

- On December 12, 1992, Australian Prime Minister Paul Keating gave his famous "Redfern Speech" as part of Australia's celebration of the International Year for the World's Indigenous People. Read Keating's speech with your class and ask students to analyze his call for Australians to "see Australia through Aboriginal eyes," and to assess the importance of non-Aboriginal Australians admitting their role in the "demoralization and desperation, the fractured identity of so many Aborigines." Students may be asked to write hypothetical speeches from the perspective of other national leaders acknowledging their nation's historical mistreatment of native and minority groups. Keating's speech may be found at this Web site: apology.west.net.au/redfern.html
- The international dispute between India and Pakistan over the region Kashmir is one of the legacies of the British Empire in India. The tense situation has been made even more difficult because both India and Pakistan have nuclear arsenals. Break students into small groups and ask each group to research the origins of the disagreement, describe the interests that are at stake for both sides and suggest solutions to this crisis. The University of California at Berkeley offers students a comprehensive Web site to research issues between India and Pakistan: www.lib.berkeley.edu/SSEAL/SouthAsia/nuclear.html
- When the British colonial rulers of Hong Kong handed it over to China in 1997, one of the agreements was that Hong Kong would operate under the idea of "one country, two systems," with China allowing Hong Kong to practice capitalism under local government rule for the next fifty years. However, concerns have developed recently regarding Hong Kong Basic Law Article 23, which some suggest could result in the loss of basic rights for people in Hong Kong. Because of massive demonstrations in 2002, this "anti-subversion" bill was withdrawn, but similar legislation could be reintroduced in the future. Ask students to research the issues surrounding Article 23 and to conduct a mock debate between advocates and proponents of the measure.
- "Voyages to Victoria," a combined effort of several of Australia's public records offices, offers students and teachers excellent research material on the history of immigration to the country, including many firsthand accounts from individuals who came to Australia from Great Britain and other nations in the 19th and 20th centuries. Ask students to read the oral histories of Australian immigrants and develop profiles of specific individuals, describing the pros and cons associated with their journeys and new homes. The stories, photographs and other valuable information may be found at this Web site: shippinglists.museum.vic.gov.au/

Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at www.LibraryVideo.com

- library.trinity.wa.edu.au/aborigines/culture.htm
Trinity College in Western Australia presents this comprehensive site dedicated to the study of Australian Aboriginal culture.
- www.zanupfpub.co.zw/
The Zimbabwe African National Union Patriotic Front offers the full text of a 2002 speech by President Robert Mugabe on Zimbabwe's colonial past and current Land Resettlement program.
- www.thecommonwealth.org/
This Web site of the Commonwealth and Commonwealth Secretariat provides news and information on the organization's history and present goals and projects.

Suggested Print Resources

- Chessum, Lorna. *From Immigrants to Ethnic Minority*. Ashgate, Burlington, VT; 2000.
- Malouf, David. *Remembering Babylon*. Pantheon Books, New York, NY; 1993. Award-winning novel about a white man who falls from a ship and is discovered years later living with Aboriginal people in Australia.
- Meredith, Martin. *Our Votes, Our Guns: Robert Mugabe and the Tragedy of Zimbabwe*. Public Affairs, New York, NY; 2002.
- Sharp, Anne Wallace. *Australia*. Lucent Books, San Diego, CA; 2003.

TEACHER'S GUIDE

Jeffrey W. Litzke, M.Ed.
Curriculum Specialist, Schlessinger Media

TITLES

- THE DECLINE OF THE BRITISH EMPIRE
- THE FALL OF THE BRITISH EMPIRE
- THE LEGACY OF THE BRITISH EMPIRE

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THE BRITISH EMPIRE IN COLOR

THE LEGACY OF THE BRITISH EMPIRE

Grades 9 & up

This guide is a supplement designed for teachers to use when presenting programs in the video series, *The British Empire in Color*.

Before Viewing: Give students an introduction to the topic by relaying aspects of the program summary to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary, and use the follow-up activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.

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Program Summary

As Great Britain's economy struggled to recover after the devastation of World War II, its global empire continued to fade, and the country was forced to confront its colonial legacy of intolerance and prejudice.

Many disillusioned British citizens, enticed by the prospect of a better life, took the long ocean voyage to settle in the dominion of Australia. However, despite an open-door policy to British immigrants, Australia severely restricted immigration by non-Europeans. Indigenous populations around the world were also affected by the racial and cultural policies of the British, with tens of thousands of Australian Aborigines sent to institutions for "assimilation," while Canada's Inuit people faced the loss of their traditional ways.

As the less imperial Commonwealth of Nations emerged in the 1950s, immigrants from countries formerly under British colonial control flooded into Britain and experienced prejudice, as racist attitudes emerged among British who resented the growing influx of foreign immigrants. With Britain struggling to adjust to its growing multicultural society, black and white nationalists clashed in Rhodesia. One of the last painful chapters in British colonial history ended, as Great Britain lost its last colony in Africa to guerrilla forces.

