

Indigenous Responses to State Expansion from 1750 to 1900

Duration

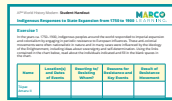
Two or three class sessions of approximately 40 minutes each

Resources

1. Teacher Commentary



2. Student Handout



3. Homework



Objectives of Lesson

- To explore the ways in which nationalist movements, religious devotion, and other factors contributed to anticolonial resistance in the period c. 1750–1900
- To investigate illustrative examples showing the widespread geographical spread of anticolonial sentiment

College Board Objectives from the 2020–21 CED

- **Topic 6.3:** Indigenous Responses to State Expansion from 1750 to 1900 (p.118)
- **Learning Objective C:** “Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.”
- **Key Concept 5.3.III.D:** “Increasing questions about political authority and growing nationalism contributed to anticolonial movements.”
- **Key Concept 5.2.II.C:** “Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.”
- **Key Concept 5.3.III.E:** “Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.”

Student Activities

- Class discussion of indigenous responses to European state expansion and imperialism
- Student exploration of a variety of websites to learn about key anticolonial figures and movements
- Practice responding to an AP® Exam-style short-answer question

NOTES

Write or type in this area.

How to Use This Lesson

This lesson is designed to give students an opportunity to explore indigenous responses to state expansion, both direct and indirect, in the period roughly 1750 to 1900 through various websites and a primary source historical text. The lesson includes several different components that are designed to spark conversation and help students to think about the variety of ways in which European colonialism engendered widespread discontent and rebellion (often unsuccessful).

The student handout/worksheet contains a chart that students are instructed to complete using linked websites as well as a short-answer question based on a primary source historical poem/song. The homework assignment is designed to give students further insight into the topic by having them dive deeply into the Indian uprising against the British in 1857. By the end of the lesson, students should have a stronger understanding of the ways in which various groups attempted to resist European imperialism.

In order to prepare students for the exercises contained in the student handout, we recommend that you begin the class with a short introduction to the broad thematic focus of Topic 6.3 as outlined by the College Board: governance, with a specific focus on the internal and external factors that impacted responses to colonialism. We have included some brief historical context below to help guide your discussion. This introduction can be lecture-style, or, if the setting is appropriate, students can work in pairs or small groups to brainstorm and articulate what they already know about indigenous responses to state expansion during this era.

The central component of this lesson requires students to navigate to various linked websites containing brief biographies and/or overviews of important indigenous resistance movements or events, then fill in a blank chart to test comprehension and thoroughness. In addition to this component, students are also asked to respond to a short-answer question about the Puerto Rican independence movement. We have also included a homework assignment that explores Topic 6.3 further by directing students to read a long article from the National Army Museum in London about the Sepoy Mutiny and respond to a series of general discussion questions. The homework assignment is designed to build upon the class lesson and also draw upon students' prior knowledge of the topic (if any).

NOTES

Write or type in this area.

Historical Context

Students should be fairly comfortable with the historical parameters of this era, having covered the various rationales for and events surrounding European colonial expansion in Topics 6.1 and 6.2. In the years approximately 1750–1900, individuals and groups in the Americas, Africa, and Asia resisted colonial rule, sometimes through direct action and sometimes in more indirect ways. On the Balkan peninsula (not explicitly covered in the lesson materials), numerous states revolted against the Ottoman Empire during the 19th century, resulting in the creation of new states such as Serbia and Greece. In North America, the Cherokee people largely assimilated to white culture but were nevertheless forced off their traditional lands. Ghost dance rituals emerged as a means of protesting white dominance of native tribes. In South America, indigenous leaders such as Túpac Amaru II led revolts against European settlers, but most Latin American states didn't achieve independence until the 20th century.

In Asia, the major anticolonial event of the 19th century was the Indian revolt of 1857, sometimes called the Sepoy Mutiny. As was the case with many other indigenous rebellions of the era, the frustrated rebels were no match militarily for their colonial overlords. In Africa, indigenous leaders such as Samori Touré and Yaa Asantewaa inspired resistance movements, but, as in India, the rebels were unsuccessful and most African nations didn't achieve independence until after World War II.

NOTES

Write or type in this area.



*Robert Talbot Kelly,
"The Flight of the Khalifa after his Defeat at the Battle of Omdurman" in Sudan, 1898*

Indigenous Responses to State Expansion from 1750 to 1900

Exercise 1

In the years ca. 1750–1900, indigenous peoples around the world responded to imperial expansion and colonialism by engaging in periodic resistance to European influences. These anti-colonial movements were often nationalistic in nature and in many cases were influenced by the ideology of the Enlightenment, including ideas about sovereignty and self-determination. Using the links contained in the chart below, read about the individuals indicated and fill in the blank spaces in the chart.

