

Europe's Scramble for Africa Why Did They Do It?

*Was it for money and trade, glory and
humanitarian idealism, or power and pride?*



Debating the DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

Europe's Scramble for Africa Why Did They Do It?

The 2017 World History Course and Exam Description of the College Board Advanced Placement Program* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

The Five Themes

- 1. Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)
- 2. Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
- 3. State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
- 4. Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)
- 5. Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

This Booklet's Main Themes:

- 1** Interaction between humans and the environment.
- 3** State-building, expansion, and conflict.

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Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it's because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

List in order of importance what you see as the major reasons for Europe’s “scramble for Africa” and explain your choices.

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

Europe's Scramble for Africa

Otto von Bismarck was the statesman who united Germany as a single nation in 1871. When other European countries began their rush to seize most of Africa in the 1880s, Bismarck was skeptical. He doubted that Germany needed African colonies at all. He also hoped to avoid conflict with Britain and feared he would get into such conflict if he competed with it for colonies in Africa. Yet pressure from the press and pro-imperialist groups began to mount. Bismarck resisted the pressure for a time, but finally told one German official, "All this colonial business is a sham, but we need it for the elections."

As a result, Germany by 1885 had acquired four colonies in Africa, none of very much value to Germany in any economic sense.

This story about Germany touches on many of the themes that make the European "scramble for Africa" so complicated and so hard to fully understand. As late as the 1860s, very little of Africa was under European control. Portugal held two colonies in southern Africa. France had begun to rule in Algeria. The British held the Cape Colony at the southern tip of Africa. France, Portugal, and Great Britain held several other small African coastal areas. Yet the vast interior was still largely unknown to Europeans. Starting in the 1870s, Europe rapidly conquered almost all of Africa; a look at a map of Africa in 1914 shows just how rapidly. By then, the entire continent was carved into European-controlled colonies, except for Ethiopia and Liberia. Why?

No one clear reason or factor seems able to explain fully the frenzy for empire building that seized Europeans in the late 1800s. The scramble for Africa was only part of a much larger imperial drive that led Europeans into many other regions of the world as well. In no other region, however, was so much land seized—land whose value to Europe was so questionable.

A desire for profits was clearly a driving force for some. In 1876, King Leopold II of Belgium began acquiring land that would become the Congo Free State, a territory he controlled privately for a time. Millions may have died because of

his terrible exploitation of forced labor there to produce rubber, ivory, and other goods. Even other European imperialists were horrified by the atrocities. But profit was also a motive for many of them as they followed Leopold's lead and set out to carve up Africa's interior. Certainly this was the case for Cecil Rhodes, who made a fortune monopolizing South Africa's diamond trade. There were others like Rhodes, though perhaps not many with as grandiose a vision as his.

Yet as Bismarck's statement suggests, much of Africa was not that valuable from an economic standpoint. In the 1890s, for example, Great Britain's trade with tiny Belgium was greater than its trade with all of Africa.

Much of the European support for empire was no doubt motivated by missionary idealism and humanitarian concerns. Of course, a powerful and arrogant sense of cultural superiority often shaped this missionary spirit. In any case, European actions in Africa often failed to live up to such idealism. Yet there is no doubt that this idealism was a real and sincere motive for many.

In some ways, the scramble for Africa simply seemed to feed on itself. One nation sought colonies to keep other nations from getting them first or from gaining some other advantage over their rivals. Nationalist pride intensified this sort of political and diplomatic jockeying. The unification of Germany and Italy in the 1860s and 1870s added to such tensions. These new, powerful (but insecure) competitors felt driven to acquire colonies as insurance against facing off against one another in Europe itself. As Bismarck again later put it, "My map of Africa lies in Europe. Here is Russia and here is France, with Germany in the middle; that is my map of Africa."

As you seek to better understand the reasons for Europe's imperial conquest of Africa, the sources for this lesson should give you many other ideas to discuss and debate.

