



Pluriliteracies making meaning happen

# A Pluriliteracies Approach to Teaching for Learning

## Arguing History I - Imperialism



Patrick Roth

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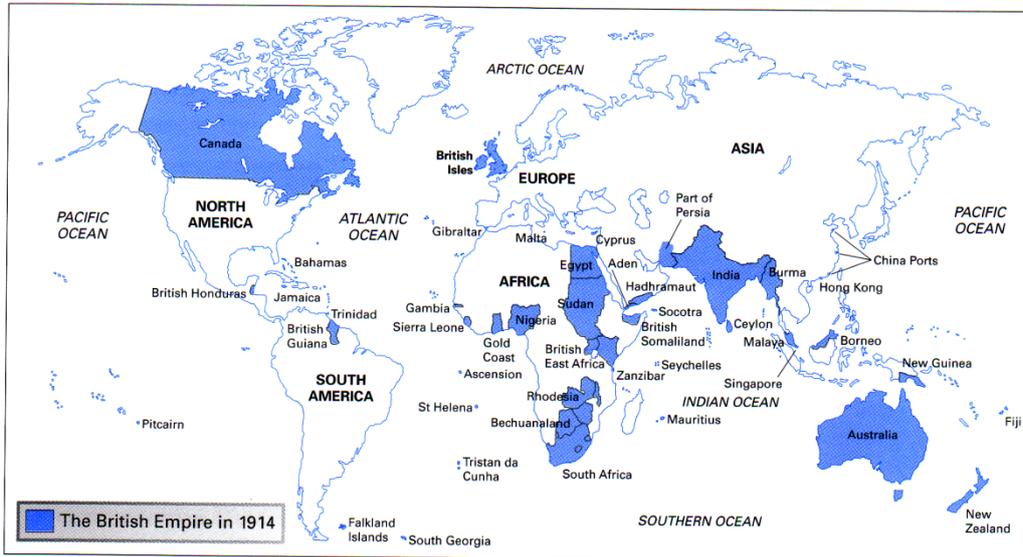
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## 4.2 Justifications of Imperialism

### Historical Context

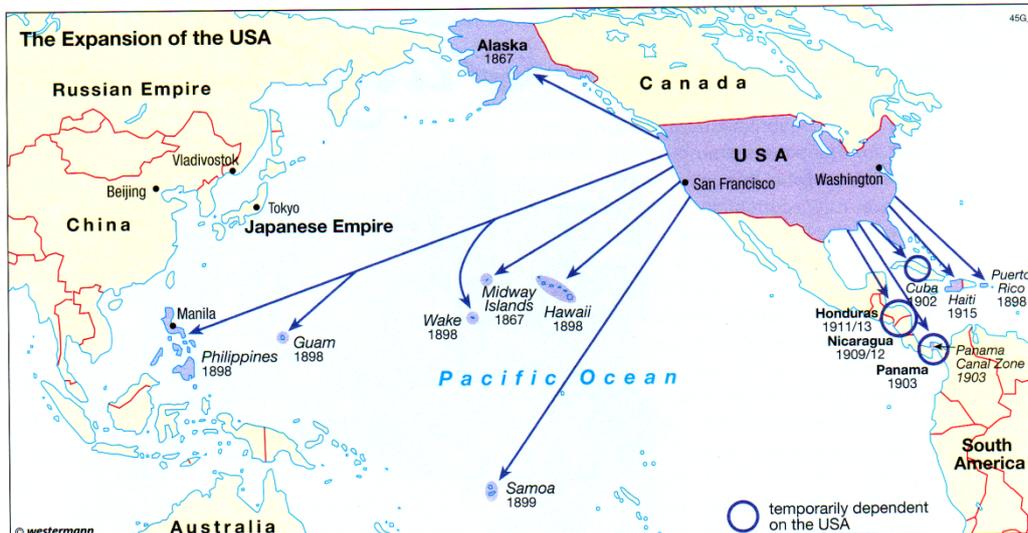
The term “imperialism” marks an age in which economically advanced nations strove to extend their power over less developed territories, mostly overseas. Roughly speaking, it lasted from the 1880s up to the First World War. Major European nations like Britain, France and – somewhat belatedly – Germany, but also the USA and Japan acquired or consolidated colonies in Africa, Asia, the Pacific Ocean and the Caribbean. Industrialization had supplied these nations with economic and military strength large enough to force vast stretches of land into submission. Focusing on Great Britain and the USA, this unit is concerned with the question how the colonial powers justified this policy.