①

Commentary

① This lesson is designed to be highly interactive and discussion-based. It would work as an individual assignment, but we encourage you to assign it as small group or pair work to promote more engaged discussions.

② There is a fair amount of reading involved with this assignment. We aimed for a broad geographic representation in choosing these individuals, as well as including resistance to a variety of European colonial powers. As much as is realistically possible, try to ensure that students read the full websites and don't just hunt for information. Answers to the chart can be found on the answer key document.

②

Name	Location(s) and Dates of Events	Reacting to/ Resisting Whom?	Reasons for Resistance and Key Events	Result of Resistance Movement
Túpac Amaru II				
Samori Touré				
Yaa Asantewaa				
John Chilembwe				
Kinjikitile Ngwale				
Andrés Bonifacio				
Muhammad Ahmad				
Wovoka				
Nongqawuse				

Exercise 2

Lola Rodríguez de Tió (1843–1924) was a Puerto Rican poet who was a strong advocate for women’s rights, the abolition of slavery, and Puerto Rican independence. Rodríguez de Tió and her husband wrote articles and poems against Spanish rule of the island and were banished by the Spanish authorities, first to Venezuela and later to New York, where the activists met José Martí and other Cuban revolutionaries. Rodríguez de Tió wrote the following poem as revolutionary lyrics to the Puerto Rican national anthem (the current version has different lyrics). Read the poem carefully and then respond to the short-answer question below.

Source: Lola Rodríguez de Tió, “La Borinqueña,” 1868

Arise, Puerto Rican!

The call to arms has sounded!

Awake from this dream,

for it is time to fight!

Doesn’t this patriotic call

set your heart alight?

Come! We will be in tune

with the roar of the cannon.

Come, the Cubans

will soon be free;

the machete will give him his

liberty.

Now the war drum

says with its sound,

that the countryside is the place

of the meeting...

of the meeting.

The “Grito de Lares”¹

must be repeated,

and then we will know:

victory or death.

Continued on next page...

③ If students are not familiar with José Martí, have them read this brief bio: [José Martí](#).

④ For more information on this incident, see [The Rebellion of 1868](#).

③

④

¹ The first major revolt against Spanish rule in Puerto Rico in 1868

Beautiful Puerto Rico

must follow Cuba;
you have brave sons
who wish to fight.

Now, no longer

can we be unmoved;
now we do not want timidly
to let them subjugate us.

We want

to be free now,
and our machete
has been sharpened.

Why then have we

been so sleepy
and deaf
to the call?

There is no need to fear, Puerto Ricans,

the roar of the cannon;
saving the motherland
is the duty of the heart.

We no longer want despots,

may the tyrant fall now;
the unconquerable women
also will know how to fight.

We want liberty,

and our machetes
will give it to us...
and our machetes
will give it to us...

Come, Puerto Ricans,

come now,
for freedom awaits for us
anxiously,
freedom, freedom!

1. Using the passage on the previous page, answer (a), (b), and (c).

- a) Identify ONE way in which the poem illustrates the revolutionary ideals of Simón Bolívar.
- b) Explain ONE common goal between the Cuban and Puerto Rican independence movements.
- c) Describe ONE effect of the major shift in Puerto Rican history that occurred in 1898.

⑤

⑤ Answers will vary. Possible responses include a) the poem reflects Bolívar's passion for national and regional sovereignty/independence and a desire to improve the lives of native peoples as well as locals of Spanish descent (*criollos*); b) both Cuba and Puerto Rico sought independence from oppressive Spanish rule and mistreatment of local populations; c) after the Spanish-American War, Puerto Rico became a territory of the United States (which it remains to this day, unlike Cuba, which gained independence in 1902).

Write or type your response in this area.

Indigenous Responses to State Expansion from 1750 to 1900

Exercise 1

In the years ca. 1750–1900, indigenous peoples around the world responded to imperial expansion and colonialism by engaging in periodic resistance to European influences. These anti-colonial movements were often nationalistic in nature and in many cases were influenced by the ideology of the Enlightenment, including ideas about sovereignty and self-determination. Using the links contained in the chart below, read about the individuals indicated and fill in the blank spaces in the chart.

Name	Location(s) and Dates of Events	Reacting to/ Resisting Whom?	Reasons for Resistance and Key Events	Result of Resistance Movement
Túpac Amaru II				
Samori Touré				
Yaa Asantewaa				
John Chilembwe				
Kinjikitile Ngwale				
Andrés Bonifacio				
Muhammad Ahmad				
Wovoka				
Nongqawuse				

Exercise 2

Lola Rodríguez de Tió (1843–1924) was a Puerto Rican poet who was a strong advocate for women’s rights, the abolition of slavery, and Puerto Rican independence. Rodríguez de Tió and her husband wrote articles and poems against Spanish rule of the island and were banished by the Spanish authorities, first to Venezuela and later to New York, where the activists met José Martí and other Cuban revolutionaries. Rodríguez de Tió wrote the following poem as revolutionary lyrics to the Puerto Rican national anthem (the current version has different lyrics). Read the poem carefully and then respond to the short-answer question below.

