

## TEACHER'S GUIDE. IMPERIALISM AND THE WORLD WAR I

### TASK 1: What do you know about colonialism?

**AIM:** To activate students' previous knowledge and provide a context to favour reading comprehension in the next tasks. At the end, they must know some key words like: sovereignty, colonies, influence, dependencies, settlement, imperialism.

**STEPS:** Students must read each sentence and complete them working alone. Then, all the sentences will be corrected in the Smart Board and then they will be discussed in the whole group. The teacher will explain all the confusing concepts.

The answers are: sovereignty, colonies, resources, impose, influence, Africa, Scramble, divide, Britain, France, problems

### TASK 2: Colonialism pps.

**AIMS:** To have a visual summary of the main concepts about evolution and reasons of colonialism, and to know the main types of colonized territories. To improve their listening comprehension skills.

**STEPS:** The teacher will pass all the slides very slowly. First students should get the gist of the topic. Then, they must take notes on each slide. One of them will read the notes at the end of each part, and the others must try to complete. The teacher will probably need to help them to get the main ideas.

TEXT:

#### SLIDE 1. COLONIALISM

SLIDE 2. European colonialism began in the 15th century and it was led by Portuguese and Spanish exploration of the Americas, the coasts of Africa, the Middle East, India, and East Asia.

SLIDE 3. England, France and Holland established their own overseas empires in the 17<sup>th</sup> century.

SLIDE 4. The industrialization of the 19th century sped up colonization, especially in Africa. European countries needed raw materials for their industries...

SLIDE 5. ...and new markets to sell their products.

SLIDE 6. There were also political reasons, such as the interest to control some strategic routes or the need to compensate territorial loss in Europe.

SLIDE 7. Other reasons were cultural and ideological: French and British believed in the superiority of white men; Christian countries wanted to spread their religion over the conquered territories.

SLIDE 8. Finally, there were some people looking for scientific knowledge...

SLIDE 9. ...or for adventures.

SLIDE 10. Concerning the scramble for Africa, most historians tend to describe both positive aspects (infrastructures, education, medical advances, new institutions...)...

SLIDE 11. ...and negative aspects (racism, exploitation, virulent diseases, unequal social relations, enslavement, and, in some cases, even extermination). Actually, the impact over the colonized territories and people was -and still is- enormous, and sometimes, dramatic.

SLIDE 12. We can distinguish several types of colonized territories, reflecting different colonial objectives: colonies, protectorates and concessions. A colony is a territory under political, military and economic control of the metropolis. Two types of colonies can be distinguished (as): settler and exploitation colonies.

SLIDE 13. Settler colonies such as the Americas, Australia, New Zealand, South Africa and Southern Rhodesia. Those were established by moving large numbers of people from their mother country to the new colony. The local people or tribes, such as the Aboriginal people in Canada and the United States, were often forced to move to other regions, usually to areas with poorer-quality land or resources. Settlers in these colonies tended to settle down permanently. They cultivated the land and took possession of it. Settlement colonies were located in temperate areas, with similar climates to Europe.

SLIDE 14. Colonies of exploitation, also known as tropical dependencies, did not attract large numbers of permanent European settlers. Europeans went to these colonies as planters, administrators, merchants, or military officers. In these colonies, foreign powers established political control, using force against colonial resistance when necessary, but they did not eliminate native societies.

SLIDE 15. Many exploitation colonies were established by private companies, such as the Dutch East India Company in Indonesia, the British East India Company and the Belgian mining companies in Congo.

SLIDE 16. Protectorate. There was no conquest, but "agreements"; local governors kept their positions, but they were absolutely controlled by colonizers, who imposed their conditions. Local authorities gave the economic control of the country to the colonizers,

usually after a military exhibition of their power.

SLIDE 17. Sometimes a protectorate was even established by a chartered company, which was allowed to conduct its own foreign policy and could have its own armed forces. English protectorates were Egypt, Kuwait or Kenya. French protectorates were French Indochina, Cambodia, Laos, Tunisia and Senegal. A Spanish protectorate was Morocco.

