

II.G.14

The Other Side of Modernity

The Rise of the British Empire – „The White Man’s Burden“?

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Quelle: Library of Congress Prints and Photographs

Das britische Empire steht paradigmatisch für die Ursachen und Folgen der europäischen Kolonialgeschichte, die spätestens mit der Berliner Konferenz von 1884/85 eng miteinander verwoben waren. Rudyard Kiplings berühmtes Gedicht *The White Man's Burden* verherrlicht den Kolonialismus als zivilisatorische Aufgabe und warnt zugleich vor damit verbundenen Gefahren. Erkunden Sie mit Ihren Lernenden die Motive, Ideologie und die sozio-ökonomischen Hintergründe der Kolonialisierung und des Imperialismus. Dabei werden verschiedene literarische und historische Zeugnisse der Zeit reflektiert.

KOMPETENZPROFIL

Klassenstufe: Klasse 11–13

Dauer: 12 Unterrichtsstunden

Kompetenzen: Umgang mit Primär- und Sekundärquellen, Sozialkompetenz, interkulturelle Kompetenz, Hör-/Sehverstehen, historische Analysefähigkeiten, Perspektivenwechsel und Evaluation

Thematische Bereiche: das britische Empire, Kolonialismus, Congo Free State, Wettlauf um Afrika, Deutsch-Ostafrika, Folgen des Kolonialismus und Imperialismus, Rassismus

Medien: Texte, Dokumente, Bilder, Landkarten, Karikaturen, Videoclips

Auf einen Blick

1./2. Stunde

Thema: Stanley Finds Livingstone

- M 1** "Dr Livingstone, I presume"
- M 2** The Search for Livingstone
- M 3** The Meeting in 1871
- M 4** Ujiji and Beyond
- M 5** Exploring Africa: Two Profiles

Inhalt: Die Lernenden verfolgen die Erforschung des afrikanischen Kontinents, identifizieren Hauptakteure und ihre Motive, beschreiben und bewerten die historischen Hintergründe.

3./4. Stunde

Thema: Josef Conrad: Heart of Darkness

- M 6** In the Heart of Africa
- M 7** A Controversy Worth Teaching
- M 8** Going up the Congo – Meeting Kurtz
- ZM 1** Heart of Darkness on Film

Inhalt: Die Lernenden interpretieren Romanauszüge und analysieren die Ursachen und Verbrechen des Imperialismus und seiner Hauptakteure.

5./6. Stunde

Thema: Rudyard Kipling: The White Man's Burden

- M 9** The First Step Towards Lightening
- M 10** The White Man's Burden
- M 11** The Person Sitting in Darkness
- M 12** Kipling and the Truth of Imperialism

Inhalt: Die Lernenden setzen sich mit den Widersprüchen des britischen Kolonialismus auseinander und beziehen Perspektiven von Opfern und Tätern mit ein.



7./8. Stunde

Thema: The British Empire: Hypocrisy of Imperialism:

- M 13** Where the Sun Never Sets
- M 14** The History of Colonisation
- M 15** The Pearl in the British Crown
- M 16** A Penal Colony
- M 17** Colonial Timeline

Inhalt: Die Lernenden identifizieren und analysieren Varianten des Imperialismus.

9./10. Stunde

Thema: The Scramble for Africa

- M 18** The Madness of Greed
- M 19** The Berlin Conference 1884/85
- M 20** The Partition of Africa
- M 21** German East Africa

Inhalt: Die Lernenden erfassen und analysieren die schrittweise Expropriation des afrikanischen Kontinents durch die Europäer

11./12. Stunde (Zusatzmaterial)

Thema: The Legacy and Aftermath of Colonialism

- ZM 2** Imperialism versus Colonisation
- ZM 3** The Rise and Fall of the British Empire
- ZM 4** The Commonwealth of Nations
- ZM 5** Racism and Buckingham Palace (Lernerfolgskontrolle)

Inhalt: Die Lernenden wenden terminologische Kategorien an und untersuchen die historischen Entwicklungslinien des britischen Empire bis zur Gegenwart.



M 1

"Dr Livingstone, I presume"

In the history of exploring and colonising the African continent, two names stand out from the European contemporaries, men whose characters and aims could not have been more different. David Livingstone, the Scottish missionary and activist against slavery and the much younger Henry Morton Stanley, who was instrumental in procuring one of the most brutal empires for King Leopold II in what he claimed as "his" Belgian Congo.

