

## Imperialism

Jahrgangsstufen	9
Fach/Fächer	Geschichte/Politik und Gesellschaft - Bilingual
Übergreifende Bildungs- und Erziehungsziele	Alltagskompetenz und Lebensökonomie Medienbildung Kulturelle Bildung
Zeitraumen	10-12 Wochenstunden
Benötigtes Material	Computer/Tablet/Smartphone

## Kompetenzerwartungen

Die Schülerinnen und Schüler

- beurteilen die imperialistische Weltanschauung vor dem Hintergrund heutiger Werteinstellungen und Haltungen in Deutschland.
- erkennen in der heutigen Zeit noch Beispiele für fortbestehende Strukturen (z. B. Handelsbeziehungen) und Problemfelder (z. B. Ausbeutung von Ressourcen) aus der Phase des Imperialismus und bewerten diese, z. B. wirtschaftliche Abhängigkeit, Missachtung der Menschenwürde.
- beziehen ökologische und soziale Folgen des globalen Handels in ihre Konsumententscheidungen mit ein.



### Aufgabe

#### Situation:

You and some classmates took part in an exchange program with an American partner school. During your three-week stay there, you experienced what American school spirit means. You as well as many of your classmates were so inspired that you bought pullovers and t-shirts from the partner school with the school name and the logo on it. The products were not really expensive as they were produced in the developing country Bangladesh, one of the centers of the worldwide textile industry.

Back home in Germany you find out that a new class of refugees had been established at your school two weeks ago. Some of the refugees come from Bangladesh and are former workers in the textile industry. Listening to their stories about the living and working conditions in their home country makes you think about your own consumption of clothing. You immediately think about your cheap pullover from America and start a lively discussion in class.

You ask your history teacher if you could talk about this subject in class because you want to know more about the historical developments that have led to the situation today. In the end, you decide to write a letter to the student council of your partner school [or send them a video message] sharing your concerns. You want to tell them why they should not sell school gear “Made in Bangladesh” anymore but instead offer fair trade products. Moreover, you should also inform them about the origins of imperialism.

#### Outcome:

Letter to the partner school [Alternative: video message]

## Material A:

### ***Textile Production***

*After your class discussion about the pullovers and t-shirts from the American partner school, which were produced in Bangladesh, you want to get more information on the topic. You have found the following text source about the life story of a t-shirt on the internet.*

### ***The life story of your t-shirt***

Aus urheberrechtlichen Gründen kann das PDF-Dokument von „The Open University“ nicht abgedruckt werden!

*(Folgende Suchbegriffe sollen helfen, um das PDF-Dokument von „The Open University“ im Internet zu finden:  
open, edu, life story of your t-shirt, pdf, download)*

#### **TASK 1: Describing a Map**

Have a look at the map and explain to your neighbor the journey a t-shirt undertakes before it finds its way into your wardrobe. Don't look at the text.

#### **TASK 2: Mediation**

Read about the different stages in the life story of a t-shirt, and then summarize them in German.

#### **TASK 3: Discussion**

Discuss the journey of a t-shirt in groups of four people. What do you think about it in terms of "ecology" or "sustainability"? If you don't know these words, look them up in a dictionary.

## Rana Plaza

*During a break, you get in touch with one of the refugees from Bangladesh because you want to get first-hand information about the working conditions in the textile industry. The young refugee tells you a story about a tragedy that happened in a Bangladeshi textile factory in 2013. You can't believe what happened there six years ago and you ask your teacher about it. He shows you some pictures and a short video by the New York Times.*

### TASK 1: Picture Description

Describe the following pictures to your neighbor and try to figure out what happened there.

*Source 1: The Rana Plaza Disaster (2013)*

*Bildquelle:  
Zerstörte Fabrik in Rana Plaza*

*(Suchbegriffe: Bangladesh, textile production, catastrophe, Rana Plaza)*

**Aus urheberrechtlichen Gründen können keine Bilder abgedruckt werden!**

*Source 2: Textile Production in Bangladesh*

*Bildquelle:  
Textilproduktion in  
Bangladesch*

*(Suchbegriffe: Bangladesh, textile production)*

## TASK 2: Analyzing a Video – The Deadly Cost of Fashion (The New York Times, 2014)<sup>1</sup>

Have a look at the video and fill in the gaps with the words from the box below. You can watch the video a second time if necessary.

When he saw the injured people the journalist felt as if he were in a \_\_\_\_\_ zone. Somebody trapped under the remains of the building asked him to chop off his \_\_\_\_\_ and pull him out. He stopped taking pictures and voluntary workers showed him the dead \_\_\_\_\_ in the rubble. He saw the bodies and started \_\_\_\_\_ pictures again. He took the photos because he wanted to give the people who died a \_\_\_\_\_.

In Bangladesh, around \_\_\_\_\_ people work in the garment industry, most of them are \_\_\_\_\_. The clothing industry is very important for Bangladesh's \_\_\_\_\_ but it needs more \_\_\_\_\_. A lot of workers in Bangladesh earn less than \_\_\_\_\_ per month. Many people who worked in the factory in Rana Plaza are still \_\_\_\_\_ because their bodies weren't found. More than \_\_\_\_\_ people died in the building collapse and \_\_\_\_\_ were injured. It was the biggest \_\_\_\_\_ in the history of the garment industry.

