



## White man's burden. Myths of the colonial period.

- [White man's burden. Myths of the colonial period.](#)
- [Lesson plan \(Polish\)](#)
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### Bibliografia:

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## White man's burden. Myths of the colonial period.

Vintage photos

Source: Mr Cup / Fabien Barral/https://unsplash.com, domena publiczna.

### [Link to the Lesson](#)

#### You will learn

- to list the cultural aspects of colonialism;
- to indicate the examples of colonial and racist propaganda and the crimes of the colonial era;
- to describes the position of opponents of colonialism.

[Nagranie dostępne na portalu epodreczniki.pl](#)

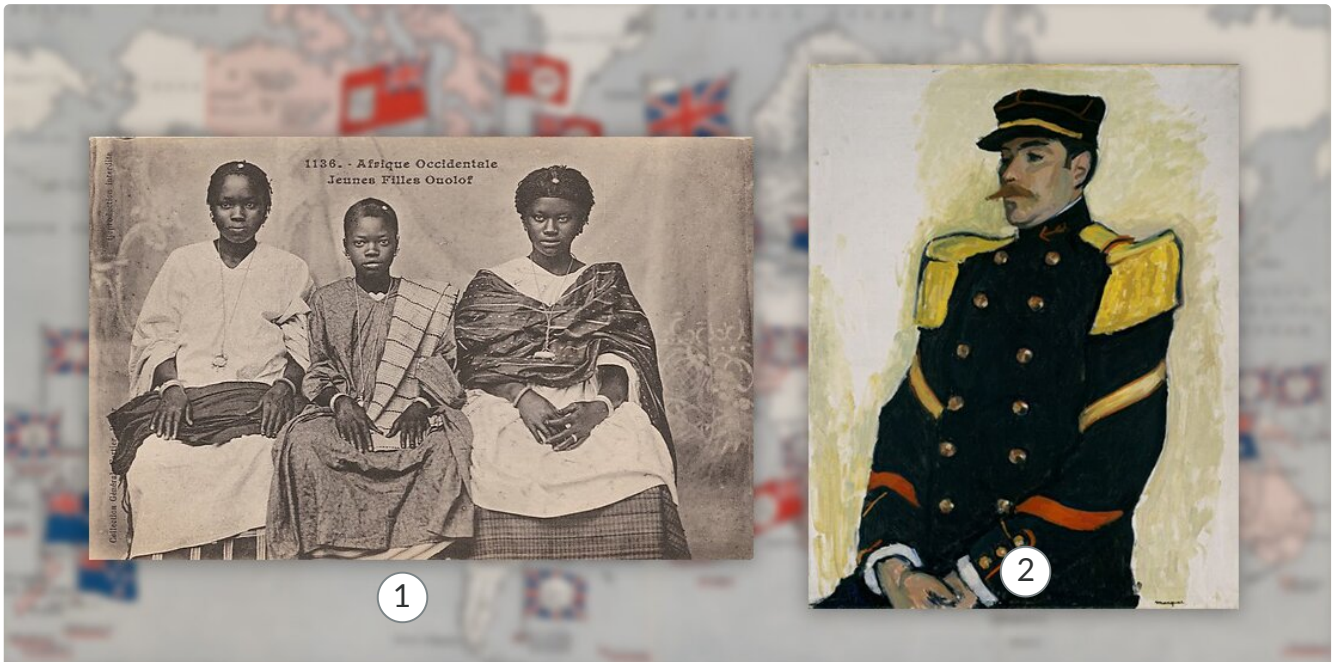
Nagranie abstraktu

Colonialism was not only about the political or economic competition. It was also a cultural phenomenon, including the ideas about other „races” and exotic cultures. The way of travelling to distant places changed as a consequence of the colonial expansion — that's how the exotic tourism was born. It was the racist prejudice and arrogance that helped European people to implement the politics of extermination. Tribes that were mostly threatened by this type of politics in the 19th century were the ones considered as „evil”, for instance those practising cannibalism. Congo, the private property of the Belgian king Leopold II, was the most extreme case of colonial cruelty. British people sought to occupy two Boer Republics neighbouring the Cape State - Orange State and the Transvaal in the

early 70s of the 19th century. It was because diamond and gold deposits had been discovered there. The first attempt to annex those territories was not successful. Finally, in 1910 the Boer Republics were made parts of the Union of South Africa, which had a status of a dominion.

