s your ticket:** An illustration of Gandhi’s use of nonviolence.



Gandhi Biography Video

- Assignments:
 - 1) Answer the video companion multiple choice questions
 - 2) Pay attention and take notes on the different types of non-violent resistance which Gandhi used. You will be completing an assignment on this next!



Activity: How will India win its Independence? Help Gandhi!

- **Directions:** The year is 1942 and Gandhi has just been locked up in prison by the British! You want to carry on the cause and protest for Gandhi's release! You have witnessed and studied several different types of civil disobedience. Working in small groups, you need to choose, study, and apply one of the following methods which you feel is the most effective form of non-violent protest. Yes, you will need to briefly act it out your choice below:
 - 1) protest march (explore "The Salt March.")
 - 2) boycott or *swadeshi* policy (explore the "Quit India Movement")
 - 3) make your own clothes and other manufactured products (*khadi*--homespun cloth) rather than buy from the British
 - 4) another method?
- Once you choose the method, you must also write 150 words, in the form of a protest letter/political speech addressed to the British, explaining:
 - 1) Why you chose the method
 - 2) How and where you plan to use it in order to gain the most attention and publicity for your cause.
 - 3) Why Gandhi should be released.
 - 4) Why India should be independent from Great Britain.

The Gandhi Assassination



- **1947**--Britain gave India independence .
- Massive conflicts erupted between Muslims and Hindus
 - Caused more than 200,000 deaths, partition of India
 - Gandhi urged cooperation between Hindus and Muslims
 - Muslim League called for a new Muslim nation.
 - **1947**--Creation of new state - **Muslim Pakistan**
 - **January 1948** – A Hindu assassinated Gandhi.
- Independence for Sri Lanka and Burma 1948, Malaya 1953, Hong Kong 1997

Is the dream gone?



美帝国主义从它
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L'imperialisme américain hors de tous les territoires qu'il a envahi!
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Design a Memorial For Gandhi!

Directions: Design a memorial for Gandhi!

- 1) Read the article “The Assassination of Gandhi.”
- 1) Grab a large sheet of butcher or construction paper.
- 2) Your design for the memorial should symbolically and creatively reflect Gandhi’s achievements.
- 3) On the monument, you need to write a 75-word epitaph-- a brief description of Gandhi’s life and greatest achievements. You might want to include a famous quote from Gandhi as well.

Raj Ghat Gandhi’s ashes at Aga Khan Palace (Pune, India).



Last Viceroy of India



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Lord Louis & Lady Edwina Mountbatten

Warm Up:
What's this
Cartoon mean?



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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

Was British colonialism more helpful or harmful to India's development?

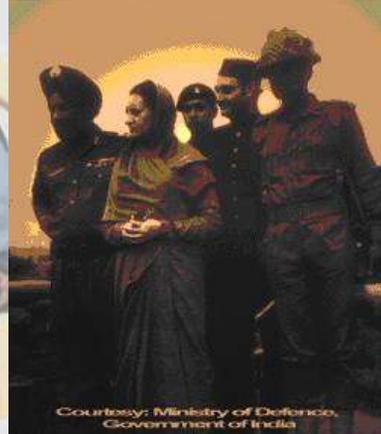




Defeat for Pakistan



Lt. Gen A. A. K. Niazi signs the instrument of surrender on December 16, surrendering his forces to Lt. Gen Jagjit Singh Aurora