Europe's Scramble for Africa Time Line

1806

• • • Great Britain takes control of Cape Colony in South Africa.

1834

• • • In the "Great Trek," Dutch-speaking farmers, called "Boers," leave the Cape Colony and ultimately found two Boer republics to the north: the Orange Free State and Transvaal, or the South African Republic.

1840s-1870s

• • • European explorers, including David Livingstone, travel through Africa and publish reports on it. The number of European missions in Africa grows.

1870s

• • • King Leopold II of Belgium takes private control of the Congo Basin and its minerals. In 1884, he opens it to settlement as the Congo Free State.

1880-1881

• • • In the First Anglo-Boer War, the Boers restore Transvaal's independence after losing it briefly in 1877.

1882-1885

• • • The British invade and take over Egypt. They then must deal with Muhammad Ahmad in Sudan, already fighting Egyptian control. He calls himself "the Mahdi," the redeemer of Islam. The British send Charles Gordon to withdraw Egyptian and British troops from Sudan. Gordon acts to defeat the Mahdi, who soon besieges Khartoum. Khartoum falls in late January 1885, and Gordon is killed.

1884-1885

• • • At the Berlin Conference, hosted by Otto von Bismarck, the European powers grant Belgian King Leopold's claim to the Congo Basin and set down rules by which a colonizer, to win recognition, must show "effective occupation" and an ability to administer the colony and its economy.

1885

• • • Germany announces a protectorate over a large part of East Africa.

1885-1889

• • • France establishes new protectorates in West Africa, as the British are establishing other protectorates in West, East, and Southern Africa.

1889

• • • Cecil Rhodes' British South Africa Company is granted a royal charter. It soon extends its authority over present-day Zambia, Malawi, and Zimbabwe. Rhodes envisions a "Cape-to-Cairo" railway to help unite all of British-held Africa.

1896

• • • Ethiopia defeats Italy, but the Italians gain control of Eritrea.

1896-1898

• • • The British send Lord Kitchener to reconquer Sudan. At Omdurman, British and Egyptian forces with machine guns defeat the Mahdists, killing 11,000 of them while losing only 48 of their own soldiers. Soon after, the Fashoda Incident occurs when France's drive to link its West African colonies to the Nile clashes with Britain's aim to unite its African holdings from south to north. At Fashoda, the two nations face off. The outnumbered French are forced to withdraw.

1899-1902

• • • In the long Second Anglo-Boer War, the British take control of the Boer republics, which later form parts of the Union of South Africa.

1903-1908

• • • The 1903 Casement Report details massive atrocities in Leopold II's Congo Free State. In 1908, the Belgium parliament takes control of the territory, which will be called Belgian Congo.

1905-1912

• • • In the First Moroccan Crisis (1905-06), Germany tests a new British-French alliance by opposing French plans to make Morocco a protectorate. The alliance holds and Germany has to back down. In a Second Moroccan Crisis (1911-12), the British and French again unite against German pressure, and Germany agrees to French control over Morocco in exchange for land in French Equatorial Africa.

Primary Source Documents 1 & 2

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York

Information on Documents 1 & 2

Document 1. Among the explanations Europeans gave for their imperial ambitions in Africa was the claim that they would bring the benefits of civilized life to that continent. This French magazine cover from 1911 suggests that France will bring civilization, peace, and wealth to Morocco. The phrase the French used for this principle was *Mission civilisatrice*.

Document 2. The sincere efforts of missionaries often had a positive impact in Africa, as this photo of a missionary with his students suggests. European nations also often used missionary efforts as reasons for further intervention in Africa, ostensibly to protect the missionaries but also to advance their colonial interests.

