### **Analyzing Imperial Motives**

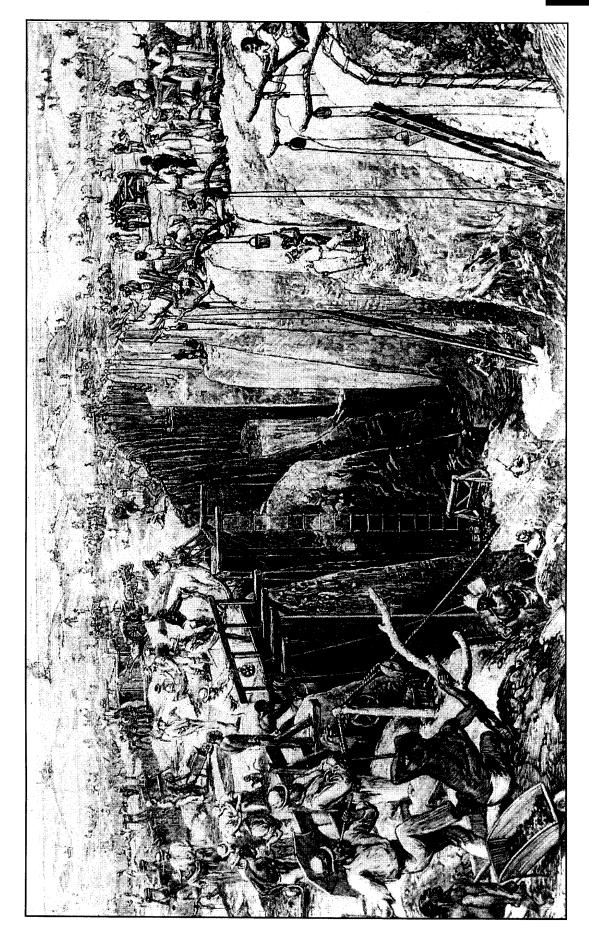
Your Symbol	ECONOMIC motives included the desire to make money, to expand and control foreign trade, to create new markets for products, to acquire raw materials and cheap labor, to compete for investments and resources, and to export industrial technology and transportation methods.	Your Symbol	<b>EXPLORATORY</b> motives were based on the desire to <b>explore "unknown"</b> or uncharted territory, to conduct <b>scientific research</b> , to conduct <b>medical searches</b> for the causes and treatment of diseases, to go on an <b>adventure</b> , and to <b>investigate</b> "unknown" lands and <b>cultures</b> .
Your Symbol	POLITICAL motives were based on a nation's desire to gain power, to compete with other European countries, to expand territory, to exercise military force, to gain prestige by winning colonies, and to boost national pride and security.	Your Symbol	IDEOLOGICAL motives were based on cultural values such as the belief that the white race was superior, other cultures were "primitive," Europeans should "civilize" peoples in other parts of the world, great nations should have empires, and only the strongest nations will survive.
	RELIGIOUS motives included the desire to spread Christianity, to protect European missionaries in other lands, to spread European values and moral beliefs, to educate peoples of other cultures, and to end slave trade in Africa.		

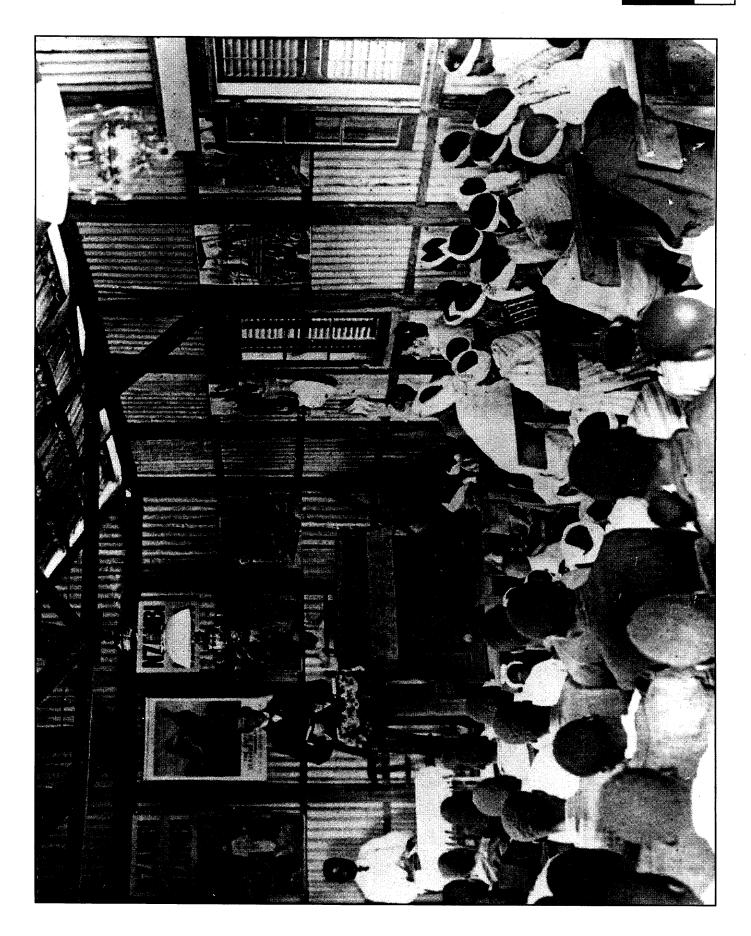
Placard	Describe What You See	Symbol of Motive(s)	Why You Chose This Motive(s)
A			
В			
С			