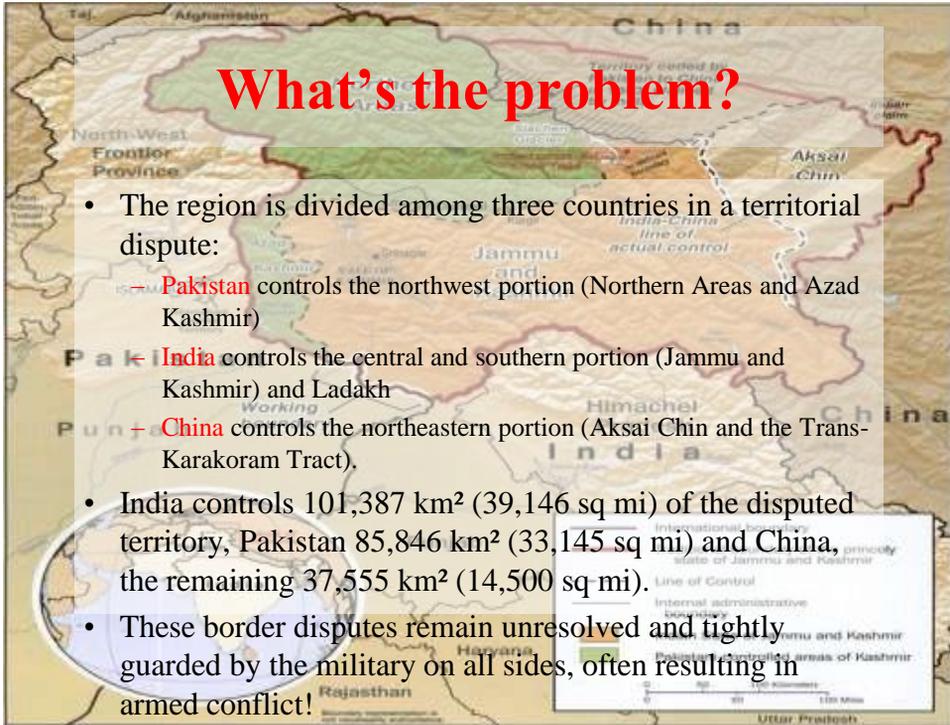


Mrs. Gandhi with her troops

The war ended in a defeat for the Pakistani military after being faced on two fronts by India and Bangladesh.

"jimmu & kashmir"

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Soldiers of Hindutva

गर्वसे वहो हम हिंदु है।

Help liberate Kashmir from Islamic terrorists! We must not turn our heads as our own people are being massacred and kicked out of their homeland. Help by supporting Hindu groups or by taking action yourselves. Hindu militancy is the only way to defend our religion, our country, and our people!

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Indian Soldiers Patrol the India-Pakistan Border in Pura, the Winter Capital of the State of Jammu & Kashmir - 1998

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Indian Soldiers Near the Pakistani Border - 2001



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A Pakistani Ranger



At the Indian-Pakistani Joint Border Check Post in Wagha, India - 2001

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Anti-war Protestors in Karachi, Pakistan - 2001



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Kashmiri Militants - 2003



Debate--India Vs. Pakistan: The Fight Over Kashmir

- **In this activity, you will be expected to:**

- 1) Work cooperatively in a group
- 2) Research a position in relation to the conflict, as India, Pakistan, the United States, Kashmir, or China!
- 3) Write a 400-word position paper
- 4) Participate in a debate

– Please refer to your handout for further details.

– **Good resources: 1)** <http://www.washingtonpost.com/wp-srv/world/kashmir/front.htm> and **2)**

<http://www.edusolution.com/ourworld/kasmir/kashmir2.htm>

Opening Question: "What is a debate?" Discussion—approximately 5-10 minutes.

Rules of Debate

Instructions: Please understand that while you may not agree with the side on which you are placed, you must still debate for your side, and not be sidetracked by personal opinion, pro or con.