### The British Empire in 1914



(Source: Martin Roberts: Britain 1846-1964. Oxford 2001, p.81.)

### The Expansion of the USA



(Source: Christa Lohmann (ed.): Exploring History: the Age of Imperialism Braun-schweig 2012, p.33.)

## Step 1: Collecting and Visualizing an Argument

### Assignments

1) In your group, analyze one of the Sources A to H and find out the justification of imperialism which it contains. Sum it up in one sentence and use **colloquial language**.

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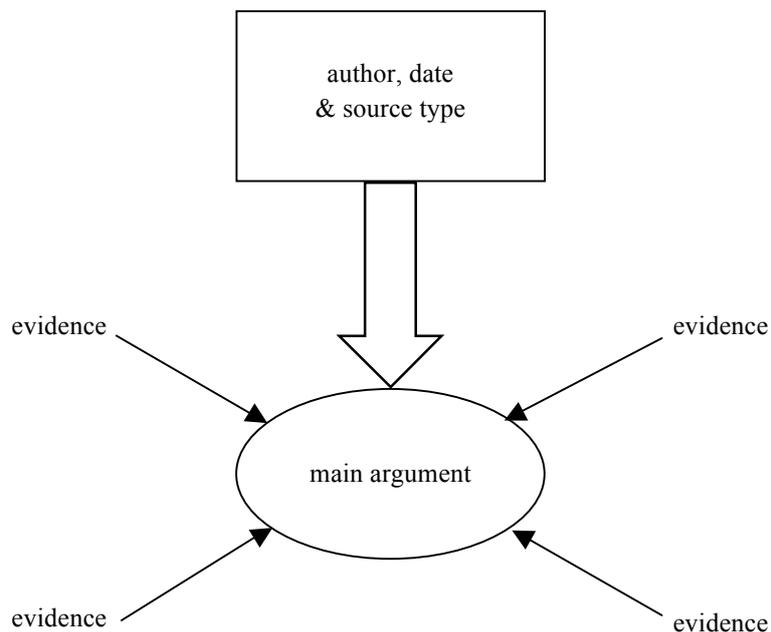
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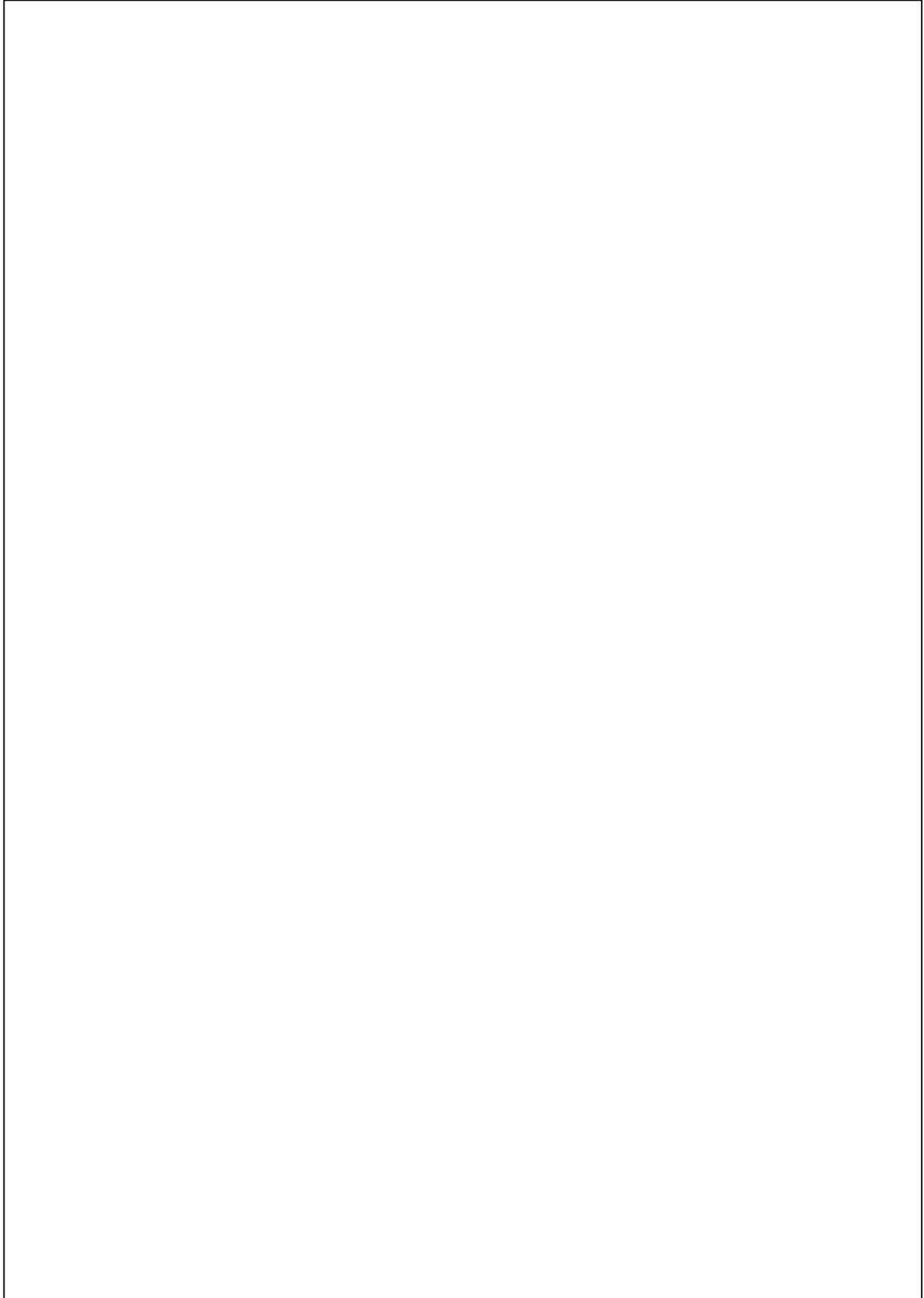
2) Create a functional chart to visualize your findings.