## Task 1

Familiarise yourself with Fortier's publishing activity from the early 20th century. Find out how his famous pieces were received. Then look at the portrait from the early 20th century. Read the comment. Notice how iconographic representations contributed to the colonialist ideology.



1

### Colonial postcards

**François-Edmond Fortier**, was a French documentary photographer, editor and ethnographer, who lived in the late 19th and early 20th century. He worked in Western Africa in 1900-1912. He produced at least three thousand negatives, which he gradually developed as postcards up until the early 20s of the 20th century. Fortier worked during the colonial period and in his work he took advantage of his ethnographic background. However, his pictures were mostly appreciated only by foreign communities living in Africa or their compatriots in Europe.

2

### Painting

**Albert Marquet**, the author of the painting from 1906, has always been associated with the style of fauvism, very popular in 1904-1908. The artists of that style used strongly saturated colours. Marquet often painted seaside ports and rivers meandering through cities. One of the very few portraits that he created was "**Sergeant of the Colonial Regiment**". The picture is not only about the personality of the person it portrays but also about the military decoration: golden epaulettes, stripes and shiny brass buttons contrasting the dark blue fabric of his military jacket. The painting of this picture coincided with the French colonisation of

Indochina, West Indies and Northern Africa in the early 20th century, after France was dramatically defeated in the Franco-Prussian war in 1870.

## Exercise 1

Read the opening lecture on England's colonial expansion delivered by John Ruskin at Oxford University in the 70s of the 19th century. Then complete the exercise.

(( John Ruskin

### Inaugurational lecture

Will you, youths of England, make your country again a royal throne of kings; a sceptred isle, for all the world a source of light, a centre of peace; mistress of Learning and of the Arts;--faithful guardian of great memories in the midst of irreverent and ephemeral visions;--faithful servant of time-tried principles, under temptation from fond experiments and licentious desires; and amidst the cruel and clamorous jealousies of the nations, worshipped in her strange valour of goodwill towards men?

And this is what she must either do, or perish: she must found colonies as fast and as far as she is able, formed of her most energetic and worthiest men;--seizing every piece of fruitful waste ground she can set her foot on, and there teaching these her colonists that their chief virtue is to be fidelity to their country, and that their first aim is to be to advance the power of England by land and sea: and that, though they live on a distant plot of ground, they are no more to consider themselves therefore disfranchised from their native land, than the sailors of her fleets do, because they float on distant waves.

Source: John Ruskin, *Inaugurational lecture*, [w:] .

Group the arguments below that encouraged young Britons to take part in the colonial race for new territories.

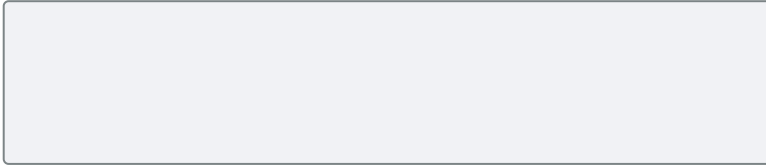
Features that give England the right to colonize

[has] strange valour of goodwill towards men

though they live on a distant plot of ground, they are no more to



Tasks that British youth must complete according to John Ruskin



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land

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## Exercise 2

Look at the caricature picture of that period portraying how the influences in China were divided between European and Asian countries. Match the people with the corresponding parts of the picture.



Mandarin as a symbol of China

Samurai as a symbol of Japan

Queen Victoria (Great Britain)

Tsar Nicolas II (Russia)

Marianne as a symbol of the French Republic

Emperor Wilhelm II (Germany)



## Task 2

**Read the text. Note down and memorise the most important information.**

It's the European civilisation that enabled the colonial conquests: a particular organisation of the country, legal codes and the ability to manage huge and varied communities of people. What reinforced their cultural dominance in the world was mostly the development of transportation and communication. Christianity also played a pivotal role in the Europeanisation of the world. Most of all, however, the West conquered the world by means of organised violence, schemes and corruption. An element that played an important role in the colonial policy was inciting hatred between different societies and political powers. „Lower races“ quickly became subject to European genocide practices.

It was the racist prejudice and arrogance that helped Europeans implement the politics of extermination. Tribes that were mostly threatened by this type of politics in the 19th century were the ones considered as „evil“, for instance practising cannibalism. However, it wasn't the „evil“ or the „good“ qualities of the invaded communities that triggered European actions, but the demands of the expansion and imperial politics. Hence the San people (Bushmen) and Hottentots in South Africa and the Aborigines in Australia were effectively exterminated. Moreover, many local tribes of Siberia and Central Asia, invaded by the Russians, became either extinct or their population drastically decreased.