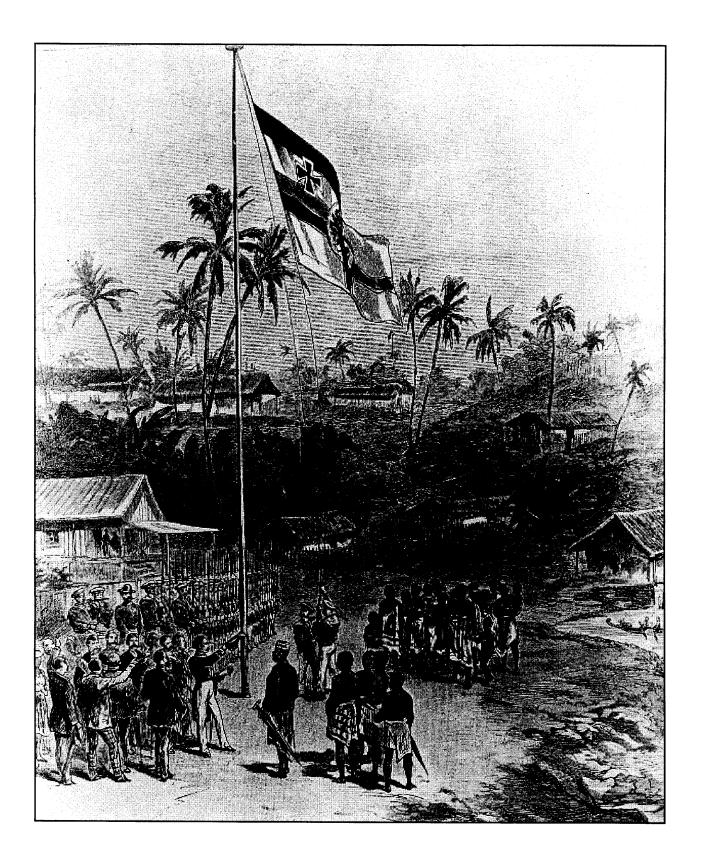
Your Symbol

Placard	Describe What You See	Symbol of Motive(s)	Why You Chose This Motive(s)
D			
E			
F			
G			
Н			
I			

Placard	Describe What You See	Symbol of Motive(s)	Why You Chose This Motive(s)
J			
K			
L			
M			
N			
0			