- Include the author and the type of source.
- Write down the main argument and pieces of evidence provided by the source.
- Use **colloquial language** for the chart.

Below, you find a structure model of such a chart, but feel free to come up with your own version. Make sure that your chart is functional and clearly arranged.



Here you have some space to work out Assignment No.2:

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for the student to write their work for Assignment No.2.

Source A: Albert Beveridge: Economic Requirements, 1898

*Beveridge (1862-1927) was a US senator and an outspoken advocate of imperial expansion. In this speech, he justifies the occupation of Cuba, Puerto Rico, Guam and the Philippines in 1898.*

Today, we are raising more than we can consume, making more than we can use. Therefore we must find new markets for our produce. [...] In Cuba, alone, there are 15,000,000 acres of forest unacquainted with the ax, exhaustless mines of iron, priceless deposits of manganese, millions of dollars worth of which we must buy, today, from the Black Sea districts. There are

5 millions of acres yet unexplored. [...]

Hawaii furnishes us a naval base in the heart of the Pacific; the Ladrone another, a voyage further on; Manila another, at the gates of Asia - Asia, to the trade of whose hundreds of millions American merchants, manufacturers, farmers, have as good right as those of Germany or France or Russia or England; Asia, whose commerce with the United Kingdom

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alone amounts to hundreds of millions of dollars every year; Asia, to whom Germany looks to take her surplus products; Asia, whose doors must not be shut against American trade. Within five decades the bulk of Oriental commerce will be ours.

(<http://legacy.fordham.edu/Halsall/mod/1898beveridge.asp>)

<p><i>produce</i> = Erzeugnisse, Produkte  <i>unacquainted</i> = unbekannt  <i>exhaustless</i> = unerschöpflich  <i>priceless</i> = unschätzbar, von großem Wert  <i>manganese</i> = Mangan (chemisches Element)  <i>bulk</i> = Großteil</p>
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Source B: A British Postcard of the First World War



(Source: Private Collection)

Caption: We don't want to fight, but by Jingo, if we do, we've got men, and coin, and ships, and guns, to see it through, and through & through.

Embedded text: Canada / India / Australia / Great Britain

Source C: Cecil Rhodes: The Chosen English Race, 1877

Rhodes (1853-1902) was a prominent British businessman, politician and Prime Minister of the South African Cape Colony 1890-1895.

I contend that we are the first race in the world, and that the more of the world we inhabit the better it is for the human race. I contend that every acre added to our territory means the birth of more of the English race who otherwise would not be brought into existence. Added to this, the absorption of the greater portion of the world under our rule means the end of all wars.

5 [...]