*war --- catastrophe --- voice --- four million --- economy --- bodies  
1,100 --- women --- shooting --- 2,500 --- leg --- regulation --- \$68 --- missing*

### Solution:

When he saw the injured people the journalist felt as if he were in a war zone. Somebody trapped under the remains of the building asked him to chop off his leg and pull him out. He stopped taking pictures and voluntary workers showed him the dead bodies in the rubble. He saw the bodies and started shooting pictures again. He took the photos because he wanted to give the people who died a voice.

In Bangladesh, around four million people work in the garment industry, most of them are women. The clothing industry is very important for Bangladesh's economy but it needs more regulation. A lot of workers in Bangladesh earn less than \$68 per month. Many people who worked in the factory in Rana Plaza are still missing because their bodies weren't found. More than 1,100 people died in the building collapse and 2,500 were injured. It was the biggest catastrophe in the history of the garment industry.

<sup>1</sup> Das Abspielen eines Videos von der Homepage der *New York Times* setzt die Akzeptanz der Nutzungsbedingungen der Website voraus. Der Einsatz des Videos ist deshalb von der Lehrkraft eigenverantwortlich zu prüfen und es wird empfohlen, dass das Video nur von der Lehrkraft abgespielt wird. Es wird ferner empfohlen, Rücksprache mit der Schulleitung und dem Datenschutzbeauftragten der Schule bezüglich der Verwendung des Videos zu halten.

### TASK 3: A Talk Show Discussion

Imagine you are invited to a talk show on the topic “The Textile Industry”.

During the talk show you discuss the following statement:

**“We as consumers of  
the industrialized  
world are indirectly  
responsible for  
catastrophes like the  
one in Rana Plaza.”**

Go into groups of four and act out the talk show.

Be ready to present.

## Exploitation – Child Labor

*One of your classmates tells you that he has talked to one of the Bangladeshi students at your school again. He learned that the young man had to start to work in a garment factory at the age of six because his family needed the money. You remember that you had recently seen a cartoon which deals with this topic. You take out your smartphone and find the picture below, which you then show to your teacher so that you can analyze it together in class.*

### Source 3: Child Labour

## Karikatur- Kinderarbeit

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(Suchbegriffe: just do it, Karikatur)

### TASKS:

- 1) Analyze the cartoon above. What does the artist want to criticize?
- 2) You are a big sneakers fan and have several different models at home. Have a look at the labels inside your sneakers and find out where they were produced. How do you feel when you see a cartoon like this?

## Material B:

### Origins of Imperialism

Many problems developing countries are facing nowadays have their origins in earlier centuries. Studying the 19<sup>th</sup> century, the so-called Age of Imperialism, is particularly helpful for gaining an understanding of why there are so many difficulties in developing countries today. The following sources give you an insight into the mind-set of people from the 19<sup>th</sup> and early 20<sup>th</sup> centuries and they show the thinking behind imperialism. This knowledge can help you to assess current developments.

**Source 1: „La France va pouvoir porter librement au Maroc la civilisation, la richesse et la paix“ (Of her own free will, France will bring civilization, wealth and peace to Morocco), front page of the French magazine “Le Petit Journal” (19 Nov. 1911)**



Source gallica.bnf.fr / Bibliothèque nationale de France

#### TASK:

Describe the picture above together with your neighbor. What kind of message does it send?