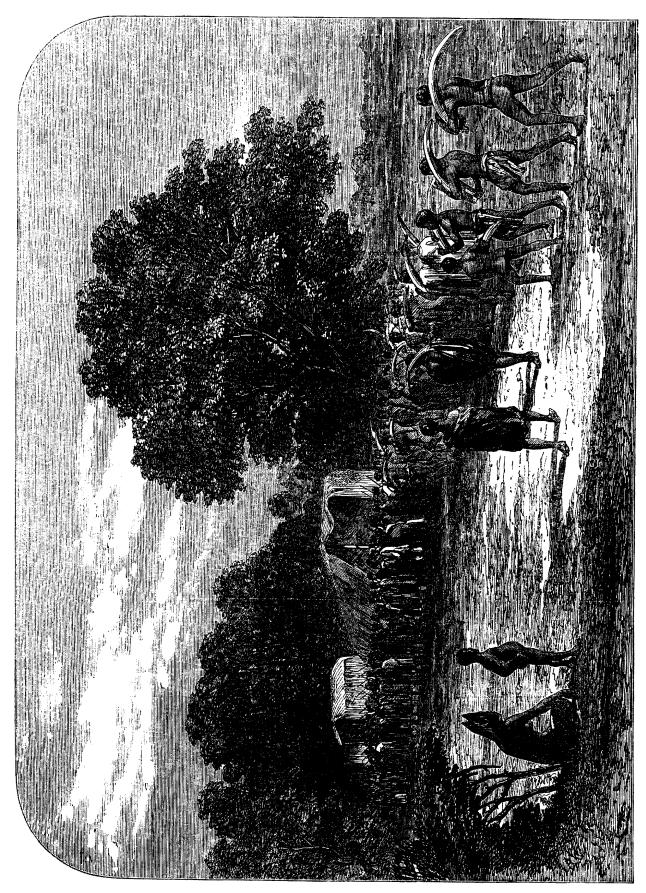


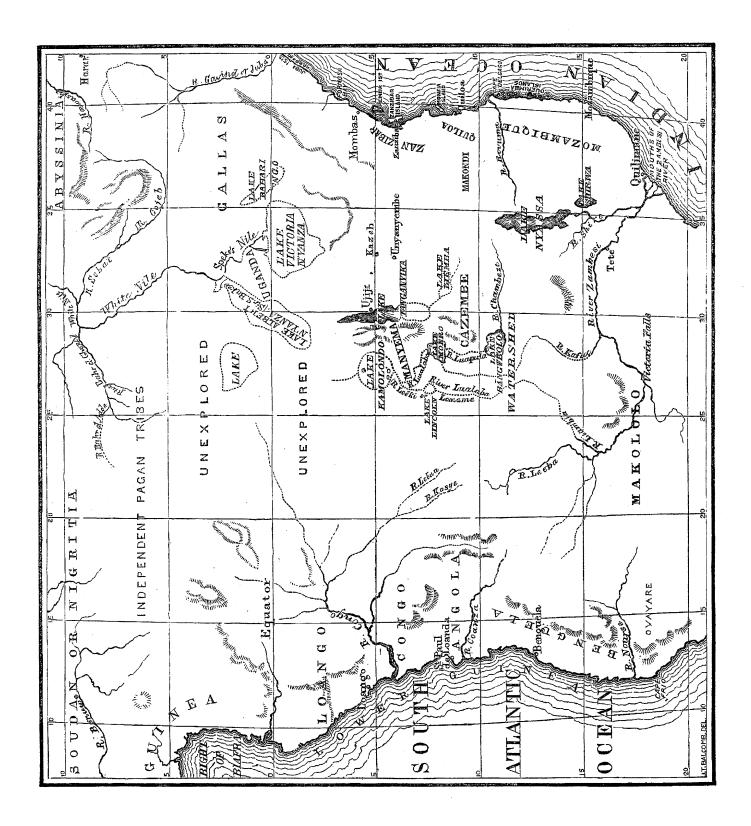




© Teachers' Curriculum Institute WH-10-1, Placards, Page 22

has been our purpose to fill this blank with life, conspicuously begun, and abandon Africa to its to redeem this waste, to plant and sow that the lands so long forgotten by Europe. But cursed dark man may gather, to vivify the wide, wild jealousy and a spirit of mischief, will compel As yet the Congo basin is a blank, a fruitless waste, a desolate and unproductive area... It be he or they who, animated by causeless us to fire our station, destroy our work so pristine helplessness and savagery. -Henry Stanley, 1882

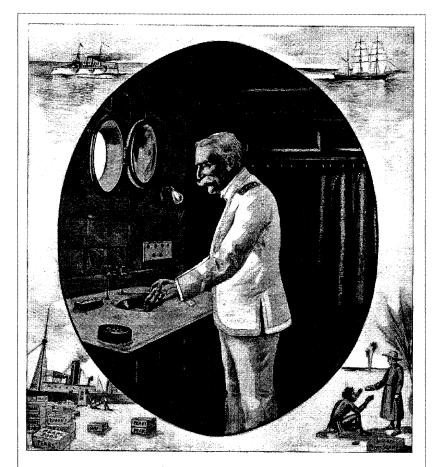




#### Excerpt from The White Man's Burden

Take up the White Man's Burden—
Send forth the best ye breed—
Go bind your sons to exile—
To serve your captives' need;
To wait in heavy harness,
On fluttered fold and wild—
Your new-caught, sullen peoples,
Half-devil and half-child.