While the British Empire collapsed many years earlier, the symbolic end came with the independence of Hong Kong in 1997. All over the world, the peoples of the Empire faced the positive and negative legacies of their imperial past, while modern multicultural Great Britain searched for a new national identity within Europe.

Time Line

1931 — The Commonwealth of Nations is formally founded.

1945 — World War II ends.

1948 — Great Britain's first group of Caribbean immigrants come to London.

1949 — India becomes the first non-white republic within the Commonwealth.

1950s — Hundreds of thousands of British citizens emigrate to Australia, New Zealand and Canada.

1953 — Queen Elizabeth II is crowned.

1962 — The Commonwealth Immigrants Act is passed, severely restricting non-European immigration.

1965 — Ian Smith announces a Unilateral Declaration of Independence for Rhodesia; over the next fifteen years Rhodesia is engulfed by civil war.

1968 — Enoch Powell delivers his infamous "Rivers of Blood" speech.

1980 — The war in Rhodesia ends; Robert Mugabe of the ZANU PF party is elected president.

1997 — After 155 years, Great Britain hands over the rule of Hong Kong to China; the British Empire comes to a symbolic end.

Vocabulary

paternalism — The policy of a person or government to treat others as dependents or subordinates, especially in the case of one country colonizing another.

Commonwealth of Nations — A voluntary association of independent countries that are linked to Great Britain for the purpose of consultation and cooperation, mostly on social and economic issues. Previously known as the British Commonwealth, the group was formally founded in 1931.

coronation — A ceremony in which a new monarch is crowned.

migrant — A person who moves from one place to another, usually in search of employment opportunities.

Aborigine — A member of a group of people who are the original inhabitants of a country or region. Often used to refer to the native people of Australia.

concentration camp — A place where a nation's foreign or internal enemies are held captive during wartime, usually under extremely harsh conditions.

White Australia policy — The unofficial Australian policy that sought to exclude all non-European immigration to the country starting in the 1890s and lasting until the 1950s. This restrictive immigration policy was supported strongly by British trade unions, which feared competition from non-European labor.

assimilation — The process by which a minority group adopts the customs and culture of a majority group.

Inuit — Members of a group of people living in the Arctic region from Alaska to Greenland.

nationalism — The strong belief of a political group fighting for their nation's independence.

communist — A member or advocate of a political and economic system called Communism, in which private property is abolished and all goods are owned jointly.

ZANU — A revolutionary movement formed in Rhodesia (now Zimbabwe) in the 1960s to fight against British colonial rule.

imperialism — The activities of one nation to control the affairs of another; often accompanied by colonialism, or direct conquest and occupation.

colonialism — A policy in which a stronger country exploits a weaker country, often using the weaker country's natural resources for its own benefit.

guerrilla — A person who is not part of a regular military force but engages in warfare.

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Commonwealth Immigrants Act — A policy enacted in 1962 by the British conservative government that limited immigration to Great Britain from countries within the empire. The restrictive policy was originally designed to limit the number of immigrants from the Caribbean region, but was later expanded to limit Asian immigrants as well.

"Rivers of blood" speech — An infamous, racially charged speech given by British politician Enoch Powell, who spoke of the dangers posed to Great Britain by foreign immigrants.

Sahib — A respectful term used to address a European man in British colonial India.

Pre-viewing Discussion

- Based on their knowledge of the American Revolution, ask students to define and describe the nature of being a "colony." Students may also offer definitions for the term "empire."
- Push and pull factors are a way to explain why people emigrate from one place to another. Ask students to describe factors that might push people away from a particular country, and list possible factors that might pull people toward another country. Reflect on the risks and challenges associated with moving to a new country.
- Describe examples from history when people from a particular culture faced discrimination. Speculate about the causes and effects of discriminatory practices on groups and individuals.

Follow-up Discussion

- Hundreds of thousands of disillusioned British workers came to Australia in the 1950s and 1960s. Ask students to list the reasons why Australia encouraged European immigration, and why so many British workers took the chance to move so far from home. What fears did some British people express upon their arrival in Australia?
- Describe the details associated with the British policy of "assimilating" indigenous people in Australia and Canada. Analyze the effects of this policy on the Aborigine and Inuit people.
- Discuss the causes of the fifteen-year civil war in Rhodesia. Compare and contrast the objectives of Ian Smith's Rhodesian army and Robert Mugabe's ZANU PF guerrillas.

Follow-up Activities

- Ask students to research and summarize the immigration policies of different nations from around the world. Based on their research, students may develop charts listing different naturalization requirements and assess the relative difficulty of becoming a citizen in various countries.

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