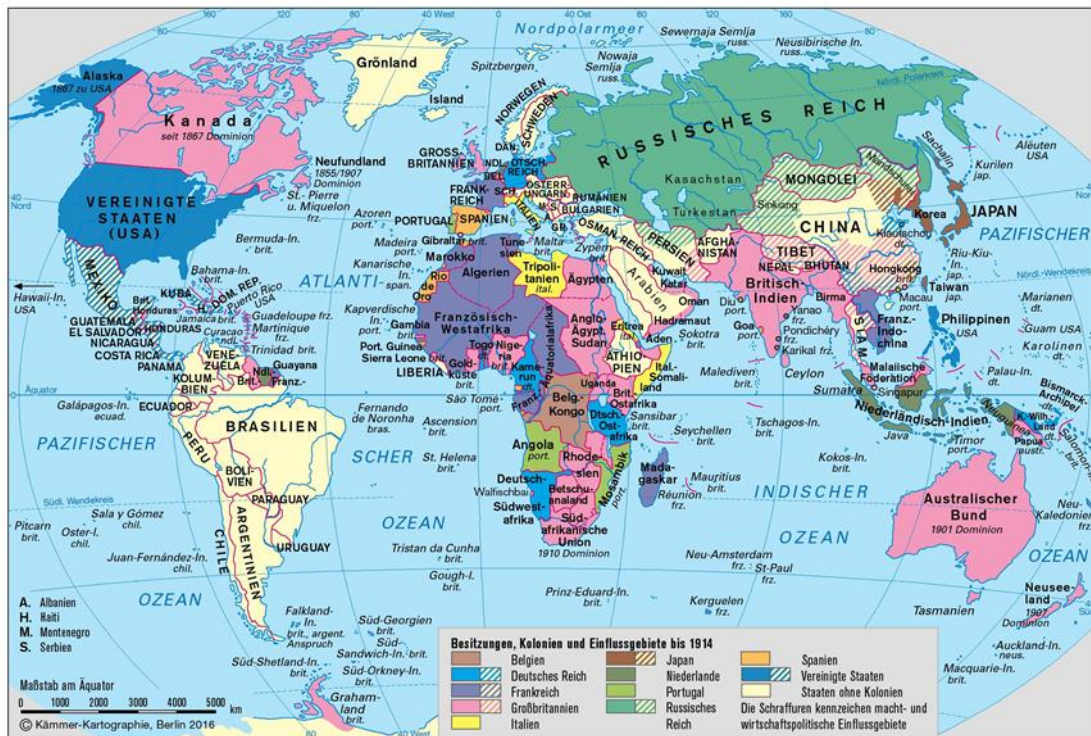


## Colonial Empires

Source 2: Europäische Kolonialreiche um 1830 (Kämmer-Kartographie, 2016)



Source 3: Imperialismus bis 1914 (Kämmer-Kartographie, 2016)



### TASK:

Compare the two maps. Find out how the situation changed during the 19<sup>th</sup> century. Take notes and compare them with your neighbor afterwards.

**Sources about the Origins of Imperialism**

**Source 4 (Student A): Cecil Rhodes, one of the leading British colonial politicians in the 19<sup>th</sup> century, writes in his testimony “Confession of Faith” (1877):**

*“I contend that we are the finest race in the world and that the more of the world we inhabit the better it is for the human race. Just [think about] those parts that are at present inhabited by the most despicable specimens of human beings what an alteration there would be if they were brought under Anglo-Saxon [= British] influence, look again at the extra employment a new country [...] gives. [...] I contend that every acre added to our territory means in the future birth to some more of the English race who otherwise would not be brought into existence. [A] greater portion of the world under our rule simply means the end of all wars [...].*

*Africa is still lying ready for us it is our duty to take it. It is our duty to seize every opportunity of acquiring more territory and we should keep this one idea steadily before our eyes that more territory simply means more of the Anglo-Saxon race, more of the best, the most human, most honourable race the world possesses.”*

*(adapted from: Cecil Rhodes: Confession of Faith, 1877)*

**TASK:**

Explain in your own words how Cecil Rhodes justifies the acquisition of colonies by the British. Look up words you don't know in an online dictionary.

**Source 5 (Student B): The British Colonial Minister Joseph Chamberlain in a speech in 1903:**

*“Our existence as a nation depends upon our manufacturing capacity and production. We are not an agricultural country. That can never be the main source of our prosperity. We are a great manufacturing country. [...]*

*[That means] that our imperial trade is absolutely essential to our prosperity at the present time. If that trade declines, or if it does not increase in proportion to our population and to the loss of trade with foreign countries, then we sink at once into a fifth-rate nation. Our fate will be the fate of the empires and kingdoms of the past.”*

*(adapted from: The Times (7 October 1903), p. 4)*

**TASK:**

Explain in your own words what Chamberlain says about the necessity of colonies. Look up words you don't know in an online dictionary.

## Source 6 (Student C): German children's song (late 19<sup>th</sup> century)

Es ist ja nicht mehr wie vor Jahren,  
als ohne Kolonien wir waren.  
Da kostete ein Heidengeld,  
was man jetzt halb geschenkt erhält,  
weil heut' so vieles wir beziehen  
aus unseren schönen Kolonien.  
Als unsere Kolonien vor Jahren  
noch unentdeckt und schutzlos waren,  
schuf dort dem Volk an jedem Tage  
die Langeweile große Plage.  
Denn von Natur ist nichts wohl träger  
als so ein faultierhafter Neger\*.  
Dort hat die Faulheit, das steht fest,  
gewütet fast wie eine Pest.  
Seit aber in den Kolonien  
das Volk wir zur Kultur erzieh'n  
und ihm gesunde Arbeit geben,  
herrscht dort ein reges, munt'res Leben.

\* This expression has to be understood in its historical context. It may not be used anymore today, as it is considered to be racist (also its English translation).

### TASKS:

- 1) Describe the image that the song draws of the inhabitants of the colonies.
- 2) Which reasons for acquiring colonies are mentioned in the song?

### Methodische Hinweise:

- Bearbeiten der Quellen mit der Placemat-Methode.
- Die Schüler arbeiten in 3er-Gruppen.
- Jeder Schüler beschäftigt sich zunächst nur mit seiner Quelle.
- Im Anschluss an die Einzelarbeit werden die Ergebnisse in der Gruppe ausgetauscht.
- Sicherung erfolgt abschließend im Lehrer-Schüler-Gespräch.
- In den Gruppen kann vorab differenziert werden. Die Quelle zu Cecil Rhodes sollte von besonders leistungsstarken Schülern bearbeitet werden.

## Material C: British Imperialism

### Cartoon Analysis – British Imperialism

#### TASK 1:

Describe the cartoon below and answer the following questions:

- Which country does the man in the foreground stand for?
- What is he carrying in his hands?
- Who are the people in the background and what might they want?
- Which countries do they represent?