Congo, the private property of the Belgian King Leopold II, was the most extreme case of colonial cruelty. Since only a few of the African colonies generated actual profits to their owners and very few were abundant in resources, Congo became the main supplier of caoutchouc, diamonds and colonial metal ores. Local administrators sought to multiply the resources they obtained there. They decided to do it through murderous exploitation and bloody pacification of the rebelling tribes. The total of 5 to 15 million people were murdered there. The exact number of victims will never be known. The Belgian king, Leopold II was a widely respected monarch, considered by many a philanthropist. When the world discovered the whole truth about the genocide in Congo, nobody wanted to believe it at first. It was contradictory to what Europeans knew about colonial politics and to all the big slogans of its [propaganda](#). Therefore, for quite a long time there was a certain conspiracy of silence around the colonial politics of Leopold II.

Also the Germans implemented cruel colonial politics. After they had conquered the coasts of Namibia in South-West Africa in 1883, they followed the orders of Wilhelm II and brutally suppressed the resistance of Herero and Namaqua people. One of the ways to pacify the Africans was placing them in labour camps built specifically for that purpose (concentration

camps), where they were starved and forced to work more than they could. It was also in that German colony that the first racial laws and categorisation of people were introduced.

## Keywords

racism, propaganda, [metropolis](#), [mandarin](#), [samurai](#)

## Glossary

### racism

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: racism

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rasizm – pogląd o istnieniu nierówności między ludźmi, zakładająca wyższość i konieczność dominacji jednych ras nad innymi.

### propaganda

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: propaganda

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propaganda – celowe oddziaływanie na zbiorowości/jednostki celem uzyskania ich poparcia, wywołania określonych zachowań i wpojenia pożądanych przekonań

### metropolis

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: metropolis

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metropolia – państwo w imperium kolonialnym, stanowiące jego polityczne centrum.

### mandarin

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: mandarin

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mandaryn – urzędnik chiński

### samurai

Nagranie dostępne na portalu [epodreczniki.pl](http://epodreczniki.pl)

Nagranie słówka: samurai

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samuraj – wojownik, pierwotnie członek gwardii cesarskiej

# Lesson plan (Polish)

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**Temat:** Brzemie białego człowieka. Mity epoki kolonialnej

**Adresat**

Uczniowie klasy VII szkoły podstawowej

**Podstawa programowa**

Klasa VII szkoły podstawowej

XXIII. Europa i świat w II połowie XIX i na początku XX wieku. Uczeń:

3. wyjaśnia przyczyny, zasięg i następstwa ekspansji kolonialnej państw europejskich w XIX wieku.

**Ogólny cel kształcenia**

Uczniowie poznają kulturowe przyczyny i następstwa ekspansji kolonialnej państw europejskich w XIX wieku.

**Kompetencje kluczowe**

- porozumiewanie się w językach obcych;
- kompetencje informatyczne;
- umiejętność uczenia się.

**Kryteria sukcesu**

**Uczeń nauczy się:**

- jakie były kulturowe przyczyny i następstwa ekspansji kolonialnej państw europejskich w XIX wieku.

**Metody/techniki kształcenia**

- **aktywizujące**
  - dyskusja.
- **podające**
  - pogadanka.
- **eksponujące**
  - film.
- **programowane**
  - z użyciem komputera;
  - z użyciem e-podręcznika.

- **praktyczne**
  - ćwiczeń przedmiotowych.

## **Formy pracy**

- praca indywidualna;
- praca w parach;
- praca w grupach;
- praca całego zespołu klasowego.

## **Środki dydaktyczne**

- e-podręcznik;
- zeszyt i kredki lub pisaki;
- tablica interaktywna, tablety/komputery.

## **Przebieg lekcji**

### **Przed lekcją**

1. Nauczyciel prosi o wysłuchanie miniwykładu – dr Piotr Szlanta opowiada o przeciwnikach systemu kolonialnego.

### **Faza wstępna**

1. Nauczyciel podaje temat, cele lekcji i kryteria sukcesu sformułowane w języku zrozumiałym dla ucznia.
2. Nauczyciel wyjaśnia uczniom, nawiązując do poprzedniej lekcji, że kolonializm to zjawisko kulturowe, a nie tylko współzawodnictwo gospodarcze czy polityczne. Na przykładach wyjaśnia, co się kryje pod tym pojęciem.