Therefore, if there be a God, and He cares anything about what I do, I think it is clear that He would like me to do what He is doing Himself. And as He is manifestly fashioning the English-speaking race as the chosen instrument by which He will bring in a state of society based upon Justice, Liberty and Peace, He must obviously wish me to do what I can to give as much scope and power to that race as possible. Hence, if there be a God, I think that what He would like me to do is to paint as much of the map of Africa British red as possible, and to do what I can elsewhere to promote the unity and extend the influence of the English-speaking race.

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(Quoted by: William Stead (ed.): *The Last Will and Testament of Cecil Rhodes*. London 1902, p.58 f, pp.97 f.)

*manifestly* = offensichtlich  
*to fashion sth.* = etwas formen, gestalten  
*scope* = Reichweite, Handlungsspielraum  
*object* = Ziel

Source D: The Struggles of John Bull and Uncle Sam<sup>1</sup>, 1899

This cartoon was published in the popular weekly US magazine "Judge" in April 1899.



(Source: *Geschichte Lernen* No.164 / March 2015, p.44.)

Caption: "The White Man's Burden"

Embedded text: Civilization / Ignorance / Vice / Cannibalism / Cruelty / Slavery / China / India / Cuba / Brutality / Vice / Superstition / Ignorance / Oppression / Barbarism

<sup>1</sup> Personifications of Great Britain (John Bull) and of the USA (Uncle Sam)

Source E: Albert Beveridge: What is Our Task?, 1898

*Beveridge (1862-1927) was a US senator and an outspoken advocate of imperial expansion. In this speech, he justifies the occupation of Cuba, Puerto Rico, Guam and the Philippines in 1898.*

The Opposition tells us that we ought not to govern a people without their consent. I answer, the rule of liberty that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government. We govern the Indians without their consent, we govern our territories without their consent, we govern our children  
5 without their consent. How do they know what our government would be without their consent? Would not the people of the Philippines prefer the just, humane, civilizing government of this Republic to the savage, bloody rule of pillage and extortion from which we have rescued them?<sup>1</sup>

And, regardless of this formula of words made only for enlightened, self-governing people, do  
10 we owe no duty to the world? Shall we turn these peoples back to the reeking hands from which we have taken them? Shall we abandon them, with Germany, England, Japan, hungering for them? Shall we save them from those nations, to give them a self-rule of tragedy?

(<http://legacy.fordham.edu/Halsall/mod/1898beveridge.asp>)

<sup>1</sup> In the Spanish-American War of 1898, the US put an end to Spanish colonial rule over the Philippines and other territories in the western hemisphere.

*consent* = Zustimmung  
*to be capable* = fähig sein, kompetent sein  
*humane* = menschenwürdig  
*savage* = wild, grausam, unzivilisiert, barbarisch  
*pillage and extortion* = Plünderung und räuberische Erpressung  
*to owe sth. to sb.* = jemandem etwas schulden  
*reeking* = stinkend  
*to abandon sth. / sb.* = jemanden / etwas aufgeben

Source F: The Earl of Carnarvon: England's Mission, 1878

*From a speech by Carnarvon (1831-1890), who was a conservative politician serving twice as Secretary of State for the Colonies.*

It is certainly not a desire of selfish interests or the ambition of larger empire which bids us remain on the West Coast of Africa<sup>1</sup>; it is simply and solely a sense of obligations to be redeemed and of duties to be performed. [...]

We have races struggling to emerge into civilisation, to whom emancipation from servitude is  
5 but the foretaste of the far higher law of liberty and progress to which they may yet attain; and vast populations like those of India sitting like children in the shadow of doubt and poverty and sorrow, yet looking up to us for guidance and for help. To them it is our part to give wise laws, good government, and a well ordered finance, which is the foundation of good things in human communities; it is ours to supply them with a system where the humblest may enjoy  
10 freedom from oppression and wrong equally with the greatest; where the light of religion and morality can penetrate into the darkest dwelling places. This is the real fulfillment of our duties; this, again, I say, is the true strength and meaning of imperialism.

(*Quoted by: C. C. Eldridge: England's Mission. The Imperial Idea in the Age of Gladstone and Disraeli 1868-1880. London 1973, pp. 240 f.*)

<sup>1</sup> This particular area stands *pars pro toto* for the whole of the British Empire.