**Source 1: Greedy Johnnie (John S. Pughe, 1896)**

*“He has got a lot of good things – but how long can he keep them to himself?”*

*Karikatur - Greedy Johnnie*

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*(Suchbegriffe: greedy, Johnnie)*

#### TASK 2:

Take out the map of the world in 1914 from the last lesson again. Which colonial empire is the biggest?

#### TASK 3:

One of the colonies that Greedy Johnnie has in his hands is British India. The nickname of this colony was “The Jewel in the Crown”. What might this name mean?

Look at the map again and try to find out why India would have been so important to the British.



## India – The Jewel in the Crown

*Bangladesh, the country you have learned so much about in the first lessons of this learning exercise is a former part of the British Empire. At that time, it was part of India, one of the most important colonies for Great Britain. The following text gives you more information and explains why Bangladesh is an independent country nowadays.*

### The Acquisition of India

Today, India is an independent country. It lies within the subcontinent of Asia and is the seventh largest country in the world by landmass and the second most populated, making it the biggest democracy on the planet. In colonial times India also included today's Pakistan, Bangladesh and Myanmar.

India is a country with an abundance of natural resources, such as iron ore, gold, silver, copper, gemstones, spices, tea and timber. That meant that any country in the world which had strong trade connections with India or controlled the country as a whole could become very rich and powerful.

British control over India began with the demise of the so-called Mughal Empire. Its last powerful emperor Aurangzeb died in 1707 and after his death several rival Indian princes fought wars to become his successor. By that time, the British had long established trading posts along the coasts of India which enabled them to carry out a profitable trade with India.

The trade with India was run by the so-called East India Trading Company, which also had its own soldiers to protect the trading posts. When the Mughal Empire collapsed, the East India Trading Company actively engaged in the wars among the different princes and in time it gained control over huge parts of the country itself. In 1757, the British won the Battle of Plassey and conquered the rich Indian province of Bengal. By the mid-1850s most of India was under British rule.

#### ***Excursion: How did the British system of trade work?***

*Step 1: Rich businessmen in Britain bought ships and stocked them with goods that weren't available in India (e.g. guns, ammunition, tools, swords, buttons, shoes).*

*Step 2: The businessmen hired crews and sent them all the way to India (at first around Africa, later through the Suez Canal in Egypt).*

*Step 3: The ships were unloaded at a trading post in India and the goods were swapped for things that were easily available in India (e.g. tea or spices) but hard to find in Britain.*

*Step 4: The fully loaded ships sailed back to England.*

*Step 5: The foreign goods were then sold in England - for far more than what they were purchased for. The businessmen therefore made huge profits and the circle of trade was repeated.*

Source 2: Justice

### ***Karikatur - Indian Mutiny***

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(Suchbegriffe: justice, Indian mutiny)

### **The Indian Mutiny or a War of Independence?**

As was true of every colonial power, the British also had to deal with colonial uprisings. In India, the major rebellion happened in 1857 and is commonly called the "Indian Mutiny" in Britain but the "War of Independence" in today's India. The cartoon on the left from Punch magazine wants to make it seem that the British were fighting for justice in India but, of course, the Indian population had a totally different opinion. So what caused this violent revolt against the colonial power?

As stated above, most of India was ruled by the British by the 1850s.

The East India Company had taken over more and more land and the people who worked for the Company lived a life of pure luxury. In order to be able to protect those people, the Company sent British soldiers all over India. In addition to that, local Indians were recruited to serve in the British Army. These soldiers were called “sepoys”. The sepoy, however, were not treated equally, had little hope of promotion and were often the first who had to fight in dangerous places. Moreover, a lot of sepoy felt the pressure to convert to the Christian religion and they also didn’t like changes in law that the British had been enforcing in India since the 1830s. They made English the official language and forbade certain Indian traditions, for example a tradition called “suttee”, where widows killed themselves after their husbands had died.

The built-up anger finally exploded in May 1857 when Indian soldiers shot dead a number of British soldiers. The final spark that ignited the mutiny was the introduction of a new weapon to the British Army in India. A new rifle with a rather complicated loading mechanism was issued to every soldier. To load the gun, the soldiers had to bite off the top of the cardboard cartridge, pour the gunpowder into the rifle and then ram the cartridge with the bullet down into the gun. The problem for the sepoy, who were either Hindus or Muslims, was that the cartridge was covered in animal grease so that it slid more easily into the gun. In the army, there were rumors that the animal grease was a mixture of pork and beef fat, a completely unacceptable combination for the sepoy, due to the fact that Hindus can’t eat beef because they believe the cow is holy and because Muslims are forbidden from eating pork. Biting off the cartridge was therefore a religious insult to them which they couldn’t accept. When eighty-five sepoy in a town called Meerut near Delhi refused to use the cartridges, they were arrested and sentenced to ten years of hard labor. This hard punishment caused more sepoy to revolt, and they murdered their British officers. Soon the whole of Northern India was in rebellion. Both sides fought with an unparalleled ferocity against each other. For example, when sepoy troops led by a soldier called Nana Sahib captured 300 British soldiers and their families in a town called Cawnpore – where they had surrendered before – they attacked the soldiers and murdered all the women and children. The British, for their part, also showed no mercy in their fight against the rebels, which the picture below indicates. Here, rebelling sepoy soldiers were strapped in front of a gun which was then fired.