### **Faza realizacyjna**

1. Nauczyciel prosi uczniów o wykonanie Polecenia 1 (uczniowie zapoznają się z interaktywną ilustracją) i Ćwiczenia 1 (czytają fragment tekstu źródłowego na temat ekspansji kolonialnej Anglii, zapoznając się ze sposobem jej postrzegania przez Brytyjczyków). Materiał ikonograficzny prezentuje na tablicy multimedialnej. Przypomina, że głównym zadaniem uczniów w czasie lekcji będzie analiza wyobrażeń XIX-wiecznych Europejczyków na temat innych „ras” i egzotycznych kultur na przykładzie literatury, fotografii czy malarstwa z epoki. Wyjaśnia znaczenie i przejawy propagandy kolonialnej. Nauczyciel zachęca uczniów do notowania swoich spostrzeżeń na małych karteczkach samoprzylepnych.
2. Nauczyciel omawia przykłady literatury krytycznej wobec zjawiska kolonializmu oraz kolonializm propagującej. Odwołuje się między innymi do Sienkiewicza i jego „W pustyni i w puszczy” oraz „Jądra ciemności” Josepha Conrada. Czyta uczniom

fragmenty listów duńskiej pisarki, baronowej Karen Blixen, ewentualnie omawia jej stosunek do własnej posiadłości i zamieszkujących ją ludzi na podstawie fragmentów „Pożegnania z Afryką”. Następnie prosi uczniów o wykonanie Ćwiczenia 2. Uczniowie analizują karykaturę z epoki, wykonując dołączone do niej zadanie. Nauczyciel ponownie zachęca uczniów do notowania swoich spostrzeżeń na małych karteczkach samoprzylepnych.

3. Nauczyciel wyjaśnia uczniom, jaką „nową jakość” wniosły do propagandy kolonialnej argumenty rasowe upowszechniające się w II połowie XIX wieku. Wskazuje na trwałość tych kryteriów kategoryzacji ludzi. Wyjaśnia pojęcie rasizmu oraz popularnego w tamtej epoce pojęcia „brzemienia białego człowieka”. Uczniowie wykonują Polecenie 2, wynotowując najważniejsze informacje. Poznają przykłady działań zbrodniczych kolonizatorów. Nauczyciel upewnia się, że zadania zostały poprawnie wykonane, i udziela informacji zwrotnej.

### Faza podsumowująca

1. Uczniowie odczytują zapisane na kartkach przykłady propagandy kolonialnej i antykolonialnej, przyklejają je do tablicy. Następnie wszyscy wspólnie wraz z nauczycielem zastanawiają się, według jakiego kryterium można je uszeregować. Kartki samoprzylepne na tablicy są porządkowane według wspólnych ustaleń, z zachowaniem przyjętej hierarchii ważności.
2. Nauczyciel ocenia pracę uczniów na lekcji, biorąc pod uwagę ich wkład i zaangażowanie. Może w tym celu przygotować ankietę ewaluacyjną do samooceny oraz oceny pracy prowadzącego i innych uczniów.

### Praca domowa

1. Nauczyciel zadaje zadanie domowe (nie jest obligatoryjną częścią scenariusza) – proponuje zapoznanie się z kapsułą czasu pt. Wystawy kolonialne, czyli „ludzkie zoo”.

## W tej lekcji zostaną użyte m.in. następujące pojęcia oraz nagrania

### Pojęcia

racism

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie słówka: racism

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Nagranie słówka: propaganda

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## **Teksty i nagrania**

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie abstraktu

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## **White man's burden. Myths of the colonial period.**

Colonialism was not only about the political or economic competition. It was also a cultural phenomenon, including the ideas about other „races” and exotic cultures. The way of travelling to distant places changed as a consequence of the colonial expansion – that's how the exotic tourism was born. It was the racist prejudice and arrogance that helped European people to implement the politics of extermination. Tribes that were mostly threatened by this type of politics in the 19th century were the ones considered as „evil”, for instance those practising cannibalism. Congo, the private property of the Belgian king Leopold II, was the most extreme case of colonial cruelty. British people sought to occupy two Boer Republics neighbouring the Cape State - Orange State and the Transvaal in the early 70s of the 19th century. It was because diamond and gold deposits had been discovered there. The first attempt to annex those territories was not successful. Finally, in 1910 the Boer Republics were made parts of the Union of South Africa, which had a status of a dominion.

