



Assignment 2.7: Perspectives on Imperialism

Introduction

Assignment Total /30

In this assignment, you will interpret three sources, identify the perspective in each source and its links to imperialism, and explain the relationship between the sources. This is a two part assignment:

- ❖ **Part One** Planning
- ❖ **Part Two** Written Response

Source analysis is a very important skill for understanding perspectives, both in your Social Studies courses and in your daily life. You will find this type of written response in the midterm and final exam for this course, as well as in the diploma exam at the end of Social 30. This assignment is designed for you to learn and practice skills of source analysis, and to become familiar with the format of source analysis written responses.

Each source presents the perspective of the author or artist on an issue. You may agree or disagree with this perspective, but it is important to be able to understand what the author's or artist's perspective is. Historically, people have viewed different cultures in a variety of ways. Some of these views were ethnocentric or Eurocentric. Both indigenous and non-indigenous people made assumptions about one another based on what they knew and how they understood the world.

When we look at historical documents and images, it's important to consider where the writer or artist was coming from. Did he or she have the view of *cultural superiority* or *ethnocentrism* (the belief that one's own culture is superior)? Or did the writer show *cross-cultural sensitivity*, meaning that he or she was able to recognize differences in culture and was careful to make fair judgements and interpretations that were not based on stereotypes or personal values?

Carefully examine all of the sources that follow. Identify how the perspectives in the source relate to imperialism.

If you are having trouble interpreting sources, review the tutorials found in the course reference guide. They will help add to your skills for this type of assignment.

- How to Analyze a Political Cartoon
- How to Read a Picture
- How to View Critically
- How to Read Critically

Part One: Planning

Total Value: Part One

/10

In Part One, you will study several sources that relate to imperialism. Consider the perspectives about imperialism presented in them. Then, refine your thoughts using the guided questions in the chart. If you would prefer to use another form of planning page, such as a thought web, notes, an outline, or a graphic organizer, you can. Your planning page will be marked according to the scoring guide provided. The planning page will help you write the position paper in Part Two.

Three example sources and how they are analyzed are provided on the course website, or through this [link](#). You are **strongly encouraged** to look at these sources. Many students struggle with source analysis assignments, since they are done in a different way than most other assignments. Reading the examples will help you understand how to do this assignment.

Note: **Not all questions will be equally relevant for all sources.** For example, if the author of a source isn't given, you can't include information about the author. If a question doesn't seem relevant, use the other questions to help you figure out what the perspective of a source is.

Planning Page

Source One



The large character standing behind represents China. Foreground characters from left to right: England (represented by the Queen), Germany (represented by the Kaiser), Russia (represented by the Tsar), France (represented by Lady Liberty), and Japan (represented by the Emperor).

1. What is in the middle of the picture?

2. Who are the characters in the picture? (Characters can be people, animals, or inanimate objects.) How do you know who they are?

3. What is happening in the picture?

4. Are there any words or captions that help you understand what is happening?

5. Are any of the people or items bigger than others? Is that important? Why?

6. How are the people portrayed? Are they good? Evil? Wise? Foolish? Strong? Weak? How can you tell?

7. Whose perspective is it? Is it the perspective of a certain group? How can you tell?

8. Is there a problem shown in the picture? What does the picture suggest should happen to solve the problem? How do you know?

9. What context might this picture have been made in? How do you know?

10. Does the picture suggest that imperialism is good or bad? Why?

Source Two



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.... If there be a God, I think that what he would like me to do is paint as much of the map of Africa British Red as possible.
-Cecil Rhodes

1. Who or what is the source talking about? How can you tell?

2. What does the author think about this topic? How can you tell?

3. Are there specific words or phrases that help you understand the author's point?

4. Who wrote this source? What do you know about him or her?

5. What context might this have been said in? How do you know?

6. Whose perspective is it? Is it the perspective of a certain group? How can you tell?

7. Does the author think there is a problem? What does he or she think should be done about this problem? How do you know?

8. Does the source suggest that imperialism is good or bad? Why?

Source Three

"It is hardly possible to overrate the value, for the improvement of human beings, of things which bring them into contact with persons dissimilar to themselves and with modes of thought and action unlike those with which they are familiar. It is indispensable to be perpetually comparing (one's) own notions and customs with the experience and example of persons in different circumstances? There is no nation which does not need to borrow from others."

-John Stuart Mill

John Stuart Mill, 19th Century British philosopher and economist, used this quote to show the benefits of Britain's global empire for the many different people that made up the fabric of the empire.

1. Who or what is the source talking about? How can you tell?

2. What does the author think about this topic? How can you tell?

3. Are there specific words or phrases that help you understand the author's point?

4. Who wrote this source? What do you know about him or her?

5. What context might this have been said in? How do you know?

6. Whose perspective is it? Is it the perspective of a certain group? How can you tell?

7. Does the author think there is a problem? What does he or she think should be done about this problem? How do you know?