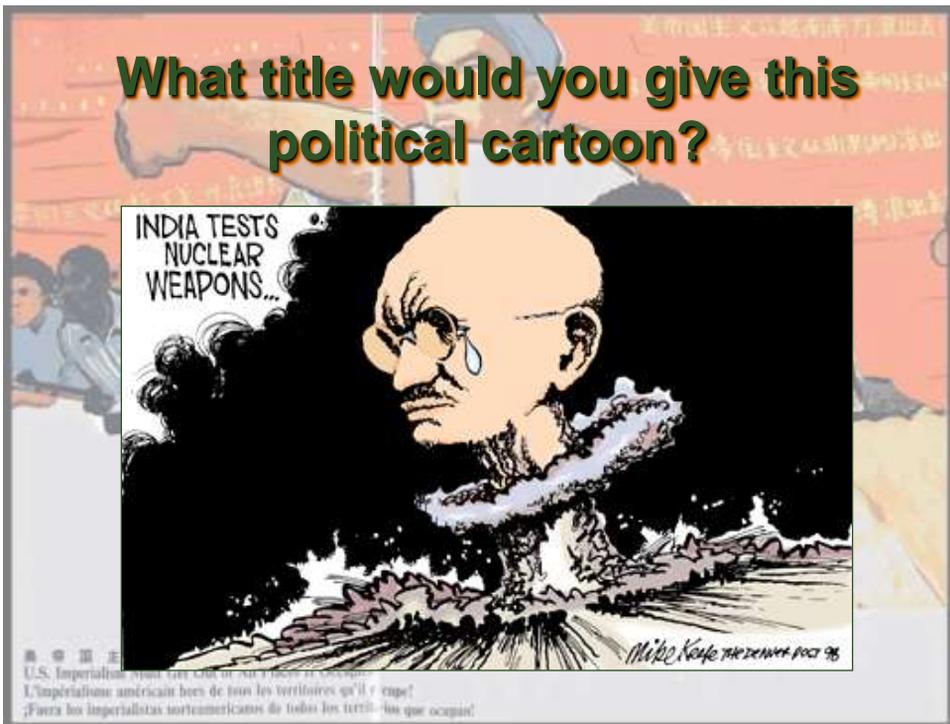
Rules of This Debate:

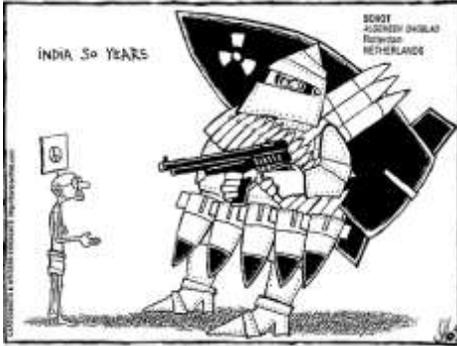
1. This will be a formal debate.
2. You may not be in personal agreement with the position you are defending. Your job is to defend it anyway.
3. There will be no name calling, insults, rudeness or disrespect. Any of the proceeding will result in an automatic disqualification for that team.
4. The teacher (or other authority figure) will be the judge giving points for Significant and relevant points raised in the argument. Strong, direct & relevant points raised in the rebuttal.
5. Rebuttals must be based on fact, you cannot say to your opponent that they are "wrong". You must say things like:
 - * The Representative from India makes a good point. However.....
 - * Your argument about (whatever) does not agree with the facts. (State the fact to which you are referring.)
6. Each group will first read their prepared position statement.
7. Each group will then be allowed (alternating) to ask questions of the other group. Each group will be expected to answer these questions in a realistic and polite manner.
8. Suggestions and proposals will then be submitted to the group, looking for a consensus from all involved parties.

nuclear rivalry



What title would you give this political cartoon?





	PAKISTAN	INDIA
Nuclear weapons*	▲▲▲▲▲	▲▲▲▲
▲ = 10		
Active troops		
= 100,000		

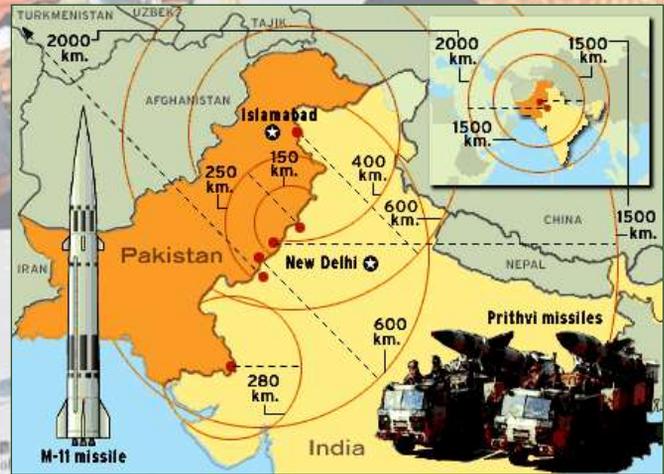
	PAKISTAN	INDIA
Tanks	☞☞☞☞☞☞	☞☞☞☞☞☞☞☞
☞ = 500		
Armored vehicles	☞☞☞☞☞☞☞☞	☞☞☞☞☞☞☞☞☞☞
☞☞☞ = 250		
Aircraft	✈✈✈✈	✈✈✈✈✈✈✈✈
✈ = 250		

	PAKISTAN	INDIA
Helicopters	☞☞☞☞	☞☞☞☞☞☞☞☞
☞ = 100		
Major warships	☞☞☞☞	☞☞☞☞☞☞☞☞
☞ = 10		

Warm Up:

- In 100 words, explain the meaning of the cartoons as they relate to the military statistics.