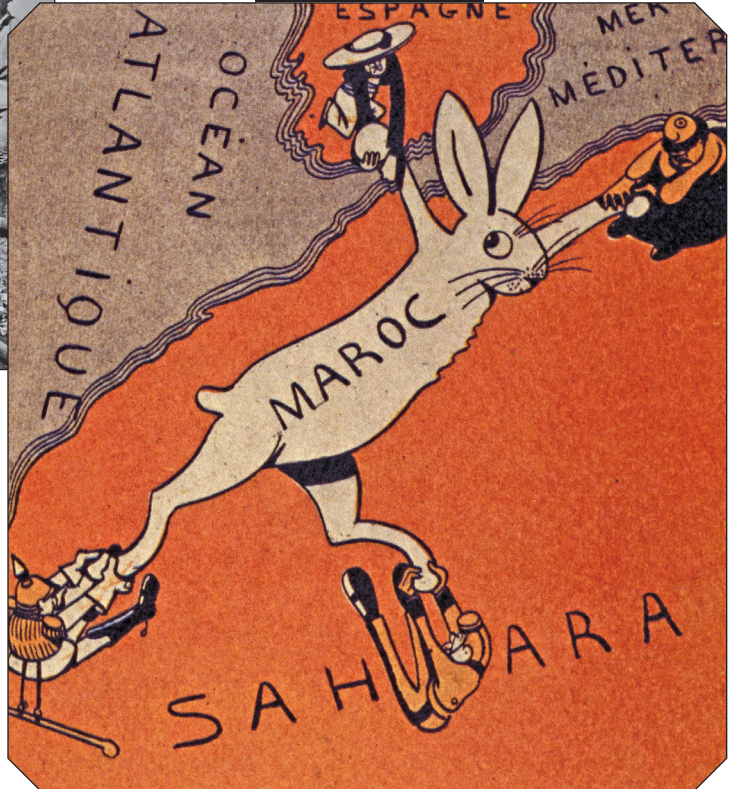
Primary Source Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

Information on Documents 3 & 4

Document 3. This photograph shows Florence Preston in 1901 driving the last spike of the Uganda Railway at Port Florence (Kisumu) in Britain's East Africa Protectorate (present-day Kenya). Florence was the wife of Ronald O. Preston, the chief engineer of the firm that constructed the railroad. Europeans saw railroads and other industrial development projects as among the greater benefits of imperial control in Africa, making it easier to ship raw materials to Europe and to move troops from place to place.

Document 4. Rivalries between European nations were a major factor in the scramble to carve out colonial empires in Africa. This 1903 French cartoon makes a humorous comment on the intense competition between Spain, Germany, Britain, and French Algeria for Morocco. Soon after this cartoon appeared, Britain and France formed a political alliance. In response, Germany put pressure on the new alliance by stepping up its efforts to thwart France's plans for Morocco.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

Referring to both images, write a brief paragraph summing up the benefits that Europeans thought their colonial empires would bring to Africans.

2 Visual Features—Doc. 1 _____

What details in the illustration help to portray France's *Mission civilisatrice* as a noble undertaking?

3 Visual Features—Doc. 2 _____

Notice two aspects of this photo: first, how its subjects are arranged, and second, how they are dressed. How do these details help convey what many Europeans felt about European missionary efforts in Africa?

Study the Documents: Visual Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

Taken together, what do Documents 3 and 4 seem to suggest about European motives for setting up colonies in Africa?

2 Compare & Contrast I

Documents 1 and 3 both make use of a female figure to convey an idea about Europe's colonial adventures in Africa. What purpose(s) do you think these female figures serve in these images? What do they suggest about the role of women in European society at that time?

3 Compare & Contrast II

Documents 1 and 2 are examples of one view of European motives for colonizing Africa. Documents 3 and 4 display a much different set of motives. Write a brief paragraph comparing and contrasting these two views.