8. Does the source suggest that imperialism is good or bad? Why?

Relationships

The second part of a source analysis assignment is to discuss how the sources are related. Use the following questions to help you determine what relationships exist between these three sources, and look for similarities and differences in the answers.

1. Who are the sources talking about?

2. When are the sources from?

3. Whose perspective are they from?

4. Do they think imperialism is good or bad?


5. Why do they think imperialism is good or bad?

6. How are the sources similar?

7. How are the sources different?

8. How are the events in the sources related historically? Did one source cause the others?

Planning and Outline Scoring Criteria

	<p>The planning must be thorough and thoughtful. It will be marked according to the following criteria. <i>The student:</i></p>
<p>10 Excellent</p>	<ul style="list-style-type: none"> Analyzes the sources thoroughly Demonstrates a deep understanding of the sources and their complexity in the planning process Discusses the sources clearly and competently Provides accurate examples to support statements
<p>8 Proficient</p>	<ul style="list-style-type: none"> Analyzes the sources capably Demonstrates a clear understanding of the sources and their complexity in the planning process Discusses the sources clearly and competently Provides accurate examples to support statements
<p>6 Satisfactory</p>	<ul style="list-style-type: none"> Analyzes the sources in a straightforward manner Demonstrates a conventional understanding of the sources and their complexity in the planning process Discusses the sources generally but clearly Provides adequate examples to support statements
<p>4 Limited</p>	<ul style="list-style-type: none"> Analyzes the sources incompletely Demonstrates a shallow understanding or lack of understanding of the sources and their complexity in the planning process Discusses the sources with little evidence of serious thought Provides few or inaccurate examples to support statements
<p>2 Poor</p>	<ul style="list-style-type: none"> Analyzes the sources minimally Demonstrates a confused, inaccurate, or vague understanding of the sources and their complexity in the planning process Discusses the sources with no evidence of serious thought Provides no examples to support statements

Part Two: Written Response

Total Value: Part Two

/20

Now that you have completed the planning stage of the assignment, complete the written response assignment. It should consist of several paragraphs. Be sure to write a concluding paragraph on the relationship(s) among all three sources. You can structure your response in several ways. Here is one example:

1. one paragraph per source, explaining the source and how it relates to imperialism
2. a concluding paragraph that explains the relationship among the three sources

No matter how you structure the written response, you need to interpret each source and explain how it links to imperialism. You also need to explain one or more relationships that exist among the sources.

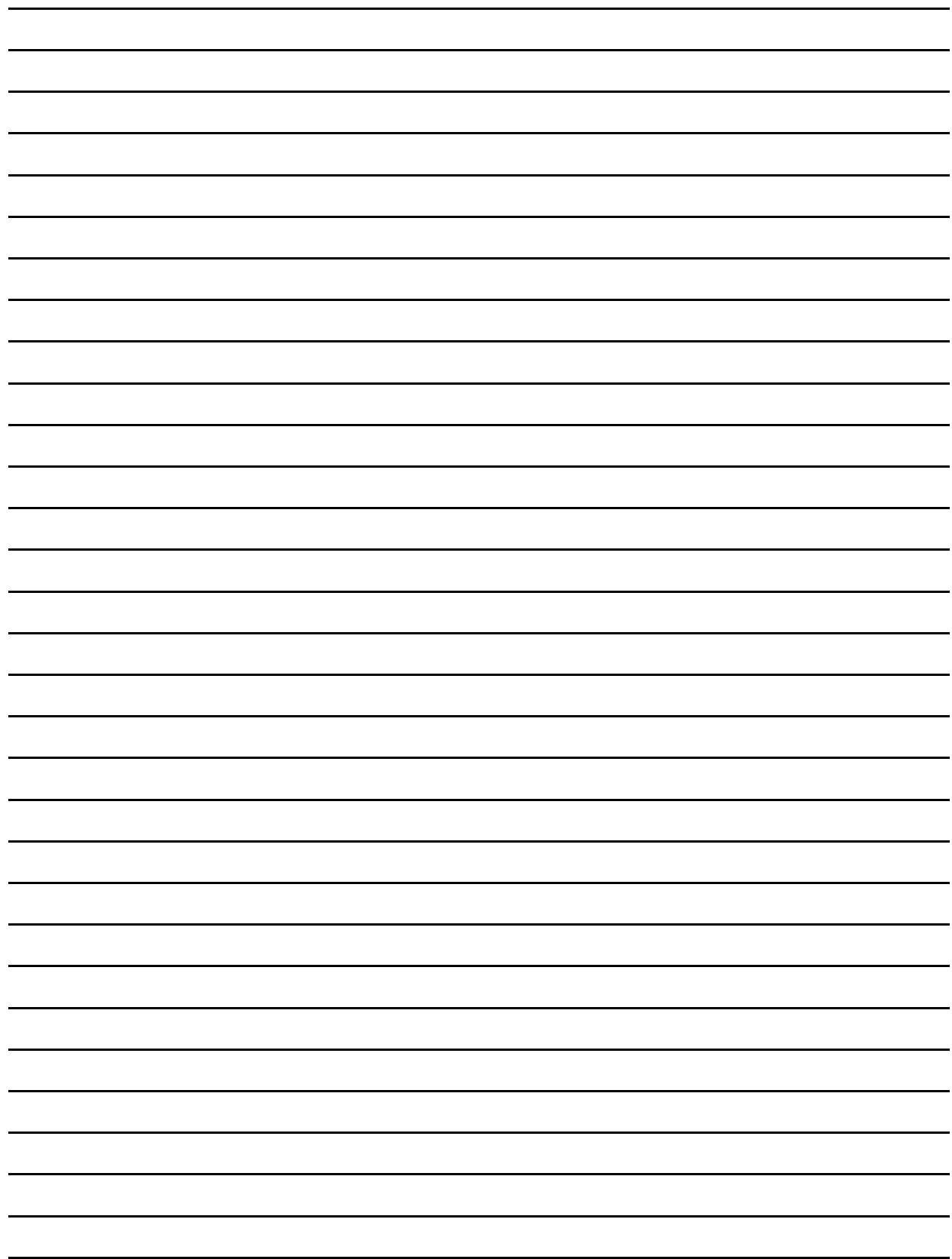
Reminders for Writing:

