

Gr. 9-10 (*can also be used for Gr. 11-12*)—Unit on Social Darwinism—Social Studies

Alignment with New York City High School Scope and Sequence

Global History and Geography (10th Grade)

Imperialism - Reasons for imperialism (nationalistic, political, economic, “The White Man’s Burden”, Social Darwinism)

2.1a, 2.2e

What were the major causes of imperialism?

British, French, Belgians, & Germans in Africa

- The Congress of Berlin 2.1b, 2.1d, 3.1a, 3.1e
- African resistance (Zulu Empire) 2.3a
- Boer War 2.2e, 2.3a
- Cecil Rhodes 2.3a, 3.1e

Focus Questions for this Texts and Task Unit:

- What explanations were used to justify the New Imperialism of the 19th century?
- What role Social Darwinism play in British policy in South Africa?
- In what ways did Social Darwinism find its way into the Fascist Doctrines of the 1920’s and 30’?

TEXT (1)	<i>The Last Will and Testament of Cecil John Rhodes: with Elucidatory Notes to Which are Added Some Chapters Describing the Political and Religious Ideas of the Testator</i> by Cecil Rhodes and W. T. Stead (ed.) p. 23-45, 51-77
Quantitative (Lexile)	1050
Qualitative Evaluate the above using the terms: Simple, Somewhat Complex, Complex, Very Complex	<p>Purpose/Structure Very Complex</p> <p>Language Very Complex</p> <p>Knowledge Demands Very Complex</p>
READER & TASK	Students will need a strong reading vocabulary as well as ability with metaphors. A strong knowledge of the European period of New Imperialism is needed to fully comprehend meaning.
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1. Over what issue did the author and Cecil Rhodes disagree? 2. What metaphor is the author making when he writes “For all his faults the man was great, almost immeasurably great, when contrasted with the pigmies who pecked and twittered in his shade”? 3. What does the author mean when he states “Mr. Rhodes Last Will and Testament reveals him to the world as the first distinguished British statesman whose imperialism was that of Race and not that of Empire”?

	<p>4. What is scientifically problematic about referring to an English-speaking race?</p> <p>5. What does the author mean when he refers to Rhodes as “the first of the new Dynasty of Money Kings which has been evolved in these last days as the real rulers of the modern world”?</p> <p>6. What, according to Rhodes’ own writings, was his vision for the world? How could this vision be viewed as a kind of social Darwinism?</p> <p>7. What comparison does the author draw between Rhodes and Ignatius de Loyola? In what ways were the two men similar, and different?</p> <p>8. According to the author, what did the word empire mean to Cecil Rhodes?</p>
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TEXT (2)	<p>New York Times Articles</p> <ol style="list-style-type: none"> 1. “Explorer Verner Home with African Curios” <u>NYT</u> 9-2-1906 p. 5 2. “Bushman Shares A Cage with Bronx Park Apes” <u>NYT</u> 9-9-1906 p.17 3. “Man and Monkey Show Disapproved by Clergy” <u>NYT</u> 9-10-1906 p.1 4. “Negro Ministers Act to Free the Pygmy” <u>NYT</u> 9-11-1906 p. 2 5. “Send Him Back to the Woods” <u>NYT</u> Editorial 9-11-1906 p.6 6. “Mayor Won’t Help to Free Caged Pygmy” <u>NYT</u> 9-12-1906 p. 9 7. “Ota Benga Having a Fine Time” <u>NYT</u> Opinion Editorial 9-13-1906 p. 6
Quantitative	1550 Lexile
Qualitative	<p>Purpose/Structure: Simple</p> <p>Language: Somewhat complex</p> <p>Knowledge Demands: Somewhat Complex</p>
READER & TASK	Lower-level readers may need help with early 20 th century grammatical conventions. All students will need help with period vocabulary such as words like “pygmy” and background on early 20 th century in New York.
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1. What is the main idea of the article dated September 2nd 1906? 2. What do you think the terms “curios”, “dwarf”, “pygmy”, and “valet” mean? What parts of the article assist you in determining the meaning of these words? 3. What is the author’s opinion of Ota Benga? In what lines of the article does he reveal his opinions? Are the author’s opinions explicit or implied? 4. In what parts of the article, if any, does the author seem to take liberty with the facts? Why do you draw that conclusion? 5. What is the main idea of the article dated September 6th 1906? 6. What are the author’s opinions about the events described in the article? In which lines does he reveal his opinions? Are the author’s opinions explicit or implied? 7. Why do you think the Bronx Zoo placed Ota Benga in a cage with a parrot and an Orangutan? What parts of the text of the article dated 9-10-1906 lead you to that conclusion? 8. What does the term “Negro” refer to in the title of the article dated 9-11-1906? Why do you think this term is used? 9. What complaints do the ministers in the article have against the Bronx Zoo exhibition? 10. What religions do the ministers in the article represent? Why might black ministers be members of this religion?

