

TEACHING AMERICAN HISTORY PROJECT
Lesson Title –The Whiteman’s Burden
From Jason McGarry

Grade –11th Grade

Length of class period –52 Minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

How are pictures and poetry used to explain Imperialism?

Objectives (What content and skills do you expect students to learn from this lesson?)

Students will be able to define Imperialism and explain how symbolism is used in imagery and poetry.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

The primary sources and their citing are located on the documents. There are more pictures that can be found to show “The White Man’s Burden” If time permits, I would recommend putting students into groups to have them look at various pictures to come up with multiple interpretations of Imperialism through imagery.

Activities (What will you and your students do during the lesson to promote learning?)

An overhead projection of the picture for “Pearl Soap” will be put on the screen. The students will be asked to assess what they think is going on in the picture using evidence from the picture. After 15 minutes of analyzing the picture and discussion, the teacher will put the definition of Imperialism on the board.

The handouts for the poem and other primary document picture will be given out. Per the handout, the teacher will call on students to read portions of the poem and again read the definition of Imperialism and to use one stanza from the poem. 15-25 minutes.

The teacher will then display the picture that is also on the handout showing The United States’ involvement with Latin America after the Spanish-American War. Student will use the visual picture to ascertain what symbolism is used to demonstrate Imperialism.

How will you assess what student learned during this lesson?

Assessment will be based on notes from first picture shown and the two activities on the worksheet. An exit card will be given to assess their understanding of Imperialism and symbolism attributed with it.

Connecticut Framework Performance Standards –

Standard #1 Content Knowledge: Knowledge of concepts and information from history social studies is necessary to promote understanding of our nation and our world.

Explain imperialism's causes and impact (e.g., Ottoman Empire, British Empire, Soviet Union).

Imperialism in Latin America

**Take up the white man's burden –
 Send forth the best ye breed –
 Go, bind your sons to exile
 To serve your captives' need...
 Take up the white man's burden –
 The savage wars of peace –
 Fill full the mouth of famine,
 And bid the sickness cease...
 Take up the white man's burden!
 Have done with childish days –
 The lightly proffered laurel,
 The easy ungrudged praise:
 Comes now, to search your manhood
 Through all the thankless years,
 Cold, edged with dear-bought wisdom,
 The judgment of your peers.
 (quoted in Zwick)**

Choosing one of the stanzas, write how it may connect to Imperialism.

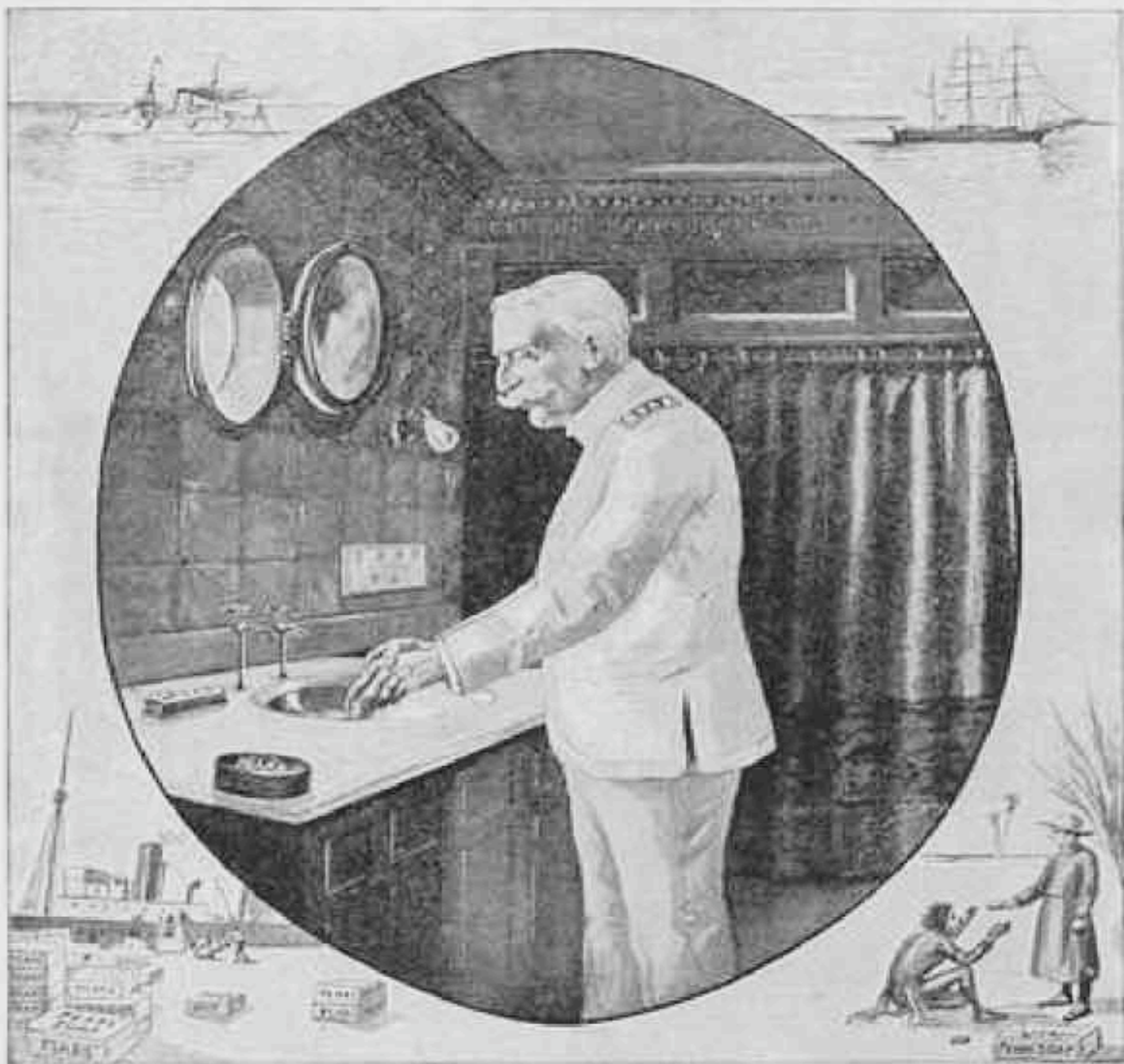
Zwick, Jim. "'The White Man's Burden' and Its Critics."

<http://home.ican.net/~fjzwick/kipling/> In Jim Zwick, ed., *Anti-Imperialism in the United States, 1898-1935*. <http://home.ican.net/~fjzwick/ai198-35.html> (December 9, 1998).



Uncle Sam watches as the "Goddess of Liberty" heralds freedom for Cuba, Puerto Rico and the Philippines

Pick one image in the picture and write how it may represent Imperialism.



The first step towards lightening
The White Man's Burden
is through teaching the virtues of cleanliness.

Pears' Soap

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.