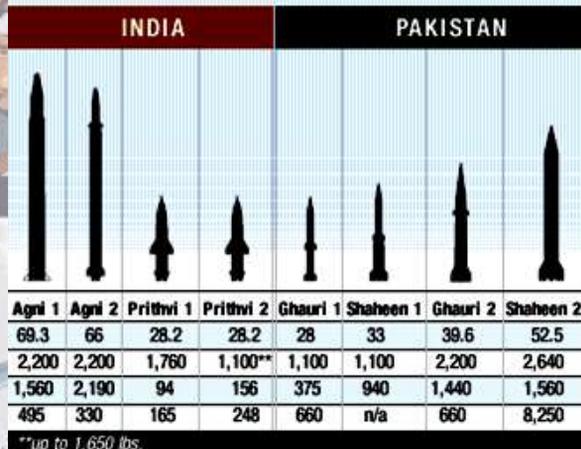
The India-Pakistan Arms Race Heats Up in the Late 1990s



U.S. Imperialism Must Get Out of All
L'imperialisme américain hors de tous les territoires qu'il occupe!
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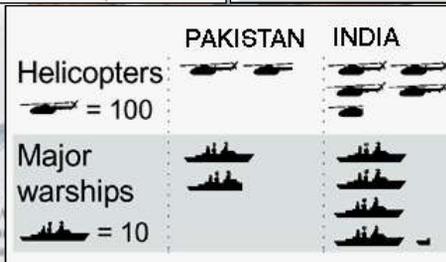
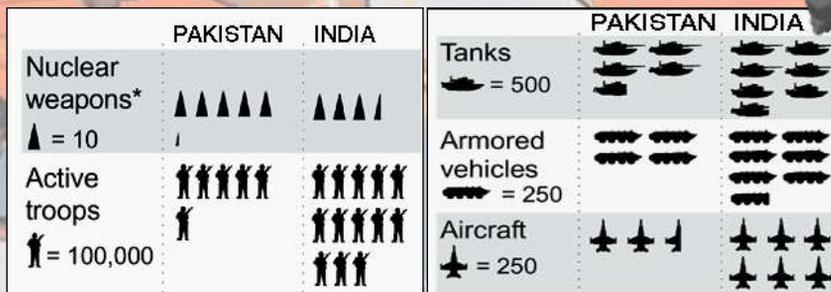
2002 Nuclear Statistics

SOURCES: Associated Press; Pakistan Armed Forces; Jane's Information Group



美帝国主义从它那
U.S. Imperialism Must Get Out of
L'imperialisme américain hors de nos
¡Fuera los imperialistas norteamericanos!

2002 Military Statistics



美帝国主义从它那
U.S. Imperialism Must Get Out of
L'imperialisme américain hors de nos
¡Fuera los imperialistas norteamericanos!