It took Great Britain over a year to end the mutiny by July 1858. After the peace declaration the British changed the way India was ruled. The government in London created the “British Indian Empire” and ended the rule of the East India Company. Instead of a governor general from the Company, a viceroy was installed who governed in the name of Queen Victoria. She herself got an extra title becoming “Empress of India”. The period after the Indian Mutiny until the end of the First World War is called the “Golden Age of the British Raj” where other uprisings were prevented and India contributed to a large degree to the wealth of the British Empire.

*Source 3: Blowing from guns in British India*

## Gemälde - Indian Mutiny

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(Suchbegriffe: Indian mutiny, blowing from guns)

### Gandhi and the Independence Movement

During Queen Victoria’s reign, Great Britain took direct control of India and the British also brought many parts of European everyday life to their colony, such as education, infrastructure (roads, railways, hospitals, etc.) and law and order. There is no doubt about the fact that the British rule

changed the face of India, some say for the better, while others say that the colonists only robbed India of valuable resources (cotton, tea, spices, jewels, etc.) and forced the native population to adopt the English language and the British way of life.

Around 1900, a lot of educated Indians started to believe that India should free itself from British rule and therefore undertook measures to gain more self-government. A political group called the Indian National Congress soon formed to support the idea of greater self-government. Those demands, however, were ignored by the British to a great extent, as they didn't want to lose control of their most valuable and profitable colony.

When World War I broke out, India was still a vital part of the British Empire and Indians fought alongside British soldiers in the Great War. By the end of the war, a lot of Indian politicians had hoped that India would be given more self-government as a reward for supporting Great Britain. Yet, the government in London made only little changes in local governance, for example giving over five million wealthy Indians the right to vote, but the British still controlled taxation, the police, the law courts, the army, education and much more. Many Indians were disappointed by those little changes and in 1919 serious riots broke out all over the province of Punjab. The trigger of the riots was a demonstration in the city of Amritsar which ended in bloodshed with 379 people dead and 1,200 wounded. From this point on, the Indian National Congress demanded independence for India more loudly than ever. During this time, one person became the leader of the Indian independence movement, Mahatma Gandhi. He wrote after the Amritsar massacre: "When a government takes up arms against its unarmed subjects, then it has lost its right to govern." Gandhi himself was a firm advocate of non-violent protest. He wanted to lead India to independence through civil disobedience and passive resistance, meaning that all Indians should make life difficult for the British but they should never use any violence. This strategy impressed a lot of people all around the world and in 1930 Gandhi was even invited to London to meet the King and the Prime Minister. Back home in India he continued his non-violent protest and led the famous "Salt March" across India to the sea to protest against British taxes on salt. During his years of protest Gandhi was arrested many times, yet he never resisted or used any violence. By 1935, the British finally backed down and passed the so-called "Government of India Act" which gave Indians the right to control almost everything on their own except the army. Full independence was finally granted after World War II in 1947.

### **The Aftermath of the Independence**

On August 15, 1947, British rule in India came to an end. However, not all problems were solved by the British leaving India. British India was inhabited by a Hindu majority and a Muslim minority. During the fight for independence, both religious groups worked together, but as soon as the British were about to leave, those old religious conflicts broke out again. The Muslim minority feared they would be governed and suppressed by a mainly Hindu government and therefore demanded a country of their own.

Knowing about those conflicts, the last British viceroy Lord Mountbatten, believed the best way to stop violence between Muslims and Hindus was to divide India into two. One country should be mainly Hindu, the other one mainly Muslim. Mountbatten created a Muslim state in two parts, in north-west India he formed West Pakistan, in eastern India, East Pakistan, today's Bangladesh. The rest was to become a Hindu state called India. This partition led to a situation where millions of people suddenly found themselves in the wrong country, so they left their homes because most of them wanted to live in a country made up of a majority of their own religion. During this mass migration an estimated number of one million people died in the violent aftermath of the partition of India. At the height of the violence, Mahatma Gandhi himself, who was still preaching non-violence, was killed by a Hindu extremist. It was a troubled start for the newly independent nations of India and Pakistan. Many conflicts which originated in the partition of India still exist today.

## TASKS:

- 1) Read through the text and mark the most important events in the history of British India.
- 2) Create a timeline of events from the beginning of the British rule in India until the independence.
- 3) Discuss the following questions with two classmates:
  - Assess Great Britain's actions during the rule over India. Use the images on the worksheet for your discussion.
  - What do you think about Mahatma Gandhi's message?
  - Was the Indian independence movement a success in your opinion?