# Lesson plan (English)

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**Topic:** White man's burden. Myths of the colonial period.

## **Target group**

7th-grade students of elementary school

## **Core curriculum**

7th-grade students of elementary school

XXIII. Europe and the world in the second half of the nineteenth and early twentieth century. Pupil:

3. explains the causes, extent and consequences of the colonial expansion of European countries in the 19th century.

## **General aim of education**

Students learn about the cultural causes and consequences of the colonial expansion of European countries in the 19th century.

## **Key competences**

- communication in foreign languages;
- digital competence;
- learning to learn.

## **Criteria for success**

### **The student will learn:**

- what were the cultural reasons and consequences of European countries' colonial expansion in the 19th century.

## **Methods/techniques**

- **activating**
  - discussion.
- **expository**
  - talk.
- **exposing**
  - film.
- **programmed**
  - with computer;

- with e-textbook.
- **practical**
  - exercises concerned.

### **Forms of work**

- individual activity;
- activity in pairs;
- activity in groups;
- collective activity.

### **Teaching aids**

- e-textbook;
- notebook and crayons/felt-tip pens;
- interactive whiteboard, tablets/computers.

### **Lesson plan overview**

#### **Before classes**

1. The teacher asks you to listen to the mini-lecture - Dr. Piotr Szlanta talks about the opponents of the colonial system.

#### **Introduction**

1. The teacher gives the topic, the goals of the lesson in a language understandable for the student, and the criteria of success.
2. The teacher explains to the students, referring to the previous lesson, that colonialism is a cultural phenomenon, not just economic or political competition. He explains in the examples what is under this concept.

#### **Realization**

1. The teacher asks students to do Task 1 (students get acquainted with the interactive illustration) and Exercises 1 (they read a fragment of the source text about the colonial expansion of England, becoming familiar with the British way of perceiving it). Iconographic material is presented on a multimedia board. The teacher reminds that the main task of students during the lesson will be to analyze the ideas of nineteenth century Europeans about other „races” and exotic cultures based on the example of literature, photography or period painting. The teacher explains the meaning and manifestations of colonial propaganda. The teacher encourages students to note their observations on small self-adhesive sheets.
2. The teacher discusses examples of critical literature regarding the phenomenon of colonialism and propagating colonialism. He refers, among others, to Sienkiewicz and

his „W pustyni i w puszczy” and „Jądra ciemności” by Joseph Conrad. He reads to the students fragments of the letters of the Danish writer, Baroness Karen Blixen, or discusses her attitude to her own estate and people living in it based on fragments of „Out of Africa”. Then, he asks students to do Exercise 2. Students analyze the caricature of the era by completing the task attached to it. The teacher again encourages students to note their observations on small sticky notes.

3. The teacher explains to students what „new quality” racial arguments added in the second half of the 19th century to colonial propaganda. He indicates the durability of these criteria for categorizing people. Explains the concept of racism and the concept of „white man's burden” popular in that era. Students carry out Task 2, noting the most important information. They learn examples of criminal activities of colonizers. The teacher makes sure that the tasks have been correctly completed and gives feedback.

## Summary

1. Students read the examples of colonial and anti-colonial propaganda on the pages, stick them to the board. Then all together with the teacher wonder what criterion they can be ranked. Self-adhesive cards on the board are organized according to common arrangements, maintaining the validity hierarchy.
2. The teacher assesses the students' work during the lesson, taking into account their input and commitment. For this purpose, he may prepare an evaluation questionnaire for self-assessment and evaluation of the teacher's work and other students.

## Homework

1. The teacher sets homework (it is not an obligatory part of the script) – he proposes to read the capsule of time: Wystawy kolonialne, czyli „ludzkie zoo”.

## The following terms and recordings will be used during this lesson

### Terms

racism

[Nagranie dostępne na portalu epodreczniki.pl](https://epodreczniki.pl)

Nagranie słówka: racism

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Nagranie słówka: samurai

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samuraj – wojownik, pierwotnie członek gwardii cesarskiej

## Texts and recordings

[Nagranie dostępne na portalu epodreczniki.pl](#)

Nagranie abstraktu

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Leopold II, was the most extreme case of colonial cruelty. British people sought to occupy two Boer Republics neighbouring the Cape State - Orange State and the Transvaal in the early 70s of the 19th century. It was because diamond and gold deposits had been discovered there. The first attempt to annex those territories was not successful. Finally, in 1910 the Boer Republics were made parts of the Union of South Africa, which had a status of a dominion.