-Rudyard Kipling, 1899



The first step towards lightening

#### The White Man's Burden

is through teaching the virtues of cleanliness.

## Pears' Soap

is a potent factor in brightening the dark corners of the earth as civilization advances, while amongst the cultured of all nations it holds the highest place—it is the ideal toilet soap.



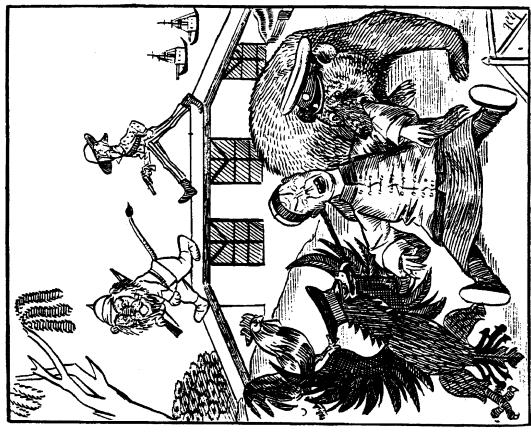
# The Partition of China

THE Heathen Chinee! The Heathen Chinee!
What a channel for Christian Expansion is he.
Then Ho! for the Flowery Land of the East,
Like vultures we'll swoop on the promising feast.
Commission your Navies, ye Nations so free,
To bear the true light to the Heathen Chinee.

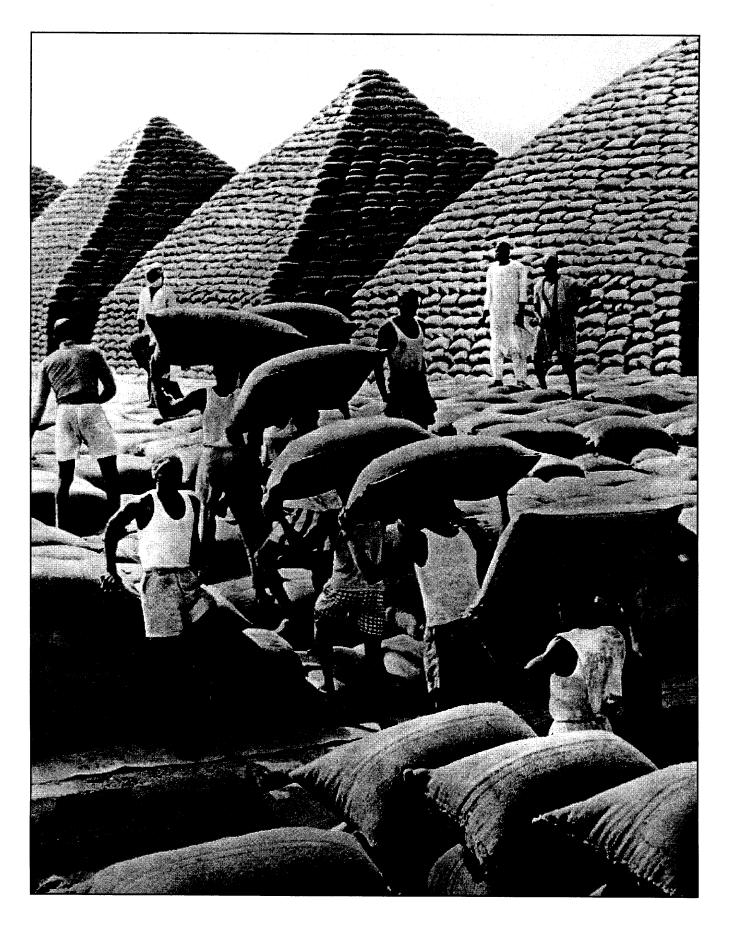
If Russia 'makes converts,' it's perfectly clear We need for 'converting' a well-defined sphere; If Germany's 'missions' hold meetings for prayer, So Christian a work 'tis our duty to share. Incidentally, too, there is cash to be made; There's naught like Religion to stimulate Trade.