*to bid* = gebieten  
*to redeem sth.* = etwas einlösen  
*beneficent* = gütig, wohltätig  
*humble* = bescheiden  
*to penetrate* = eindringen  
*dwelling place* = Wohnung

Source G1: Exports of Great Britain, 1866-1902, in million £

	1866	1872	1882	1902
to British possessions	53,7	60,6	84,8	109,0
to Europe	63,8	108,0	85,3	96,5
to non-British Asia, Africa and South America	42,9	47,0	40,3	54,1
to the U.S.	28,5	40,7	31,0	23,8

(Source: Gerhart von Schulze-Gaevernitz: *Britischer und englischer Freihandel zu Beginn des zwanzigsten Jahrhunderts*. Leipzig 1906, p.217. Translated by Patrick Roth.)

Source G2: Wheat Imports of Great Britain, 1900-1904, in million hundredweights

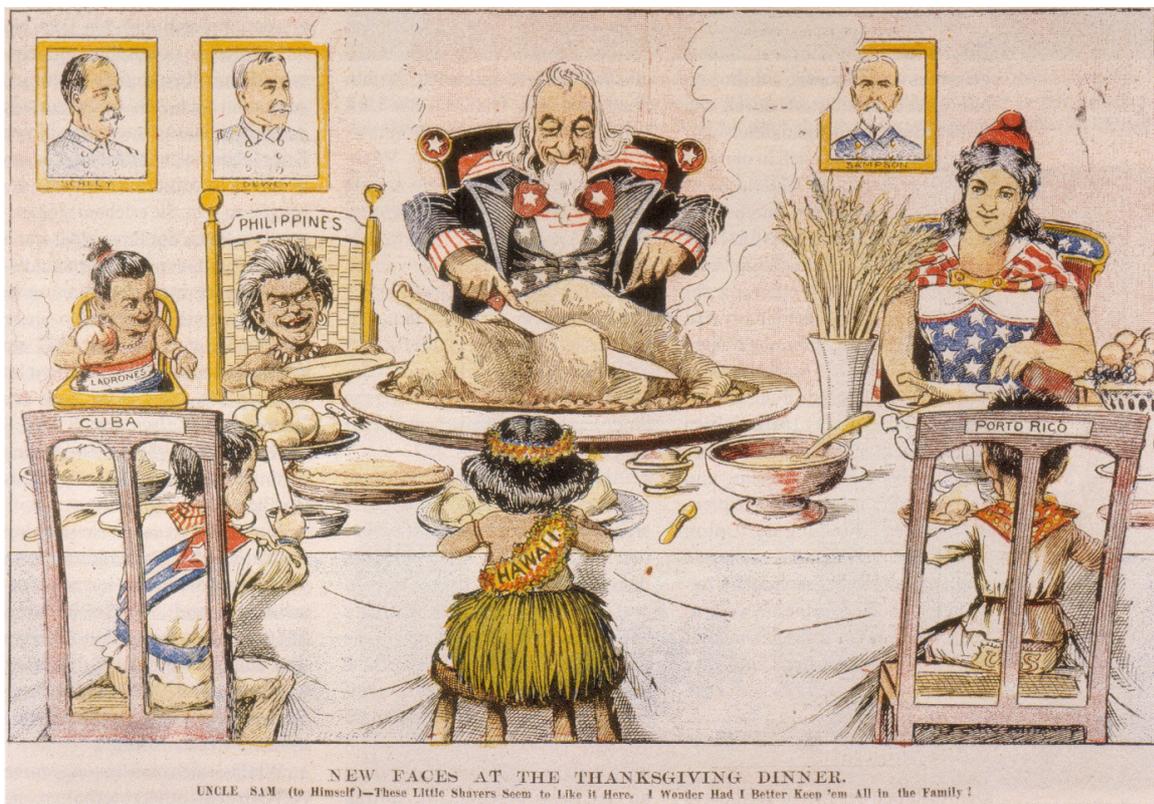
	From foreign countries	From British possessions
1900	58,5 (84 %)	10,2 (16 %)
1901	52,9 (76 %)	16,9 (24 %)
1902	58,3 (72 %)	22,7 (28 %)
1903	60,2 (68 %)	27,9 (32 %)
1904	55,4 (57 %)	42,4 (43 %)

hundredweights = Zentner

(Source: Gerhart von Schulze-Gaevernitz: *Britischer und englischer Freihandel zu Beginn des zwanzigsten Jahrhunderts*. Leipzig 1906, p.179. Translated by Patrick Roth.)