Comparing the Documents

★ *The Visual Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

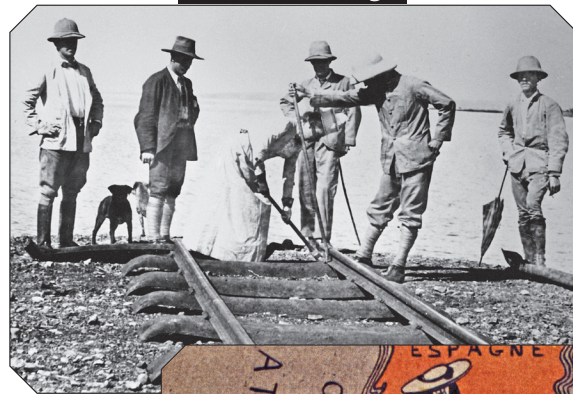
Which of these primary source documents would be most useful to a historian trying to understand Europe's imperial scramble for Africa?

Document 1



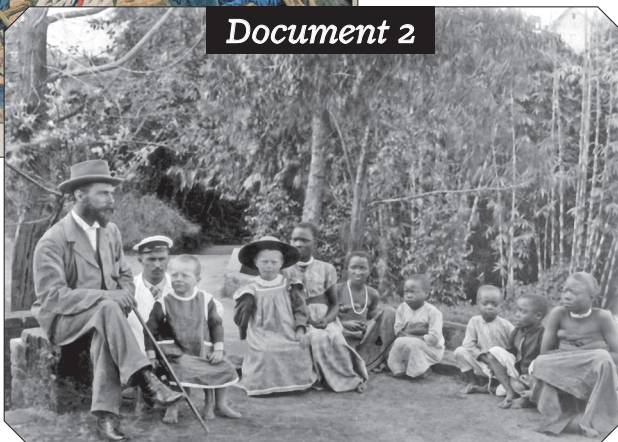
The Granger Collection, New York

Document 3

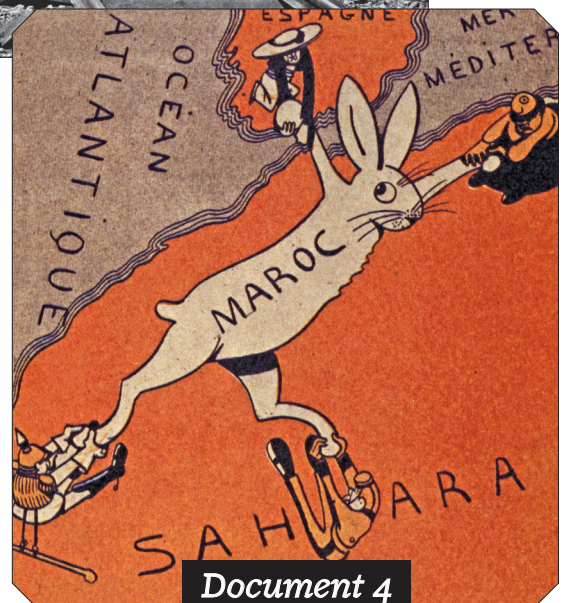


The Granger Collection, New York

Document 2



The Granger Collection, New York



Document 4

The Granger Collection, New York

Documents 1 & 2

☐

Documents 3 & 4

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Document 1

Information on Document 1

Below are passages from “The True Conception of Empire,” a speech given by British Colonial Secretary Joseph Chamberlain (1836–1914) at the annual dinner of the Royal Colonial Institute on March 31, 1897.

Document 1

In carrying out this work of civilization, we are fulfilling what I believe to be our national mission, and we are finding scope for the exercise of those faculties and qualities which have made of us a great governing force... No doubt, in the first instance, when these conquests have been made, there has been bloodshed, there has been loss of life among the native populations, loss of still more precious lives among those who have been sent out to bring these countries into some kind of disciplined order, but it must be remembered that is the condition of the mission we have to fulfill . . .

You cannot have omelettes without breaking eggs; you cannot destroy the

practices of barbarism, of slavery, of superstition, which for centuries have desolated the interior of Africa, without the use of force; but if you will fairly contrast the gain to humanity with the price which we are bound to pay for it, I think you may well rejoice in the result of such expeditions as those which have been recently conducted with such signal success in Nyassaland, Ashanti, Nenin, and Nupe . . .