Source: Lola Rodríguez de Tió, “La Borinqueña,” 1868

Arise, Puerto Rican!

The call to arms has sounded!

Awake from this dream,

for it is time to fight!

Doesn’t this patriotic call

set your heart alight?

Come! We will be in tune

with the roar of the cannon.

Come, the Cubans

will soon be free;

the machete will give him his

liberty.

Now the war drum

says with its sound,

that the countryside is the place

of the meeting...

of the meeting.

The “Grito de Lares”¹

must be repeated,

and then we will know:

victory or death.

Beautiful Puerto Rico

must follow Cuba;

you have brave sons

who wish to fight.

Continued on next page...

¹ The first major revolt against Spanish rule in Puerto Rico in 1868

Now, no longer

can we be unmoved;

now we do not want timidly

to let them subjugate us.

We want

to be free now,

and our machete

has been sharpened.

Why then have we

been so sleepy

and deaf

to the call?

There is no need to fear, Puerto Ricans,

the roar of the cannon;

saving the motherland

is the duty of the heart.

We no longer want despots,

may the tyrant fall now;

the unconquerable women

also will know how to fight.

We want liberty,

and our machetes

will give it to us...

and our machetes

will give it to us...

Come, Puerto Ricans,

come now,

for freedom awaits for us

anxiously,

freedom, freedom!

1. Using the passage on the previous page, answer (a), (b), and (c).
 - a) Identify ONE way in which the poem illustrates the revolutionary ideals of Simón Bolívar.
 - b) Explain ONE common goal between the Cuban and Puerto Rican independence movements.
 - c) Describe ONE effect of the major shift in Puerto Rican history that occurred in 1898.

Write or type your response in this area.

Indigenous Responses to State Expansion from 1750 to 1900

Read the linked article on the [1857 rebellion against the British in India](#) and respond to the discussion questions below.

1. Explain some of the specific examples of culture clashes between the British and native Indian populations described in the article.

Write or type your response in this area.

2. What were some of the reasons why Indian soldiers in the Bengal Army were discontent with the British military (under which they served)?

Write or type your response in this area.

3. For what reason was the introduction of the Pattern 1853 Enfield Rifle to India controversial?

Write or type your response in this area.

4. What were the key events that led to the outbreak of the rebellion?

Write or type your response in this area.

5. What factors led many local leaders to join the mutineers in their fight against the British?

Write or type your response in this area.

Indigenous Responses to State Expansion from 1750 to 1900
WORKSHEET

Name	Location(s) and Dates of Events	Reacting to/ Resisting Whom?	Reasons for Resistance and Key Events	Result of Resistance Movement
Túpac Amaru II	Peru and Bolivia, 1780–1783	Spain	Heavy taxes, poor labor conditions, and abuse of indigenous peoples; rebels successfully captured a key town, attacked Spanish officials, and made alliances with other indigenous peoples in the region	Unsuccessful, but inspired further resistance; rebel leaders and their families were turned in to the Spanish authorities and were executed; Peru gained independence in 1821 and Bolivia in 1825
Samori Touré	Mandinka Empire, West Africa, 1884–1898	France	French forces encroached upon Mandinka Empire's territory after Berlin Conference of 1884; rebels initially defeated the French but were later pushed eastward	Unsuccessful, but Touré became a hero of resistance to the French; he was captured and died of pneumonia in exile; it was not until 1960 that all of the French territories in West Africa gained independence
Yaa Asantewaa	Ashanti Empire, West Africa, 1896–1900	Britain	Britain attempted to expand its Gold Coast colony and gain control of the Ashanti Golden Stool (symbol of power) and captured/ exiled several Ashanti leaders; rebels (many of whom, including Asantewaa, were women) fought the British	Unsuccessful, but Asantewaa remains a symbol of resistance to British rule; she was captured and died in exile; the Ashanti Empire became a British protectorate until Ghana's independence in 1957