Source H: “Dinner with Uncle Sam”, 1898

*This cartoon was published in a US magazine.*



(Source: Praxis Geschichte 6/2005, p.5.)

Caption: New Faces at the Thanksgiving Dinner. Uncle Sam (to Himself) – These Little Shavers Seem to Like it Here. I Wonder Had I Better Keep ‘em All in the Family?

Embedded text: Cuba / Ladrones / Philippines / Porto Rico / Hawaii

## Step 2: Nominalization I

**Nominalization** is a feature of academic language. Verbs and adjectives are turned into nouns to condense long-winded expressions.

### Assignments

1) Fill in the gaps in the following text.

British Colonial Minister Lord Rosebery justifies imperialism

*The source has been adapted for the sake of this exercise.*

During recent decades the British Empire has grown immensely. This \_\_\_\_\_ is not appreciated by everyone. It is said that our Empire is already big enough. Due to the \_\_\_\_\_ of the Empire there is no need to increase it anymore, they say.

However, we are competing with other nations. Therefore, we have to expand. The economic and political \_\_\_\_\_ with other nations forces the Empire to continue her policy of colonial \_\_\_\_\_.

*(Source: THE TIMES, 2 March 1983. Quoted by: Peter Alter (ed.): Der Imperialismus. Stuttgart 1985, pp.20 f.)*

2) Find the author's argument and copy it into the list on Worksheet No.9.

## Step 3: Collecting Arguments

In the previous task, you have learned how nominalization can improve your academic style.

### Assignments

1) Take another look at the argument you have found in Step 1. Re-write it, using **nominalizations**, and write it down into the list on Worksheet No.9. Leave some space for possible amendments.

2) Tell the class about your source and present the argument you have found. Check whether it has already been presented by another group. Add the arguments which other students have found out into the list on Worksheet No.9. Leave some space for possible amendments.



## Step 4: Nominalization II

Take a look at the complex nouns below. They all have something to do with justifications of imperialism.

export market / output / obligation / civilization / strength / guidance / resource base / prosperity

### Assignments:

1) Use a school dictionary or the Longman Dictionary of Contemporary English Online on <http://www.ldoceonline.com/> and write down the meaning of those abstract words.

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2) Connect the following verbal phrases with suitable abstract nouns from the list above.

to need \_\_\_ for \_\_\_

to have \_\_\_ to bring

to increase \_\_\_

to need \_\_\_

to be provided with \_\_\_

to partake in \_\_\_

<b>word / phrase</b>
new export markets
industrial and agricultural output
obligation
civilization
military strength
paternalistic guidance
reliable resource bases
prosperity

3) If you see possibilities to improve the academic style of some of your arguments in favor of imperialism (cf. list on Worksheet No.9), then make some adjustments now.

## Step 5: Connecting and Collocating Arguments

### Assignments

1) Look at the first paragraph of Source C again. Instead of just listing one argument after another, the author uses a more refined method typical of academic language. Which one is it?

2) In Word Bank 1, you find **connectives** of this kind. Take the first five arguments in justification of imperialism from your list on Worksheet No.9 and link them with words and phrases from Word Bank 1.

3) The line of reasoning that follows is formally correct, but there is a rub in it: the sequence of arguments is random. In your list on Worksheet No.9, some arguments belong more closely together than others. Connectives are useful to indicate such affinities and gradations, too, because they confer more or less significance on the aspect in question. For instance, “above all” is much more powerful than “also”.

From your list on Worksheet No.9, choose all arguments with respect to the subjects of *economy* and *civilization* and link them with proper connectives.

Here you can write down your answer for Assignment No.1:

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Here you can write down your answer for Assignment No.2:

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Here you can write down your answer for Assignment No.3:

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### Step 6: Adding a Thesis

Look at Source F again. The author does not just start with one of his arguments. Instead, he expresses his general idea first, which is to be consolidated by the subsequent line arguments. In academic writing, this general idea is called a **thesis**.

#### Assignments

- 1) Render the thesis of Source F in your own words.
- 2) Add a proper thesis to your reasoning in Step 5. Use nominalization.