- Interpret **each** source
- Organize your response
- Proofread and edit your writing

Make sure that you address both questions and refer to information that you gathered in Part One of this assignment. Your response will be graded using the rubric on the last page of this assignment.

Written Response:

[illegible]



When you have completed Part 2, submit both parts of Assignment 2.7: Perspectives on Imperialism. Make sure that you've completed both sections of this assignment, including:

- Submit the assignment on the submission page for this assignment in the Moodle course.



Scoring Guide for the Written Response

	Interpretation of Sources (3x4=12)	Relationships (6)	Communication (2)
	When marking Interpretation of Sources , consider how effectively the student; interprets each source to demonstrate an understanding of how each source link to imperialism. *Note students are expected to address all three sources .	When marking Relationships , consider how effectively the student: explains the relationship(s) that exist among all sources. Explanations may be embedded or in on part of the response.	When marking communication, consider how effectively the student communicates, including control of; vocabulary, sentence structure, mechanics, grammar and organization. Students are expected to use paragraph form for the response.
Excellent	Interpretation of the source is sophisticated, insightful, and precise, demonstrating a perceptive understanding of links to imperialism. 4	The explanation of relationship(s) is perceptive and thorough. 6	Vocabulary is precise and deliberately chosen. Sentence structure is controlled and sophisticated; ideas are judiciously organized. Writing demonstrates skillful control of mechanics and grammar. 2
Proficient	Interpretation of the source is sound, specific, and adept, demonstrating a sound understanding of links to imperialism. 3.2	The explanation of relationship(s) is capable and purposeful. 4.8	Vocabulary is appropriate and specific. Sentence structure is controlled and effective; ideas are purposely organized. Writing demonstrates capable control of mechanics and grammar. 1.6
Satisfactory	Interpretation of the source is adequate, straightforward, and conventional, demonstrating a generalized understanding of links to imperialism. 2.4	The explanation of relationship(s) is adequate and straightforward. 3.6	Vocabulary is conventional and generalized. Sentence structure is controlled and straightforward; ideas are adequately organized. Writing demonstrates basic control of mechanics and grammar. 1.2
Limited	Interpretation of the source is incomplete, vague, and simplistic, demonstrating a confused understanding of links to imperialism. 1.6	The explanation of relationship(s) is superficial, incomplete, redundant, and of questionable accuracy. 2.4	Vocabulary is imprecise, simplistic, and/or inappropriate. Sentence structure is awkward; ideas are organized ineffectively. Writing demonstrates a faltering control of mechanics and grammar. .8
Poor	Interpretation of the source is scant, inaccurate, and irrelevant, demonstrating little or no understanding of links to imperialism. .8	The explanation of relationship(s) is scant, illogical, and tangential. 1.2	Vocabulary is over-generalized and/or inaccurate. Sentence structure is uncontrolled; organization of ideas is haphazard and/or lacking. Writing demonstrates a profound lack of control of mechanics and grammar. .4
Resubmission R	Resubmission is assigned to a response that fails to meet the minimum requirements of Poor . You need to contact your teacher to discuss your work and your resubmission.		