It seems to me that the tendency of the time is to throw all power into the hands of those greater empires, and the minor kingdoms—those which are non-progressive—seem to be destined to fall into a secondary and subordinate place.

Written Primary Source Document 2

Information on Document 2

The following is an excerpt from Kaiser Wilhelm II of Germany's "Speech to the North German Regatta Association" in 1901. (C. Gauss, *The German Kaiser as Shown in His Public Utterances*. New York: Charles Scribner's Sons, 1915. pp. 181–183.) The Kaiser is speaking here to a group interested in strengthening German sea power. The "Hansa" and "Hanseatic cities" that he mentions refer to an alliance of German trading guilds that controlled trade on the Baltic Sea in the late Middle Ages.

Document 2

In spite of the fact that we have no such fleet as we should have, we have conquered for ourselves a place in the sun. It will now be my task to see to it that this place in the sun shall remain our undisputed possession, in order that the sun's rays may fall fruitfully upon our activity and trade in foreign parts, that our industry and agriculture may develop within the state and our sailing sports upon the water, for our future lies upon the water. The more Germans go out upon the waters, whether it be in races or regattas, whether it be in journeys across the ocean, or in the service of the battle flag, so much the better it will be for us.

For when the German has once learned to direct his glance upon what is distant and great, the pettiness which surrounds him in daily life on all sides will disappear. Whoever wishes to have this larger and freer outlook can find no better place than one of the Hanseatic cities . . . We

are now making efforts to do what, in the old time, the Hanseatic cities could not accomplish, because they lacked the vivifying and protecting power of the empire. May it be the function of my Hansa during many years of peace to protect and advance commerce and trade!

As head of the Empire I therefore rejoice over every citizen, whether from Hamburg, Bremen, or Lübeck, who goes forth with this large outlook and seeks new points where we can drive in the nail on which to hang our armor. Therefore, I believe that I express the feeling of all your hearts when I recognize gratefully that the director of this company who has placed at our disposal the wonderful ship which bears my daughter's name has gone forth as a courageous servant of the Hansa, in order to make for us friendly conquests whose fruits will be gathered by our descendants!

Study the Document: Written Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

What does Chamberlain see as the “national mission” of the British Empire, and what does he say about the colonized peoples to justify Britain’s efforts to expand and maintain its empire?

2 Audience, Author, Purpose _____

From the tone of the speech, as well as the information provided about it, describe the audience Chamberlain appears to be addressing. What sorts of people do you think they are? What views do you think they already have about the British Empire?

3 Background Information _____

In talking about Great Britain, Chamberlain speaks of “those faculties and qualities which have made us a great governing force.” Based on what you know of Great Britain in the 1800s, what “faculties and qualities” do you think he had in mind?

4 What Else Can You Infer? _____

What can you infer about public opinion in Britain about its African colonies? Does the speech suggest that the British public agrees with Chamberlain? Why or why not?

Study the Document: Written Source 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic

What do you think Kaiser Wilhelm II means by “a place in the sun,” and why do you think he feels this is so important for Germany?

2 Compare & Contrast

In what ways do Kaiser Wilhelm II and Joseph Chamberlain (Written Source 1) agree about the reasons for establishing an overseas empire? In what ways are their reasons different? Make a list of similarities and differences you notice.

3 Background Knowledge

Think about Germany’s history in the decades before this 1901 speech. Also think about Germany’s place in Europe’s balance of power at the time of the speech. How do these things help explain any differences between Kaiser Wilhelm’s and a British imperialist’s view of empire?

Comparing the Documents

★ *The Written Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand Europe's imperial scramble for Africa?

*Passages from a speech
by British Colonial
Secretary Joseph
Chamberlain to the Royal
Colonial Institute in 1897*

Document 1

☐

*Passages from a speech
by Kaiser Wilhelm II
of Germany to the
North German Regatta
Association in 1901*

Document 2

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on Europe's scramble for colonies in Africa. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

Document-Based Question

1

List in order of importance what you see as the major reasons for Europe's "scramble for Africa" and explain your choices.