Here you can write down your answer for Assignment No.1:

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Here you can write down your answer for Assignment No.2:

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## Step 7: Creating a Multimodal Output

### Assignments

- 1) Together with a partner, create a historical flyer.
  - Convince your *late 19<sup>th</sup> century readers* why imperialism is a good thing.
  - Make use of technical devices such as Microsoft Word or any other means you may find suitable.
  - Insert pictures, if they suit your needs.
  - Use **nominalization**.
- 2) Send your result to your teacher. The most interesting ones will be published on our international learning community platform in Edmodo.
- 3) Comment on two of the works published. Be *polite* and *constructive*.
- 4) Feel free to respond to comments. Always be polite and constructive.



## Model solutions

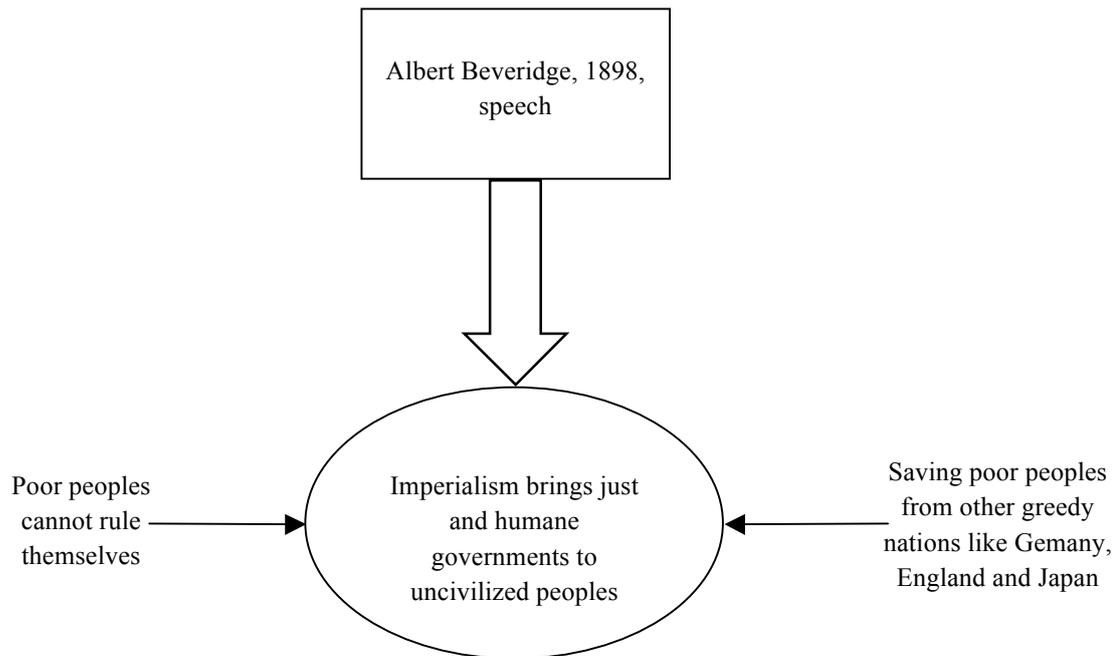
### Step 1: Collecting and Visualizing an Argument

1)

The students' answers in colloquial language are not displayed. The arguments that can be found in sources A-H are listed with nominalized terms in the model solution of Step 3.

2)

Model solution for source E:



### Step 2: Nominalization I

1) During recent decades the British Empire has grown immensely. This **growth** is not appreciated by everyone.

Some people say that our Empire is already big enough. Due to the **size** of the Empire there is no need to increase it anymore, they say.

However, we are competing with other nations. Therefore, we have to expand. The economic and political **competition** with other nations forces the Empire to continue her policy of colonial **expansion**.

2) Economic and political competition with other nations forces Britain to continue its policy of colonial expansion.

### Step 3: Collecting Arguments

- **Source A:** Advanced nations (here: the USA) **need new export markets for their industrial and agricultural output.**
- **Source B:** Colonies **increase the military strength** of their mother nation.
- **Source C:** Superior races (here: the British) need to acquire new territories to spread.
- **Source D:** Advanced nations (here: Britain and the USA) **have an obligation to bring civilization** to primitive peoples

- **Source E:** Primitive peoples are immature and **need paternalistic guidance** by advanced nations (here: the USA).
- **Source F:** Cf. Source D and Source E.
- **Source G:** Colonies **provide** their mother country **with** reliable **export markets** and **resource bases** (cf. Source A).
- **Source H:** Imperialism allows developing nations to **partake in prosperity**.
- **Step 2:** Economic and political competition with other nations forces Britain to continue its policy of colonial expansion.