India's Prithvi Missiles First Tested in 1988

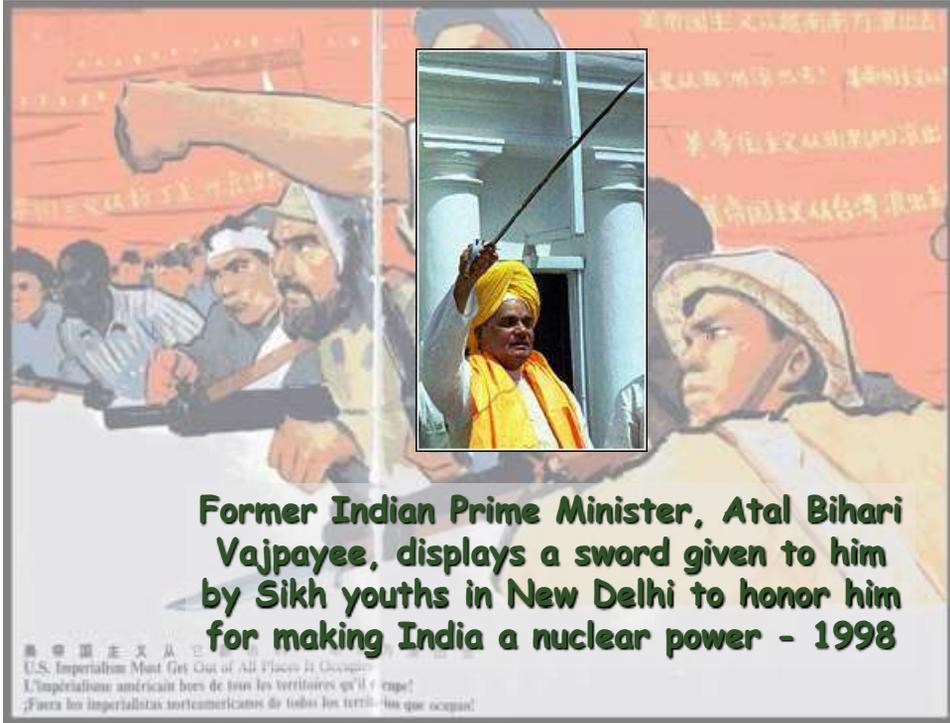


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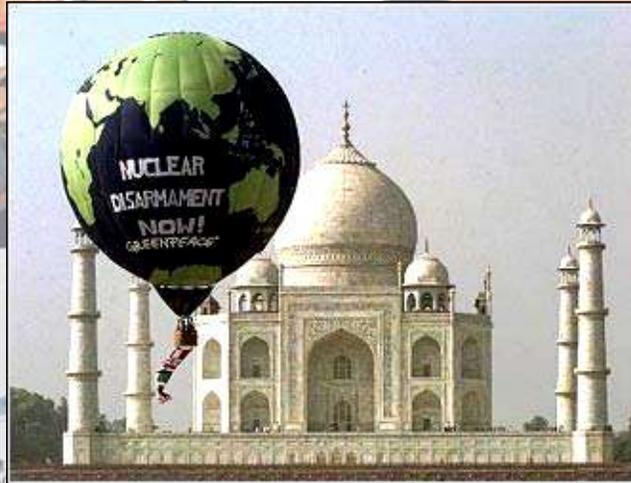


Supporters of former Indian Prime Minister Atal Bihari Vajpayee chant nationalist slogans in support for his nuclear policy - 1998

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Hot Air Balloon Protesting India & Pakistan's nuclear testing - 1998



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India Displays Nuclear Missiles During "Republic Day," - 2002



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India Successfully Tested Agni Missiles - 2002



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Musharraf and Vajpayee at a meeting on nuclear issues in Nepal in 2002



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There has been recent negotiations between...

India's Prime Minister ManMohan Singh



Pakistan's President Pervez Musharraf



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New Friends?

Musharraf and Singh speak by telephone frequently affirming a strong desire for peace and resolution of their disputes, including Kashmir, on which the two countries have fought two of their three wars.

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US Sells F-16 Jets to Pakistan—India Not Pleased!

(3/25/05)



ManMohan Singh of India with President Bush (9/04)



美帝国主义从它霸占的一切世界滚出去
 U.S. Imperialism Must Get Out of All Places It Occupies
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 ¡Fuera los imperialistas norteamericanos de todos los territorios que ocupan!

Activity Option #1



Opening Question: What's the meaning of this cartoon?

Activity: The class will divide into two sides—India and Pakistan. From the perspective of your assigned country, draw a political cartoon in relation to the India-Pakistan nuclear conflict. Remember, your cartoon must have a political message, based on your side's position.

Opening Question: What's the meaning of this cartoon?

Activity: Write a 200-word U.N. proposal, addressed to India or Pakistan, concerning nuclear ban and disarmament! Write an opening statement, outlining the purpose of your proposal, followed by bulleted points about how to carry out your plan. Use the military stats, provided by me, in your plan. Remember, this is your proposed solution to the conflict!