SLIDE 18. Concession. The country was theoretically independent, but the colonizers controlled it economically, imposing commercial agreements, custom duties and subsoil exploitation. Their primary aim was trade, rather than colonizing the country. Two examples are China and Persia.

SLIDE 19. British Empire. In 1914 Britain owned 20% of the world's territory and made up 25% of the world('s) population. Its main colony was India, from where they obtained tea, spices and cotton. In Africa, the British advanced from the south to the north, trying to join South Africa with Egypt.

SLIDE 20. French Empire. It was the second biggest empire in importance and size. In Africa, the French spread from the Atlantic to the Indian Ocean, obstructing British attempts in Sudan. They also had colonies in Asia (Indochina).

SLIDE 21. Other countries. Germany and Italy arrived later to this expansion, because they did not exist as independent countries before 1870. They reached some colonies in Africa, as well as Belgium. Out of Europe, the US started the conquest of the West, and also achieved the control of Cuba, Philippines and Puerto Rico after having defeated Spain. Japan defeated China and Russia, and spread its empire in Asia.

### **TASK 3: Reasons of colonialism**

**AIM:** To understand colonialism as a result of a number of reasons related to economy, and to European ideology. To classify different kind of reasons into an outline.

**STEPS:** The teacher will ask one question to each pupil, and s/he must say whether is true or false, trying to give an explanation. At the end, they must classify the true answer under the following headings: economical, political and ideological. They can work in pairs or groups, and the teacher can help by giving an example. Two of them will go to the Board to correct the activities.

Political: search for international prestige

Economical: to get cheap raw materials, to find new markets

Ideological: evangelization, European feeling of superiority

### **TASK 4: The partition of Africa**

**AIM:** To understand the partition of Africa as an affair decided by European powers without considering African interests and features. To know the main colonizing countries and the extension of their possessions in Africa.

**STEPS:** The students must look at the two maps carefully. It will be very useful to have a current wall map of Africa in the class as a reference. They must answer the questions and then the answers will be read and discussed in the class.

#### **TASK 5: Main colonial empires**

**AIM:** To recognize in the world map the main Empires of this period. To situate the main metropolis and their colonies. To know the reasons for the creation of Liberia as an independent country in Africa. To understand the existence of the Commonwealth as a consequence of colonialism.

**STEPS:** Students will need a copy of slide number 20 (colonial empires in 1900). The teacher must explain the relationship between countries and flags, and then students will colour their maps. One of them will go to the Smart Board to colour the map. At the end, they will answer the questions. They will discover Liberia as an independent country, and it will be necessary to explain its origin as a free land for the slaves coming back from North America. The biggest English colonies, Australia, Canada and India, will be a basis to explain the current agreement among the ex-British colonies of the Commonwealth and Great Britain.

#### **TASK 6: Colonizing countries**

**AIM:** To locate in the map of Europe the main countries of those days. This task will be necessary to understand all the following topics such as the First World War. To understand the rivalry among European countries due to the possession or not of colonies.

**STEPS:** Pupils need the copy of slide 20 again. They must colour the countries and then the teacher will ask the questions to the whole group. They must write down the conclusions on their notebooks.

#### **TASK 7: Types of colonized territories**

**AIM:** To summarize the ideas about different types of colonized territories. To organize the information making a simple outline.

**STEPS:** Each pupil must try to finish the task on his/her own, and then one of them will correct on the Board for the whole class.

- |                 |   |
|-----------------|---|
| a) Concession   | 1. Political control and territorial annexation           |
| b) Protectorate | 2. Place where customs are not paid                       |
| c) Colony       | 3. Control over foreign politics and welfare of a country |
| d) Treaty ports | 4. To get commercial benefits from an independent country |

**TASK 8: Raw materials coming from colonies**

**AIM:** To understand that some products they consume daily come from other countries which were former colonies. To find and organise information taken from different sources.