#### Step 4: Nominalization II

1)

- **export market:** the business of selling and sending goods to other countries
- **output:** the amount of goods or work produced by a person, machine or factory
- **obligation:** a moral or legal duty to do something
- **civilization:** a society that is well organized and developed
- **strength:** the political, military or economic power of an organization, country or system
- **guidance:** help and advice that is given to someone about their work, education or personal life
- **resource base:** something such as useful land
- **prosperity:** when people have money and everything that is needed for a good life

2) cf. bold print in model solution of Step 3

#### Step 5: Connecting and Collocating Arguments

1) The author uses a connective or order, sequence and addition, namely **added to this**.

2) **To start with**, advanced nations need new export markets for their industrial and agricultural output. **Besides**, they have an obligation to bring civilization to primitive peoples. **Moreover**, superior races need to acquire new territories to spread. **To boot**, colonies increase the military strength of their mother nation. **Finally**, primitive peoples are immature and need paternalistic guidance by advanced nations.

3) **In the first place**, advanced nations need new export markets for their industrial and agricultural output. They are **also** provided with resource bases by their colonies. **Furthermore**, imperialism allows developing nations to partake in prosperity. **On top of that**, advanced nations have an obligation to bring civilization to primitive peoples. **Besides**, those peoples are immature and need paternalistic guidance by advanced nations.

#### Step 6: Adding a Thesis

1) Britain does not maintain its Empire for selfish reasons, but out of a moral obligation on behalf of the peoples under its rule.

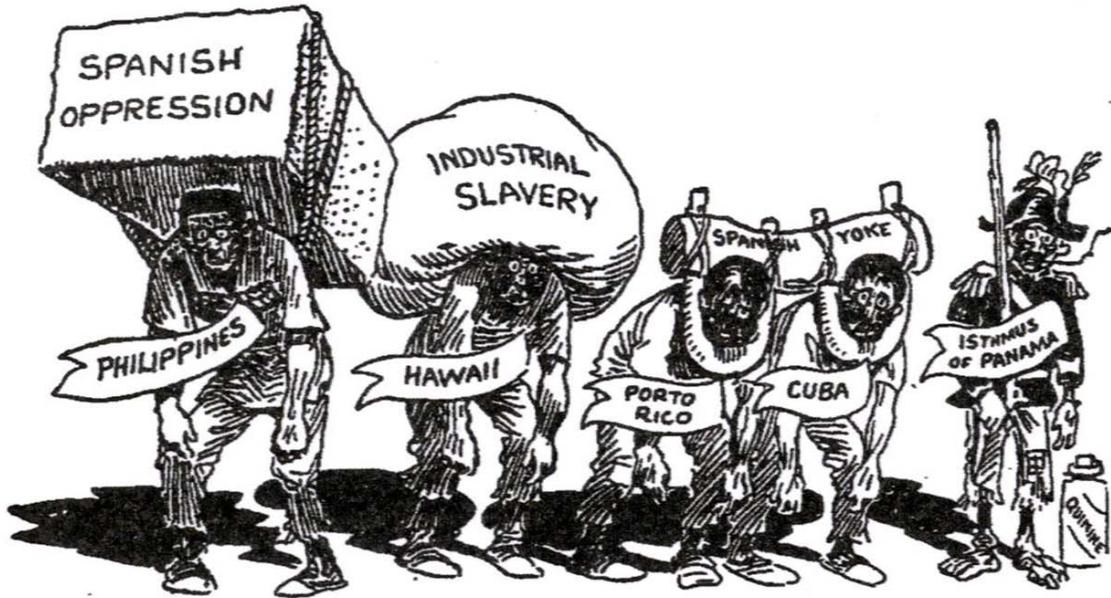
2) Imperialism is a useful endeavor, both for the mother country and the colonies.

## IMPERIALISM IS GOOD!

BUSINESS    FREEDOM OF OPPRESSION    PROSPERITY    HEALTH  
EDUCATION    SELF-GOVERNMENT    GUIDANCE    WEALTH

### WHAT THE UNITED STATES HAS FOUGHT FOR

(Copyright: 1914: By John T. McCutcheon.)



Before the United States intervened in behalf of these oppressed people.



After the United States had rescued them from their oppression.



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The European Centre for Modern Languages is a Council of Europe institution promoting excellence in language education in its member states.

ENG

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The Council of Europe is the continent's leading human rights organisation. It includes 47 member states, 28 of which are members of the European Union.

All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