**EXTRA TASK:** Notiere dir in Stichpunkten auf Deutsch, wie das britische Handelssystem funktionierte.

Vocabulary			
independent	unabhängig	taxation	Besteuerung
abundance	Überfluss, Reichtum	riot	Aufruhr, Aufstand,
iron ore	Eisenerz	trigger	Auslöser
copper	Kupfer	bloodshed	Blutvergießen
gemstone	Edelstein	advocate	Anwalt, Fürsprecher
timber	Holz	fierce	leidenschaftlich, wild, heftig
demise	Niedergang	non-violent	gewaltlos
successor	Nachfolger	civil disobedience	ziviler Ungehorsam
trading post	Handelsposten	passive resistance	passiver Widerstand
uprising	Aufstand	to impress	beeindrucken
to enforce	durchführen, erzwingen	march	Marsch
to ignite	entzünden	to complain	sich beschweren
weapon	Waffe	to back down	nachgeben, einlenken
rifle	Gewehr	to pass sth	etw. verabschieden
cardboard	Pappe, Karton	to grant	gewähren
cartridge	Patrone	to solve a problem	ein Problem lösen
bullet	(Gewehr-)Kugel	to inhabit	bewohnen
grease	Fett, Schmiere	majority	Mehrheit
insult	Beleidigung	minority	Minderheit
to be sentenced to	verurteilt werden	to govern	regieren
punishment	Bestrafung	to suppress	unterdrücken
ferocity	Grausamkeit	unity	Einigkeit
to surrender	aufgeben	to pull apart	auseinanderziehen
to strap	festschnallen	inter-marriage	Mischehe
viceroy	Vizekönig	to worship	anbeten
to prevent	verhindern	to consider sth	etw. ansehen als
education	Bildung	desire	Wunsch
to undertake	unternehmen	partition	Teilung
measure	Maßnahme	mass migration	Völkerwanderung
self-government	Selbstverwaltung	to estimate	schätzen
demand	Forderung	aftermath	Folge, Nachspiel, Nachwirkung
vital	wichtig, bedeutend	height	Höhe, Höhepunkt
reward	Belohnung	to preach	predigen
governance	Regierung, Führung	to assess	bewerten



## Material D:

### German Imperialism

*If Britain had colonies, then what about Germany? Was the “Kaiserreich” also a colonial power? Try to find out by using the following sources.*

**Source 1: The first chancellor of Imperial Germany, Otto von Bismarck, and his attitude towards colonies (1888):**

*„Ihre Karte von Afrika ist ja sehr schön, aber meine Karte von Afrika liegt in Europa. Hier liegt Russland. Und hier [...] liegt Frankreich, und wir sind in der Mitte; das ist meine Karte von Afrika.“*

**Source 2: One of Bismarck’s successors, Bernhard von Bülow, talks about the colonial question in the German Reichstag (1897):**

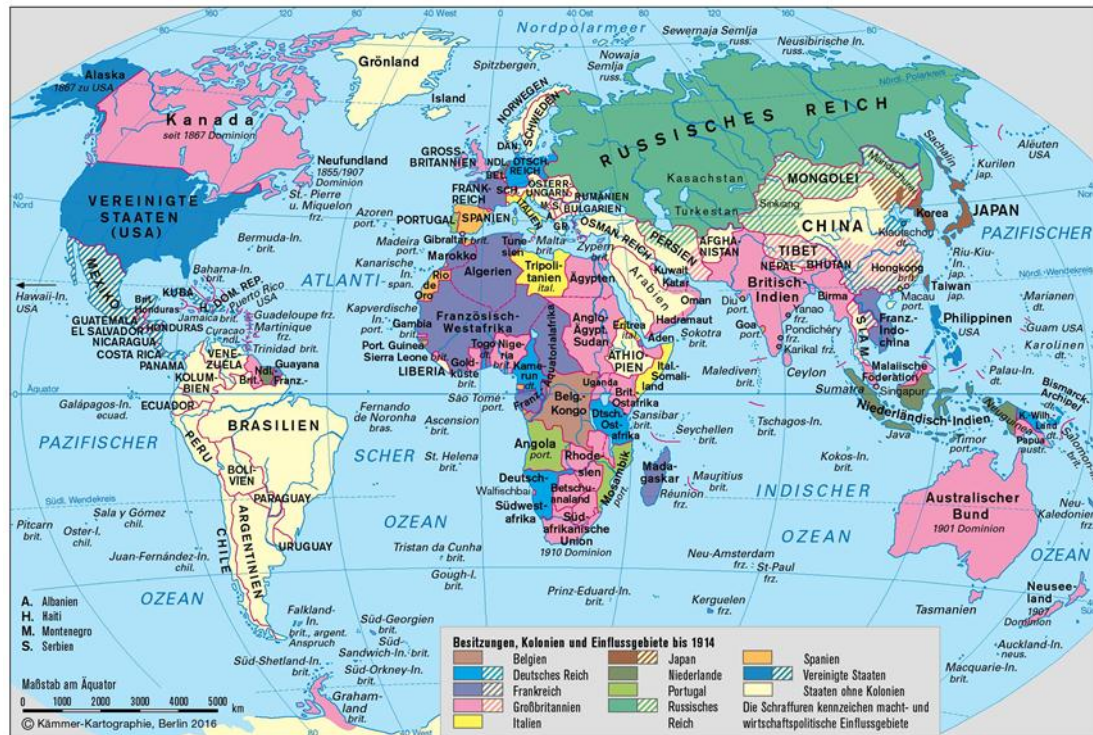
*„Die Zeiten, wo der Deutsche dem einen seiner Nachbarn die Erde überließ, dem andern das Meer und sich selbst den Himmel reservierte [...] sind vorüber. Wir betrachten es als eine unserer vornehmsten Aufgaben, gerade in Ostasien die Interessen unserer Schifffahrt, unseres Handels und unserer Industrie zu fördern und zu pflegen. [...] Mit einem Worte: Wir wollen niemanden in den Schatten stellen, aber wir verlangen auch unseren Platz an der Sonne.“*