OR

2

In the scramble for Africa, some Europeans stressed an idealistic, civilizing mission; others stressed economics and diplomatic rivalry. Were these two sets of motives consistent with one another, or did they contradict one another? Explain your answer.

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a "laundry list" fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

Worksheet 1

Visual Sources 1 & 2

1. Answers may include such things as “civilization,” greater prosperity, education, peace, religious inspiration, etc.
2. Answers include the posture and bearing of the the female figure, the facial expressions of the colonial subjects, what they are receiving from her, etc.,
3. The missionary sits in a dominant position well above his charges, who sit respectfully at his feet; everyone appears neatly dressed. Advocates likely saw this as the desired outcome of missionary work: Africans “tamed” and “civilized” through the efforts of white Europeans.

Worksheet 2

Visual Sources 3 & 4

1. Answers here should focus on economic interests and political rivalries as motives.
2. Answers may vary. The female figures appear to idealize or humanize some very difficult or dangerous endeavor that women in reality had little part in. Women in European society were essentially relegated to similar roles.
3. Broadly speaking, the first group offers an idealistic view of the intentions behind colonization; the second group focuses on competition, economic self-interest, and diplomatic rivalry as motives for colonization

Worksheet 3

Written Source 1

1. Answers should stress the view that the colonial empire is needed to bring civilization and order to disorderly and uncivilized peoples.
2. Chamberlain refers to his audience as “we,” and he seems to assume he is among those who already agree with him. Considering the name of the organization, they are likely already actively involved in the imperial effort.
3. Its advanced industry, scientific and educational achievements, its long tradition of ruling other lands elsewhere around the globe, etc.
4. Students may sense that despite his confidence, Chamberlain is also defensive about the use of force to maintain the empire. This implies he is aware of criticism on this issue in the public at large.

Worksheet 4

Written Source 2

1. He likely means imperial possessions on par with Britain's in prestige and economic strength. He seems to think that its lack of sea power has hampered Germany's prosperity and emergence as a world power.
2. Lists may vary. Both seem confident of the right to rule others, though Kaiser Wilhelm II is less concerned about the benefits of empire for colonized peoples than their economic and military value to Germany.
3. Students should list such things as Germany's recent unification (1871), its confinement between other powerful nations and empires, its naval inferiority to Great Britain, etc.

Visual Primary Sources

First Group—Documents 1 & 2

Document 1



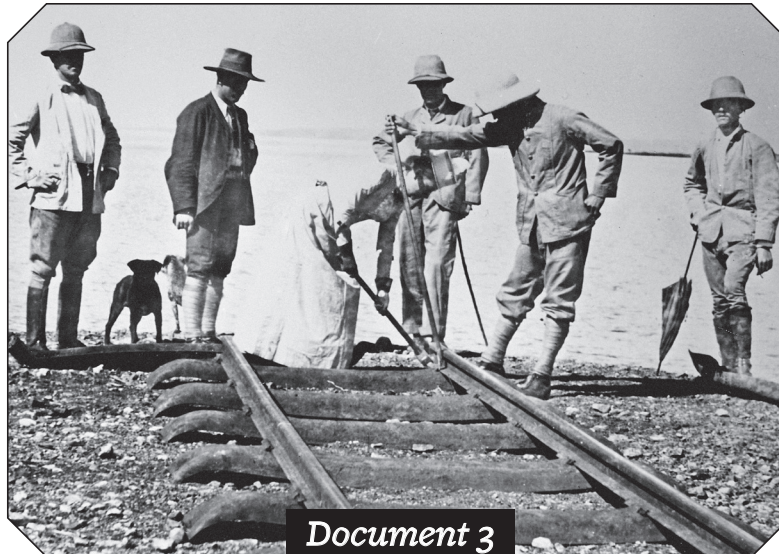
The Granger Collection, New York

Document 2



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First Group—Documents 3 & 4



Document 3

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Document 4

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