**STEPS:** This task must be proposed as an extra activity. Pupils will have to use Internet or different books to discover the name of the products in English and the countries they come from.

**Pictures:** diamonds (Sierra Leone, Angola...), cotton (Benin, Egypt...), cinnamon (Ceylon, China...), tea (India, China), coffee (Ethiopia, Colombia...), tobacco (Cuba, Brazil...).

**TASK 9: Power Point. The Great War**

**AIMS:** To be aware of the real meaning of war: powerful people, normal people, soldiers and civilians, death and destruction. To express their feelings using English language.

**STEPS:** The teacher will show the powerpoint presentation without explaining anything about it. Pupils must only write down their feelings about the pictures.

Photos from <http://www.gwpda.org/photos/greatwar.htm>

**TASK 10. Put the following sentences into the chart**

**AIMS:** To understand the meaning and importance of causality in historical processes. To differentiate between long and short term causes. To be able to organize ideas into a chart or mind map. To acquire some key concepts about WWI: the importance of alliances, nationalism, imperialism.

**STEPS:** The students must work individually. First, they have to read the paragraphs and then they have to situate them on the chart. One of them will go to the Board to reveal the answers.

| Long Term Causes |             |            |           | Short Term Causes                   |
|------------------|-------------|------------|-----------|-------------------------------------|
| Nationalism      | Imperialism | Militarism | Alliances | Assassination of Archduke Ferdinand |
| 3<br>6           | 5           | 7<br>1     | 2         | 4                                   |

**TASK 11. Look at the cartoon and at the table below**

**AIMS:** To understand the starting point of WWI as the climax in a period full of conflicts among countries. To know the main facts in the build-up to war. To be able to write a small text summarizing the main ideas about a topic.

**STEPS:** The teacher will read the cartoon and will explain its meaning to the class. Then, the pupils should read carefully the table making all the questions they want. Finally, they will write a short summary to show their understanding of the topic. The teacher can give them a piece of advice like:

**You can start like this:** *In the summer of 1924.... or There were several alliances in Europe...*

**TASK 12. Choose the correct answer**

**AIMS:** To locate in the map of Europe the different alliances that led to the WWI.

**STEPS:** Pupils must read the questions and choose the correct answer looking at the map. One of them will go to correct the activity on the Smart Board.

a) Who were the members of the Triple Alliance (Central Powers)?

- Germany, the Ottoman Empire, and Austria-Hungary

b) Who were the members of the Triple Entente (Allies)?

- Great Britain, France, and Russia

**TASK 13. Try to explain this poster**

**AIMS:** To understand the importance of propaganda to attract men to the Army, to write a small text using a guideline, to use pictures as historical sources.

**STEPS:** The questions will be read aloud in class. Then, each student must write a small text trying to answer these questions.

**TASK 14. Read the following text**

**AIMS:** The development of the war is a difficult topic, and pupils would have a whole text explaining the different facts. They must understand some new words relating to war: ceasefire, conscription, trench, casualty, armistice..., but they need also a clear line of time to organise the main events.

**STEPS:** The texts will be read aloud in class. Then, each student must match the definitions on his/her own.

|              |  |
|--------------|--|
| Ceasefire    | Agreement by opposing sides to stop fighting |
| Conscription | Compulsory military service                  |
| Trench       | Deep ditch dug in the ground                 |
| Casualty     | Death  |
| U-boat       | German submarine                             |

**TASK 15. The results of the war.**

**AIM:** To understand the meaning and the importance of consequences in historical processes. To be able to organize ideas into a chart or a mind map.