### TASKS:

Work with your neighbor and do the following tasks:

- 1) Try to paraphrase Bismarck’s and von Bülow’s statements into two English sentences.
- 2) Compare Bismarck’s statement with that of Bernhard von Bülow.
  - *How do their attitudes towards colonies differ?*
  - *How does von Bülow justify Imperial Germany’s pursuit of colonies?*

## Source 3: Imperialismus bis 1914 (Kämmer Kartographie, 2016)



### TASKS:

- 1) Try to find all the German colonies on the map and circle them.
- 2) Now do some research on the internet and answer the following two questions:
  - Can you find out how long Germany was a colonial power?
  - Which present-day countries are former German colonies?

**Source 4: Der Herero-Aufstand in Deutsch Süd-West-Afrika (Deutsches Historisches Museum, 1900)**



## TASKS:

- 1) Have a look at the picture above. This painting shows a scene in German South West Africa at the beginning of the 19<sup>th</sup> century. Can you imagine what has just happened here? Describe the picture together with your neighbor.
- 2) Go into groups of two and search the internet about uprisings in German colonies. Prepare a short presentation.  
Choose one insurrection and try to answer the following questions:
  - Where did the rebellion take place?
  - Why did the natives revolt against the colonists?
  - How did the rebellion end?
  - What is your opinion about the events in the German colonies?

**You can choose to work with German or English sources.**

**It's up to you.**

**The short presentation has to be held in English, of course.**

## Material E:

### Fair Trade

*The exploitation of developing countries by the industrialized world has its origins in the Age of Imperialism. As we can see from the example in the textile industry, imperialism is still alive today in some ways. A lot of people agree that something has to be done to improve this unfair situation between the industrialized world and the developing countries. One initiative is "fair trade".*



*Fair  
Trade  
Seal*

Aus urheberrechtlichen Gründen kann die Abbildung nicht abgedruckt werden!

#### TASK 1:

Together with your neighbor, try to find a definition for "fair trade".

#### TASK 2:

Now visit the website<sup>2</sup> of "Fairtrade Deutschland" for information about "fair trade".

Go into groups of four and research the four topics. Every group member chooses one topic.

- Student A: Fair trade producers
- Student B: Fair trade seal
- Student C: Fair trade standards
- Student D: Fair trade system

- 1) Take notes for your topic.
- 2) Explain it to your group members.
- 3) Create a small leaflet about "fair trade" together in your group.

<sup>2</sup> Enthält eine Webseite Werbung und kommt diese für Unterrichtszwecke von Schülerinnen und Schülern zum Einsatz, ist damit das kommerzielle Werbeverbot nach Art 84 Abs. 1 Satz 1 BayEUG berührt. Im schulischen Interesse kann der Schulleiter allerdings Ausnahmen von diesem Werbeverbot zulassen (Art 84, Abs. 1 Satz 2, BayEUG; §2, Abs. 2 Satz 1 Nr. 4 BaySchO). Dies ist von der Lehrkraft im Vorfeld des Einsatzes der Webseite zu klären.



## Quellen- und Literaturangaben

### Material B – Source 1

Titel:	La France va pouvoir porter librement au Maroc la civilisation, la richesse et la paix
Autor:	unbekannt
Erscheinungsjahr:	1911
Art:	Karikatur
Fundort:	Le Petit Journal
Copyright:	Bibliothèque Nationale de France

### Material B – Source 2

Titel:	Europäische Kolonialreiche um 1830
Autor:	Hans-Joachim Kämmer
Erscheinungsjahr:	2016
Art:	Karte
Fundort:	Kämmer Kartographie
Copyright:	Kämmer Kartographie

### Material B – Source 3

Titel:	Imperialismus bis 1914
Autor:	Hans-Joachim Kämmer
Erscheinungsjahr:	2016
Art:	Karte
Fundort:	Kämmer Kartographie
Copyright:	Kämmer Kartographie

### Material B – Source 4

Titel:	Confession of Faith, 1877
Autor:	Cecil Rhodes
Erscheinungsjahr:	1877
Art:	Textquelle
Fundort:	John Flint: Cecil Rhodes. Boston, 1974. S. 248-250.
Copyright:	gemeinfrei

### Material B – Source 5

Titel:	The Meeting in St. Andrew's Hall
Autor:	Joseph Chamberlain
Erscheinungsjahr:	1903
Art:	Textquelle
Fundort:	The Times, 7 October 1903. S. 4.
Copyright:	gemeinfrei

### Material B – Source 6

Titel:	German children's song (late 19th century)
Autor:	unbekannt
Erscheinungsjahr:	unbekannt
Art:	Textquelle
Fundort:	unbekannt
Copyright:	unbekannt

Material D – Source 1	
Titel:	unbekannt
Autor:	Otto v. Bismarck
Erscheinungsjahr:	1888
Art:	Textquelle
Fundort:	Andreas Willy: Bismarck, Die gesammelten Werke. Friedrichruher Ausgabe, Bd. 8: Gespräche, Berlin 1926, S. 646.
Copyright:	gemeinfrei

