

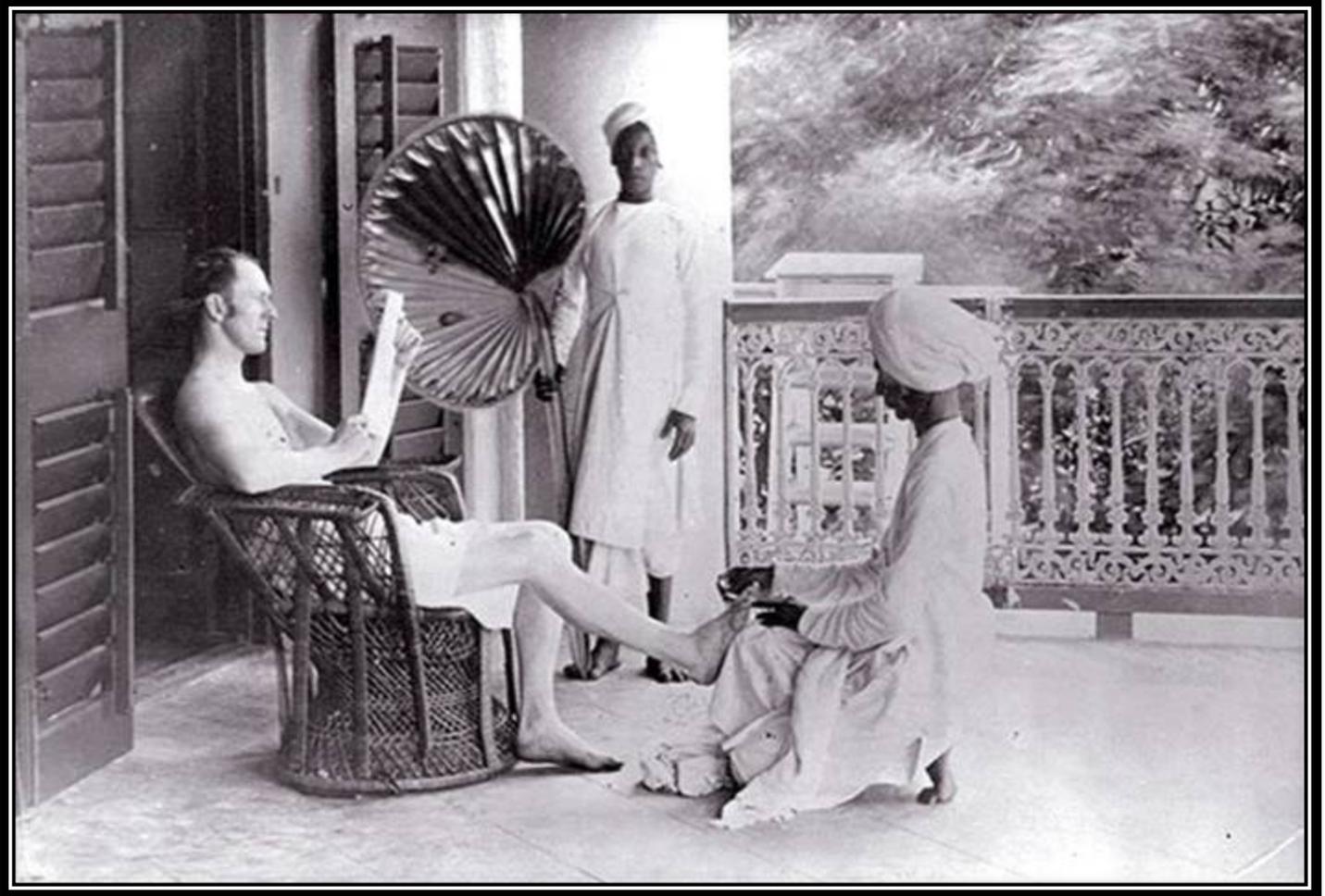
NAME:

BLOCK:

- CENTRAL HISTORICAL QUESTION(S) -

HOW DID SOCIAL DARWINISM INFLUENCE EUROPEAN IMPERIALISM?
 WHAT WAS THE PRIMARY MOTIVATION FOR BRITISH IMPERIALISM IN INDIA?

FEATURED BELOW: photo from the Indian Civil Service program, late 1800's



LESSON OBJECTIVE(S)

1). **DEFINE** Social Darwinism in the context of 19th century European imperialism

2.) **DETERMINE** Britain's true motivation for imperializing India

PART I: WARM UP

DIRECTIONS: Respond to the Warm Up question. Make note of any meaningful comment in the following mini-discussion.

DIRECTIONS: Read each document. Identify the motive of imperialism to be detected within each document. Then, support your response with textual and historical-context-based evidence.

DOCUMENT A

“It is scarcely possible to calculate the benefits, which we might derive from the diffusion of European civilization throughout the vast population of India.

It would be far better for us that Indian kings ruled the people of India, but wore British textiles, and worked with British tools, than to have Indians paying their respect to British magistrates, but simultaneously too ignorant to value, or too poor to buy, English manufactures.

To trade with civilized men is infinitely more profitable than to govern savages.”

SOURCE: Thomas Babington Macaulay, from a speech in Parliament in 1833. Between 1834 and 1838 he lived in Calcutta and served on the British “Supreme Council for India.”

DOCUMENT B:

“We are determined as long as sun shines in heaven to hold India. Our national character, our commerce, demands it; and we have, one way or another, £250 millions of English capital fixed in the country.”

SOURCE: Richard Bourke, Viceroy Mayo, 1872. Richard Bourke, 6th Earl of Mayo, was a massively important international diplomat and arguably the third most powerful person in the British Empire after Queen Victoria and the Prime Minister.

DOCUMENT C:

“No one who has studied history would dream of arguing that the English went to India intent on helping Indians. The English took direct control of India because the development of their trade depended on it. They drove out their European competitors and destroyed inefficient local administrations.

And nothing was more disorganized than the goals of the English conquest of India. The English began a system of education but not because they wanted to educate their new subjects. Instead, they needed educated Indians to work in their administration. The English trained many to be colonial officials, but not because they wanted to teach Indians how to govern themselves.

Instead, they knew that without Indian aid they could not develop their own rule. They taught Indians how to fight like them, only so the Indians could uphold English control.”

SOURCE: The London Times – “*British Control Over India,*” May 24th, 1911.

DOCUMENT D

“The most negative aspect of the railway policy pursued by the British authorities is reflected in the absence of consequences on the local iron industry, as the companies procured their supplies from Great Britain for all the necessary equipment (i.e. engines, wagons, rails, track equipment) and did not encourage the development of local (*Indian*) suppliers.

With the end of the ‘railway boom’ in England, the British railway industry thus found in India a substitute market for its own products, a market that it was determined to safeguard. The bulk of qualified staff necessary for the smooth functioning of the network (engineers, engine drivers, workshop technicians, etc.) also came from England, so that the introduction of railways in India did not play the educational, ‘how-to-industrialize’ role of as it had done in a number of European countries.”

SOURCE: Extract from *A history of modern India, 1480-1950* by historian, Claude Markovits, page 433.
2004

III) CLAIM / THESIS STATEMENT:

DIRECTIONS: With your partner, respond to the Document-based Question in a well-worded document-based AND historical context-based claim/thesis statement. We will be viewing and critiquing the quality and legitimacy of each other's thesis upon your completion.

HOMEWORK: Complete the assignment in Googleclassroom entitled: U3L17: EUROPEAN IMPERIALISM IN AFRICA IN THE 19TH CENTURY