Name	Location(s) and Dates of Events	Reacting to/ Resisting Whom?	Reasons for Resistance and Key Events	Result of Resistance Movement
John Chilembwe	Nyasaland, Central/Southern Africa, 1915	Britain	Exploitation of indigenous population, mistreatment of famine refugees, and forced conscription into the British military to fight the Germans; Chilembwe and 200 followers rebelled in 1915 and killed several Brits	Unsuccessful; the rebels didn't gain local support and Chilembwe fled to Mozambique, where he was killed; Malawi eventually gained independence in 1964
Kinjikitile Ngwale	Tanganyika, East Africa, 1905–1907	Germany	Violence against local population, including killing indigenous royals, high taxation, and forced labor; Ngwale led an inter-ethnic group of about 20 tribes that fought the Germans	Unsuccessful; almost 100,000 rebels and sympathetic locals were killed or starved to death; Ngwale himself was hanged for treason in 1905, but his brother continued to lead the movement until 1907; Britain gained control of the territory after World War I, and Tanzania eventually gained independence in 1963

Name	Location(s) and Dates of Events	Reacting to/ Resisting Whom?	Reasons for Resistance and Key Events	Result of Resistance Movement
Andrés Bonifacio	The Philippines, 1892–1897	Spain	Filipino nationalism and discontent with colonial rule and oppression/lack of opportunity for local populations; founded Katipunan secret society and spearheaded efforts to alleviate poverty and improve education	Unsuccessful, though rebels gained control of some towns; Bonifacio himself was executed in 1897; after the Spanish–American War, the Philippines was ceded to the United States and became independent in 1946
Muhammad Ahmad	Sudan, 1881–1885	Egypt (Ottoman Empire) and Britain	High taxation, slavery, religious conflict, and abuse of indigenous population through control of trade; Ahmad proclaimed himself “Mahdi” (“the guided one”), formed an army, and regained control over a large area	Unsuccessful; Ahmad died in 1885 and others failed to unite; tens of thousands of rebels were killed and the Madhist state ended in 1899; Sudan eventually became independent in 1956

Name	Location(s) and Dates of Events	Reacting to/ Resisting Whom?	Reasons for Resistance and Key Events	Result of Resistance Movement
Wovoka	Nevada, United States, 1889–1890	White settlers of European ancestry	Discontent with U.S. government policy and American culture, desire to preserve Native American traditions and beliefs; Wovoka had a vision predicting the rise of the Paiute dead and the removal of all whites from North America, and his religious movement centered around the traditional Ghost Dance	Unsuccessful; the movement spread rapidly and was incorporated into many native groups' belief systems but moved underground after the Massacre at Wounded Knee in 1890
Nongqawuse	South Africa, 1856–1857	Britain	Discontent with colonial rule and frustration with attacks by British forces upon local Xhosa populations; she had a vision prophesying resurrection of the dead and the need to slaughter all cattle in order to defeat the British; followers did slaughter cattle and many starved	Unsuccessful; Nongqawuse's prophecies did not come to pass and many Xhosa people starved after cattle killing; South Africa became independent in 1910

- Answers will vary. Possible responses include a) the poem reflects Bolívar's passion for national and regional sovereignty/independence and a desire to improve the lives of native peoples as well as locals of Spanish descent (*criollos*); b) both Cuba and Puerto Rico sought independence from oppressive Spanish rule and mistreatment of local populations; c) after the Spanish-American War, Puerto Rico became a territory of the United States (which it remains to this day, unlike Cuba, which gained independence in 1902).

HOMEWORK

1. Answers will vary. The British outlawed several traditional Indian customs, such as *sati* and child marriage, and pressured Indians to convert to Christianity, threatening their traditional cultural identity and way of life.
2. Answers will vary. Some of the reasons for Indian soldiers' discontent included low pay, unfavorable work contracts, and ethnic and cultural discrimination on the part of British officers.
3. Rumors spread that the cartridges for the Enfield Rifle were greased with both pig and cow fat. Since Muslims believe that pigs are unclean, it is generally viewed as forbidden for Muslims to deal with pigs or pig products. Hindus, on the other hand, revere cows and believe that they are sacred and worthy of utmost respect. For religious reasons, therefore, the Enfield Rifle was offensive to both groups of Indians.
4. The first precipitating event was on March 29, 1857, when a sepoy (Indian soldier serving under European command) named Mangal Pandey attacked his British superiors. His fellow Indian soldiers did not restrain him, but didn't join him either. Later that same year, on May 10, eighty-five Indian soldiers who had been imprisoned for refusing to use the Enfield Rifle cartridges (see question 3) were broken out of prison. After their release, they attacked a nearby military outpost and killed Europeans stationed there, an event that is typically considered the official start of the rebellion as news spread quickly and inspired additional Indian units to follow suit.
5. Answers will vary. Many local Indian rulers were opposed to Britain's annexation of various Indian states, including actions taken by the British to remove Indian rulers from power who were seen as unfit to rule or otherwise disadvantageous to British interests. Britain also had a very unpopular policy that stated that Indian lands that were not passed down to a male heir would automatically be forfeited to the East India Company.