Task

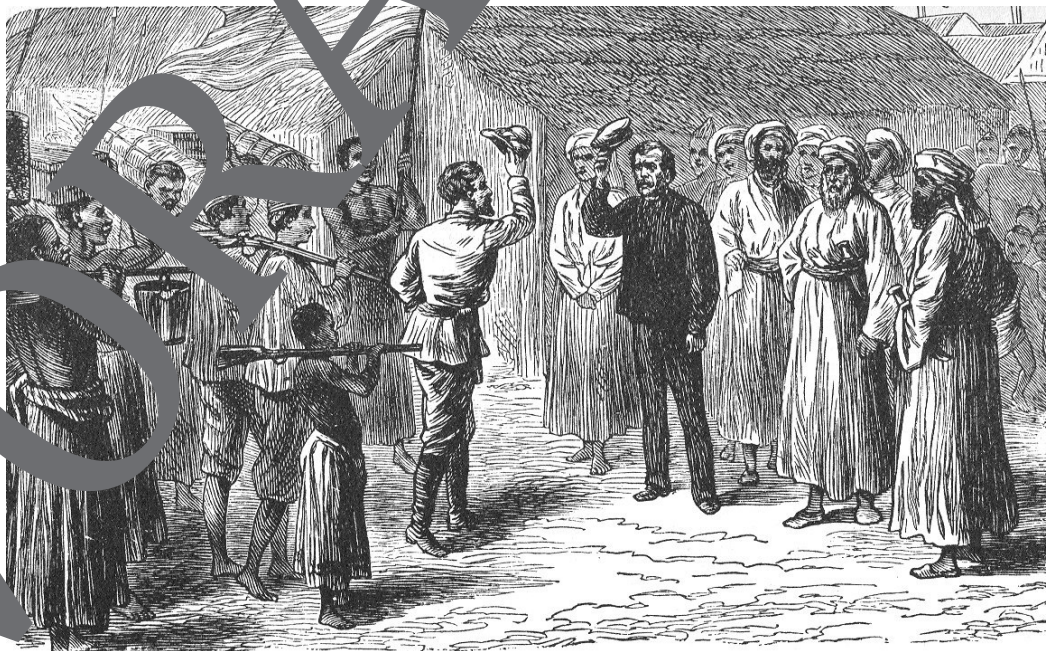
Study this engraving of the famous meeting of two European explorers in Africa. Discuss in class: how can the two men be identified and how can the encounter of the two parties be described?

Scaffolding**Dr Livingstone and his party**

the older man of the two, clothes in ...

Henry M. Stanley and his party

the younger person in white, properly equipped with ...



Source: Wikimedia Commons (Public Domain)

M 4



Ujiji and beyond

Task

Work with the material below. Watch the video clips in different groups and decide what made this meeting so extraordinary. Compare your notes in plenary and discuss the issues involved.

Ujiji – Der Beginn der Sklavenstraße

Am Tanganjikasee gelegen ist Ujiji ein unscheinbarer Ort mit großer historischer Bedeutung. Die älteste Stadt im westlichen Tansania war eine wichtige islamische Handelsstadt für Güter, wie Elfenbein und Sklaven aus dem östlichen Kongo. [...] Auf seiner dritten und letzten Reise von 1866 bis 1873, welche er in Mikindani begann, kam Dr. Livingstone nach Ujiji und hier war es auch, wo er auf Henry Morton Stanley traf. Am 10. November 1871 trafen der Journalist, gesandt um Dr. David Livingstone zu finden, und der Abenteurer unter dem Mangobaum aufeinander. Mr. Stanley begrüßte Dr. Livingstone mit dem berühmten Satz: „Dr. Livingstone, I presume?“ Der damalige Mangobaum steht nicht mehr, aber zwei seiner Ablieger rahmen ein Monument an seiner damaligen Stelle. Was Dr. Livingstone nach Ujiji trieb, macht heute noch eine Entdeckungsreise wert: die Sklavenstraße nach Bagamoyo.

Kein Schild im Ort, kein ausgeprägter Tourismus deutet auf die Geschichte im Ort hin. Nur drei Infotafeln im Museum zeigen die Orte des Geschehens. Die Geschichte beginnt schon weit vorher, aber im 19. Jahrhundert wurde Ujiji wohlhabend. Dies lag an der strategischen Lage auf der zentralen Elfenbein- und Sklavenroute zwischen Kongo und Sansibar. Sklaven waren damals stark gefragt, da viele Plantagen viele Arbeitskräfte brauchten. Ujiji war daher zentraler Sammelpunkt, bevor die Sklaven die Bagamoyo laufen mussten und in Sansibar auf dem Sklavenmarkt nach Indien, Madagaskar, Réunion, Arabien und Südafrika verkauft wurden. [...]