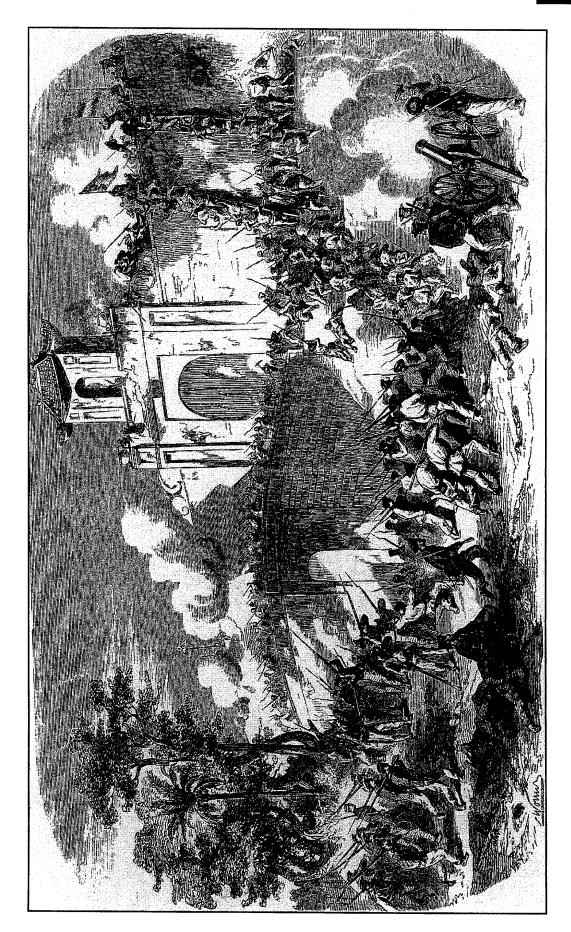
Them come all ye Teachers and Preachers and Fighters, Backed up by the Press and its wonderful writers, Let's give to this darkened and downtrodden nation A touch of the blessings of Civilisation.

And our Christian 'Maxims' will work, you will see, A change for the good in that Heathen Chinee.

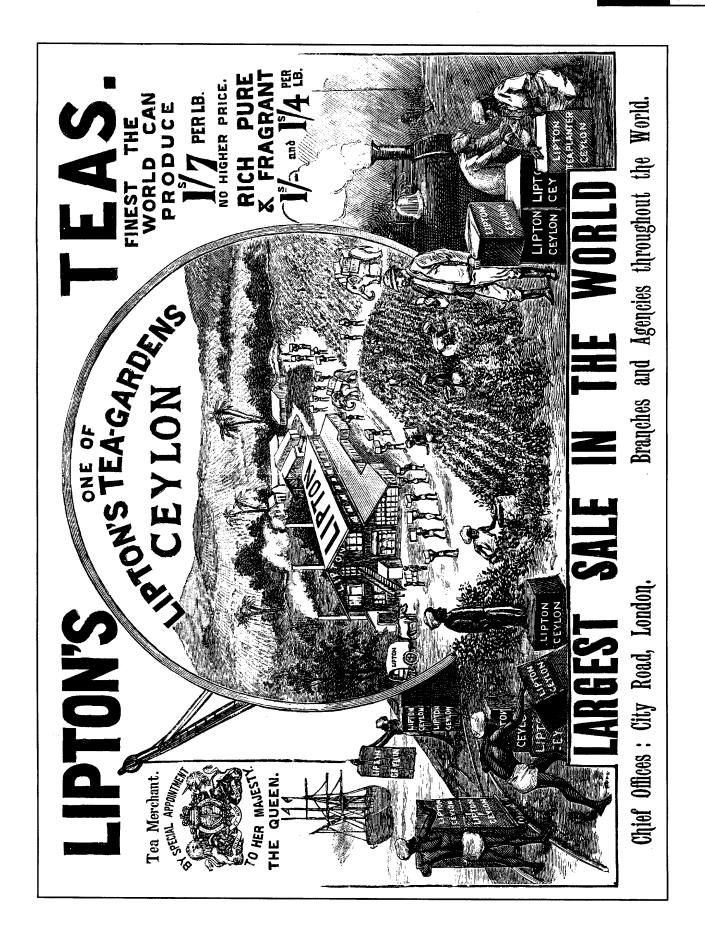


'The Heathen Chinee! The Heathen Chinee!"





© Teachers' Curriculum Institute WH-10-1, Placards, Page 30





© Teachers' Curriculum Institute WH-10-1, Placards, Page 32

I beg to direct your attention to Africa; I know that in a few years I shall be cut off in that country, which is now open: Do not let it be shut again! I go back to Africa to try to make an open path for commerce and Christianity; do you carry out the work which I have begun. I leave it with you!

-David Livingstone, 1857