**STEPS:** The students can do this exercise individually or in pairs. Then, they will go in turns to the Board to correct it and the answers must be discussed in the whole group.

|                     |           |
|---------------------|-----------|
| Territorial changes | 2, 10, 15 |
| World leadership    | 9         |

|                      |                        |
|----------------------|------------------------|
| Citizen's lives      | 4, 5, 7, 8, 11, 14, 17 |
| Communism            | 6                      |
| Downfall of empires  | 6, 13, 18              |
| A continent in ruins | 1, 3, 8, 12, 16        |

**TASK 16. Look at the following maps:**

**AIM:** To understand that changes have happened and are still happening in the map of Europe. To know the main territorial changes that took place after the WWI.

**STEPS:** It will be necessary to have a current map of Europe on the wall (or to open one in the Internet). The teacher will explain the main changes and then the students will answer the questions.

A) Map 2.

B) Main changes since 1918: Yugoslavia has disappeared (new countries: Slovenia, Croatia, Bosnia and Herzegovina, Montenegro, Serbia, Macedonia and probably Kosovo). Czechoslovakia is now Czech Republic and Slovakia; Moldavia, Belarus and Ukraine have appeared in old Russia (Soviet Union).

**TASK 17. Match the territorial changes:**

**AIM:** To understand that changes have happened and are still happening in the map of Europe. To know the main territorial changes that took place after the WWI.

**STEPS:** As in task 16, it will be necessary to have a current map of Europe on the wall (or to open one in the Internet). They will try to finish the exercise on their notebooks and then one of them will correct it on the Smart Board.

- |   |                            |         |
|---|----------------------------|---------|
| a) Independency of Finland, Estonia, Latvia and Lithuania         | 1. Russian Empire          | Germany |
| b) Longer with territories of Russia and Germany                  | 2. Poland                  |         |
| c) Annexation of Trento and Istria                                | 4. Italy                   |         |
| d) Divided into Austria, Yugoslavia and Czechoslovakia            | 5. Austro-Hungarian Empire |         |
| e) Loss of the colonies and return of the occupied territories    | 6. Germany                 |         |
| f) Divided into Turkey, Syria, Armenia, Mesopotamia and Palestine | 7. Ottoman Empire          |         |



**TASK 18. In 1919 the victorious allies...**

**AIM:** To think about the main problems among countries that lead to wars. To use English language as a vehicle for discussion. To understand the points of view held by Wilson in his 14 point plan. To know the importance of the Treaty of Versailles.

**STEPS:** Students must discuss in pairs what are, in their opinion, the main points to avoid wars in the future. They must write down their conclusions and then each pair must read them to the class. The teacher will write them on the Smart Board (opening a new page). The students will read aloud the text about the 14 point plan, and they will compare with the conclusion on the Board. Finally, the teacher will read the small text about the Treaty of Versailles explaining its importance.

**TASK 19. Here you are some of the conditions:**

**AIM:** To know the conditions of the Treaty of Versailles, understanding the meaning of the clauses for Germany. To be able to summarize small paragraphs in one sentence.

**STEPS:** Students will read individually the conditions and then they will write a title for each one. All of them will be read in class, and they will choose those that suit the texts better. They will be written on the Smart Board.

**TASK 20. Match each title with the correct paragraph**

**AIM:** To know the organization, aims and problems of the League of Nations. To be able to summarize small paragraphs in one sentence.

**STEPS:** This task is related to the former one. Students will read the definitions alone and then they will match each one with one title. They will be corrected on the Board as a whole class. Finally, each student will write one title for the last paragraph and the class will choose the best of them. It will be written on the Smart Board too.

- a) TITLE 4: The starting point
- b) TITLE 1: Some good wills for future
- c) TITLE 2: Organizing the institutions
- d) TITLE3: A few problems
- e) TITLE 5: Successes and failures

**TASK 21. Match each title with the correct paragraph**

**AIM:** To activate students' previous knowledge about Russian Revolution using a children's film they may know. To provide them a familiar context to favour comprehension in the next tasks. At the end, they must be familiar with the Russian situation before the revolution: the tsar and its absolutist government.