Source: Dominik: Ujiji – Der Beginn der Sklavenstraße. Found at: <https://www.followtheshadow.de/ujiji-der-beginn-der-sklavenstrasse/> [letzter Abruf: 07.03.2023]



Bild: Peter Levey/CC BY 2.0/Wikimedia Commons

The First Step Towards Lightening

M 9

Task

Before reading Kipling's poem, discuss – in a tandem or double circle – possible effects of the poem's title and how the attitude of colonists towards "the dark corners of the earth" is expressed in the advert below.

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 among the cultured of all nations it holds the highest place as the ideal toilet soap.

Quelle: [Wikimedia Commons](#) (gemeinfrei)

M 10

The White Man's Burden – Rudyard Kipling (1899)

Originally written to celebrate Queen Victoria's diamond jubilee – but two years later revised under the impression of the US-American conquest of the Philippines and other former Spanish colonies. In the Treaty of Paris (1898) the US was awarded Cuba, Puerto Rico, Guam, and the Philippines. Before publishing his poem, Kipling sent a copy to Theodore Roosevelt (subtitled "The United States and the Philippine Islands"). It is regarded as one of the most important testimonies of imperialism and its title became proverbial expressing "the supposed duty of White people to bring education and Western culture to the inhabitants of their colonies". (Collins English Dictionary)

Task

Get into groups and render the stanzas into plain English collaboratively (cf.: scaffolding); compare results in plenary and discuss the gist and meaning of the poem; decide whether it propagates imperialism or is a warning against the consequences.



<p>1. Take up the White Man's burden – Send forth the best ye breed – Go bind your sons to exile To serve your captives' need; To wait in heavy harness¹ On fluttered folk and wild – Your new-caught sullen peoples, Half devil and half child².</p>	<p>5. Take up the White Man's burden – And reap⁶ the old reward, The blame of those ye better, The hate of those ye guard – The cry of hosts ye humour (Ah slowly!) towards the light:— "Why bray ye us from bondage, "Our loved Egyptian night⁷?"</p>
<p>2. Take up the White Man's burden – In patience to abide³ To veil the threat of terror And check the show of power By open speech and simple, And hundred times made plain, To seek another's profit, And work another's gain.</p>	<p>6. Take up the White Man's burden – Ye dare not stoop to⁸ less – Nor call too loud on Freedom To cloak your weariness; By all ye cry or whisper, By all ye leave or do, The silent sullen peoples Shall weigh your Gods and you.</p>
<p>3. Take up the White Man's burden – The savage wars of peace – Fill full the mouths of famine And bid the sickness cease; And when your goal is nearest The end your others sought, Watch Sloth and heathen Folly Bring all your hopes to nought.</p>	<p>7. 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 judgement of your peers.</p>

M 15

The “Jewel in the Crown”

India

The subcontinent was a promising region because of its diamonds, gold, spices, and coffee, silk and cotton. Therefore, the East India Company was founded in 1857 by British merchants – to ship these commodities to Europe – with the effect that Britain became India even poorer. In the same year, the Indian Mutiny, also called Sepoy Mutiny or First War of Independence started a widespread but unsuccessful rebellion against British rule in India. It was begun by Indian troops (sepoys) in the service of the East India Company, because everywhere the old Indian aristocracy was being replaced by British officials. It was suppressed in 1859 and the British government took control of India completely. Fights and protests against British rule continued but for many years India was still controlled by the wealthy English East India Company. After the Company expanded into Bengal, the British Government began to see India as important politically and took a greater interest in the territory. Roads and railways were built to make trade easier and to have contact with more remote districts, a Governor-General was put in charge and British civil servants and troops were sent to the region.

India only won independence in 1947 mainly resulting from the non-violent movement led by Mahatma Gandhi. He had started a boycott protest called the Salt March after the British had introduced a new rule according to which Indians had to buy expensive British salt instead of producing it locally. Gandhi, originally working as a lawyer in South Africa, had been politicised by his experiences under the Apartheid regime where one day he was kicked out of a train wagon reserved for white people only. During the Salt March more than 60,000 people were imprisoned by the British government. The opposite effect of what the colonisers wanted: India gained its independence. It divided into two countries though, India and Pakistan. India became a member of the Commonwealth. Many Indian and Pakistani people have emigrated to Britain since then.

India is currently the world's largest democracy, with a population of approximately 900 million [2023: 1,428,627,665; this is a 0.8% increase from 2022].

Autorentext



British men and women in India during the Raj

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