Material D – Source 2	
Titel:	Deutschlands Platz an der Sonne
Autor:	Bernhard v. Bülow
Erscheinungsjahr:	1897
Art:	Textquelle
Fundort:	Johannes Penzler: Fürst Bülows Reden nebst urkundlichen Beiträgen zu seiner Politik. Mit Erlaubnis des Reichskanzlers gesammelt und herausgegeben. I. Band 1897–1903, Berlin 1907, S. 6-8.
Copyright:	gemeinfrei

Material D – Source 4	
Titel:	Der Herero-Aufstand in Deutsch Süd-West-Afrika/Omanbonde: Plünderung der Farm des Herrn Gamisch/Bild 1
Herausgeber:	Riedel und Engelmann
Erscheinungsjahr:	1900
Art:	Sammelbild
Fundort:	Deutsches Historisches Museum
Copyright:	Deutsches Historisches Museum

## Hinweise zum Unterricht

Phase	Inhalt/Handlung/mögliche Handlungsprodukte	Sozialform/Methode	Material	Bemerkung
Stunde 1-2: Orientieren	Textile Industry ➤ The life story of your t-shirt  ➤ Rana Plaza Catastrophe - Bilder zum Einstieg in die Thematik „Kleidungsproduktion in Asien“ - Kurzvideo zur Rana Plaza Katastrophe (New York Times, 05:07 Min.) - Talk Show  ➤ Karikaturanalyse: „Just do it“ → Ausbeutung der Arbeitenden in der Kleidungsindustrie/ Kinderarbeit	Partnerarbeit, Einzelarbeit, Diskussion  Partnerarbeit L-S-Gespräch  Einzelarbeit  Diskussion  Partnerarbeit L-S-Gespräch	Material A Text + Arbeitsaufträge (AA)  Bilder  Lückentext  Karikatur	Aus urheberrechtlichen Gründen können leider keine Quellen abgedruckt werden, die Suchbegriffe helfen bei der Recherche nach Material.  Der Text von „The life story of your t-shirt“ muss ggf. sprachlich angepasst und vereinfacht werden.
Stunde 3: Informieren	Origins of Imperialism ➤ Karikaturanalyse „Le Petit Journal“ ➤ Kartenanalyse: Welt um 1800 und Welt im Jahr 1914 – ein Vergleich ➤ Quellenanalyse: - Cecil Rhodes - Joseph Chamberlain - German children's song	L-S-Gespräch  Partnerarbeit  Placemat L-S-Gespräch	Material B Karikatur  Karten  schriftliche Quellen	Bei der Gruppeneinteilung zur Quellenanalyse kann differenziert werden, da die Quellen vom Schwierigkeitsgrad her unterschiedlich sind. Bei Bedarf kann auch eine deutsche Übersetzung der Quellen oder eine Vokabelhilfe angeboten werden.
Stunde 4-5: Informieren	British Imperialism – India ➤ Karikaturanalyse: „Greedy Johnnie“ ➤ Kartenanalyse: Britisches Weltreich ➤ Textanalyse: The jewel in the crown	L-S-Gespräch  Einzelarbeit/ Partnerarbeit Einzelarbeit Partnerarbeit Diskussion	Material C Karikatur  Karte  Text	<div style="border: 1px solid green; background-color: #e0ffe0; padding: 5px; width: fit-content;">             Diese beiden Stunden können bei Bedarf gekürzt bzw. ganz übersprungen           </div> Differenzierungsaufgabe vorhanden  Quelle Text: ISB
Stunde 6-8: Informieren	German Imperialism ➤ Quellenanalyse: Bismarcks Haltung zu Kolonien vs. von Bülow's Einstellung ➤ Kartenanalyse: Deutsche Kolonien ➤ Herero-Aufstand: - Bildanalyse	Partnerarbeit  Einzelarbeit Partnerarbeit Recherche Präsentation	Material D schriftliche Quellen  Karte  Historisches Sammelbild	Recherche kann auch als HA erfolgen

	<ul style="list-style-type: none"> <li>- Internetrecherche</li> <li>- Kurzpräsentation</li> </ul>			
Stunde 9-10: Informieren	Fair Trade ➤ Recherche zu Fair Trade ➤ Erstellung einer kurzen Broschüre über Fair Trade	Partnerarbeit Gruppenarbeit	Material E	
Stunde 11-12: Planen und Durchführen	Handlungsprodukt: Letter to the partner school [Alternative: video message]	Während der Lernsituation machen sich die SuS in den einzelnen Stunden fortlaufend Notizen, die sie dann für den Brief [das Video] verwenden können. Die SuS verfassen als Hausaufgabe einen Brief an die Partnerschule. In Kleingruppen (4 SuS) werden die Briefe ausgetauscht und zusammen ein gemeinsamer Brief erarbeitet, der anschließend vorgestellt wird. [Alternative: Eine Video-Botschaft wird zusammen in Gruppen (4 SuS) als Hausaufgabe erstellt und in der Klasse präsentiert.] Die SuS stimmen ab, welcher Brief [welche Video-Botschaft] abgeschickt wird.		
Bewerten Reflektieren				