**STEPS:** The teacher will ask about the film in the first picture. How many people have seen it? Can they remember the plot? Can they explain it to the class? If no one has seen the film, the teacher can give them a brief summary of it:

1916, St. Petersburg, Russia. Tsar Nicholas II is having a grand ball to celebrate the 300th anniversary of Romanov rule. His mother gives her favourite granddaughter, 8-year-old Grand Duchess named Anastasia, a music box and a necklace reading "Together in Paris", which serves as its key. Grigori Rasputin, a monk once trusted by the Russian Imperial Family and then considered by Nicholas as a traitor, enacts his revenge. The revolution starts and only Anastasia and her grandmother escape with the help of a young kitchen boy, Dimitri. But Anastasia falls and loses her memory. Ten years later, Anya (Anastasia) leaves the orphanage where she grew up, and goes to St. Petersburg. There, she meets a grown-up Dimitri, and his friend, Vladimir, who are holding auditions, for an "Anastasia" to fool the old empress, and get a lot of money. They choose Anya, and take her to Paris. Rasputin, who will not rest until he sees the last Romanov dead, tries to kill Anya. During the course of all these events, Dimitri and Anya fall in love.

The characters in the pictures are: Nicholas II, Anastasia, the Imperial family before the revolution, Rasputin and the Imperial family imprisoned during the revolution.

### **TASK 22. In 1914 Russia was a vast...**

**AIM:** To know the real situation of Russia before the revolution. To understand the long term causes of this event.

**STEPS:** Pupils will read all the sentences and they must guess if they are true or not. The teacher will correct them for the whole class on the Smart Board.

- a) T.

- b) T.

- c) F. There were huge social divisions: 85 % of the population *were uneducated peasants*. *Rich and noble people* (1%) owned a quarter of the land.

- d) F. Russia was an autocracy. There were *no* elections, parliament, free speech and democracy.
- e) F. The *Orthodox* Church supported the system which was run by corrupt and inefficient officials and backed by the secret police.
- f) T.
- g) T.

### **TASK 23. Bloody Sunday**

**AIM:** To know the previous facts of the revolution. To understand the reasons of the failure in the establishment of a real democratic government in Russia. To be able to organize pictures according to a temporal context. To elaborate small texts describing images.

**STEPS:** One pupil will read aloud the small text about "Bloody Sunday", and the teacher will explain the facts to make them clear. Then, each student will try to order the pictures and to write a small caption for them.

The correct order is: 2 (demonstration), 3 (the soldiers in front of the people), 1 (the soldiers charging against the people).

### **TASK 24. Read the following texts...**

**AIMS:** To understand the meaning and importance of causality in historical processes. To differentiate between long and short term causes. To be able to organize ideas into a chart or a mind map. To have a time context of the revolution.

**STEPS:** First, all the texts must be read in the class and explained by the teacher. Then, the pupils will copy the mind map in their notebooks and will discuss in pairs how to fill in the labels.

Soldiers: 9 million casualties

Food: a lack of it

Petrogrado: revolution of hungry women

Duma: it set up a provisional soviet

The Tsar: he abdicates

Supported by: Mensheviks

Not supported by: Bolsheviks

Lenin: he returned to Russia

Trotsky: he took over the Winter Palace

The communists: they set up a dictatorship

Lenin: he published the 'April Theses'

1: "Peace, bread, land"

2: "All power to the Soviets".

The Tsar: he was executed

**TASK 25. Guess the word for each definition:**

**AIMS:** To make clear some key concepts that have been previously explained.

**STEPS:** Each pupil must try to do the task on his/her own, understanding it as a self assessment. Then, eight of them will play the game on the Smart Board.

|                   |   |
|-------------------|---|
| Bolsheviks        | Communists  |
| Soviet            | Committee   |
| Autocrat          | Absolute king   |
| Duma              | Parliament  |
| Oktober Manifesto | Document signed by the Tsar offering more political Freedom   |
| Mensheviks        | Moderated socialists  |
| April theses      | Document signed by Lenin offering people "peace, bread, land" |
| Bloody Sunday     | Troops attack against a peaceful demonstration of workers     |

**TASK 26. Now, you are going...**

**AIMS:** To acquire some key concepts about the development of the revolution and to write short definitions for them. To understand the immediate consequences of the revolution: creation of a new country, the USSR, and instauration of a new political system, communism.