	<p>11. Who was Dr. Hornaday? What argument does he use in favor of the exhibitions?</p> <p>12. What does the term “missing link” mean in the third to last paragraph?</p> <p>13. What is the opinion of the New York Times in the Editorial dated 9-11-1906?</p> <p>14. What is the opinion of the Opinion Editorial Contributor in the article dated 9-13-1906?</p>
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TEXT (3)	<i>National Life from the Standpoint of Science</i> by Karl Pearson p. vii-31
Quantitative (Lexile)	NA (not available)
Qualitative	<p>Purpose/Structure Complex</p> <p>Language Complex</p> <p>Knowledge Demands Very Complex</p>
READER & TASK	Comprehension requires a strong background in European history, particularly the theories of Malthus and Darwin, the Boer War and European colonization of the Americas.
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1. What does the author claim are the underlying causes of Britain’s difficulties in the Boer War? 2. What thesis does the author state in the prefatory notes? 3. What statement does the author make regarding scientific proof of his theories? 4. In what ways is the author attempting to apply the principles of evolution to Britain’s struggle in the Boer War? 5. To what event is the author referring when he alludes “the days of Queen Bess”? 6. To what event is the author referring when he alludes to recent Russian difficulties in the Far East? 7. Contrast the author’s theories to the Renaissance belief in humanism. 8. Describe the author’s theories on “bad stock”. What does he prescribe as a solution? How could his solution foreshadow the policies of the Nazis four decades later? 9. How does the author apply his theories to the United States and Latin America? 10. To what figures in English history does the author refer when he states “Some 250 years ago there was a man in our country who fought against Taxation Without Representation, and another man who did not mind going to prison for the sake of his religious opinions”. 11. How does the author use his theories to justify imperialism? 12. What is the author’s view of state welfare programs?

TEXT (4)	<i>Mein Kampf</i> by Adolf Hitler
Quantitative (Lexile)	NA (not available)
Qualitative	<p>Purpose/Structure Very Complex</p> <p>Language Very Complex</p> <p>Knowledge Demands Very Complex</p>

READER & TASK	Extremely dense and verbose style. Difficult to follow. Recommend shorter passages.
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1. Where in the text can the influence of Social Darwinism be found? 2. How does the author apply Social Darwinism to Jews living in Europe? 3. How does the author apply Social Darwinism to the United States?

TEXT (5)	"The Rhodes Colossus" (image) in <i>Punch</i> December 10 th 1892
Quantitative (Lexile)	NA (not applicable)
Qualitative	NA
READER & TASK	NA
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1. Who is depicted in the cartoon on page 266? 2. What is the main idea of the cartoon? 3. Why is the title of the cartoon intended to be ironic?

TEXT (6)	<i>Social Darwinism in American Thought</i> by Richard Hofstadter
Quantitative (Lexile)	NA (not available)
Qualitative	<p>Purpose/Structure Somewhat complex</p> <p>Language Complex</p> <p>Knowledge Demands Complex</p>
READER & TASK	Extremely clear organization and style, but strong background in European and American history is required for full comprehension.
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1. Why does the author believe that Social Darwinism was popular in the United States in the 1890's? 2. Why does the author believe that theories of Social Darwinism later changed and became a way to justify national aggression and imperialism?

TEXT (7)	<i>An Essay on the Principle of Population</i> by Thomas Malthus
Quantitative (Lexile)	NA (not available)
Qualitative	Purpose/Structure Very Complex

	<p>Language Very Complex</p> <p>Knowledge Demands Very Complex</p>
READER & TASK	Extremely complex 18 th century writing style.
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1. Why does Malthus believe that poor people are destined to be poor? 2. What does he propose as a solution? 3. How could Malthus' theories be seen as an early form of social Darwinism?

TEXT (8)	"White Man's Burden," in <i>Cambridge Edition of the Poems of Rudyard Kipling</i> by Rudyard Kipling
Quantitative (Lexile)	NA (not available)
Qualitative	<p>Purpose/Structure Complex</p> <p>Language Complex</p> <p>Knowledge Demands Complex</p>
READER & TASK	A knowledge of US imperialism and history at the time is needed; this poem was originally published with the subtitle: 'The United States and the Phillipine Islands' to reflect events in the Spanish-American War
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1. What is the white man's burden according to Kipling? 2. How does this poem serve as a justification for imperialism? 3. In what ways does the poem express views similar to Social Darwinism?

TEXT (9)	<i>Ota Benga: The Pygmy in the Zoo</i> by Harvey Blume and Phillip Verner Bradford
Quantitative (Lexile)	NA
Qualitative	NA
READER & TASK	This book could be used for its very fine photographs. The question below is intended for the image of Ota Benga at the St. Louis World's Fair in 1904.
TEXT DEPENDENT QUESTIONS	<ol style="list-style-type: none"> 1. What adjectives would you use to describe the person you see in the image?

COMMON CORE STATE STANDARDS:	CULMINATING TASK:
CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as	Using the readings from this unit as well as from your knowledge from previous units, write a 4-5 page essay in which you address the following

the date and origin of the information.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-Literacy.RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-Literacy.RH.9-10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

questions:

1. How did the Second Industrial Revolution differ from the first?
2. What is meant by the term "New Imperialism"?
3. In what ways was the New Imperialism a result of the Second Industrial Revolution?
4. What role did Social Darwinism play in New Imperialism?
5. Where did Social Darwinism originate? How was it different than Darwin's theory of evolution?