**STEPS:** The whole text must be read aloud in the class. The teacher will explain all reasonable doubts apart from the ones raised by the underlined words. Each pupil should try to define all these words, and at the end the whole class will choose the best definitions.

**TASK 27. After the war...**

**AIMS:** To understand the new features of the economy in the USSR ruled by Lenin. To be able to discuss in English about Historical topics. To debate and to reach some conclusions, being able to express them in writing.

**STEPS:** After reading the introduction, pupils must be divided in groups (4-5 students in each). They must debate in English about the meaning of the title "New Economic Policy". The teacher will listen to the different groups helping

them to speak only in English. At the end, each group will compare their conclusions with the text.

**TASK 28. Listen to the following text...**

**AIMS:** To know the main features of the Stalinist period. To do a listening comprehension about historical topics.

**STEPS:** The teacher will play the record twice, the first time just for understanding the main lines, and the second time for filling in the gaps.

**TEXT:**

In 1928 Stalin decided to modernize the Russian industry, and he began a planned economy, the **Five-Year plans**, which set targets for each industry. These plans were very successful; the industrial production did increase massively. Workers had to endure severe hardship, and they suffered strict work discipline. Those who worked hard became national heroes and were given an extra pay and privileges. Besides, government propaganda showed how hard work was making Russia and Communism stronger. However, even if workers life was hard, full employment and free health care and education in the USSR contrasted with capitalist countries which suffered high unemployment and poverty during the Depression of the 1930s.

The Five-Year Plans turned the Soviet Union into the world's third largest industrial power after the USA and Germany.

Stalin modernized Soviet agriculture. In 1928, there were 120 million peasants and farming methods were extremely backward. Stalin ordered the peasants to surrender their farms to the State. Farms were amalgamated into **kolkhoz** (state collective farm) which would be more efficient. Tractors and other machinery were provided by the State. People who resisted collectivization were either killed or sent to work camps. About five million farmers died. Stalin's plan did not work, and the agricultural output was greatly reduced. Severe shortages of food resulted causing widespread famine. Russian agriculture remained weak and inefficient for decades to come.

Stalin decided to establish a totalitarian dictatorship to make sure of his power. He exercised totalitarian control thanks to:

- the terror imposed through secret police

- state control of education, arts and science, propaganda and censorship
- a single-party state

He extended his terror against party rivals (in the *Great Purges*), where thousands of Communist leaders were executed. No one was safe from arrest, interrogation, imprisonment or execution. Many of the victims (over 20 million) were sent to forced labour camps, where they were made to work on public schemes. Conditions were bad and food inadequate, so many died.

**TASK 29: Write a short account -about one hundred words- on the life of Lenin.**

**AIMS.** To organize their ideas about Lenin and his time. To create small texts making a draft and using correct linguistic structures and accurate vocabulary.

**STEPS:** The teacher will give some instructions about the composition. It would be useful to give the pupils some bibliography (the books can remain in the classroom for several days, until the due date) and web sites. They must write first a draft and give it to the teacher for correction. Then, they will write the final text.

**FINAL TASK**

**AIMS:** To reinforce the main concepts about the Russian revolution, being able to write short and clear definitions

**STEPS:** In groups, distribute cards with the different words. Each group will have to write short phrases (tracks) with information on the content of their cards. The other groups must guess the term defined. It is possible to introduce a wider range of words.

Define: Nationalization, collectivization, single-party state, isolationism, propaganda, Kolkhov, censorship, purgue, democracy, dictatorship, federal state, Empire, socialism, parliament...

Example: **Nationalization** - Bringing from private into collective ownership.