

THE INFLUENCE OF BRITISH IMPERIALISM

Creating Prepared Students in Social Studies (CO standards):

Examine the characteristics of places and regions, and the changing nature among geographic and human interactions

I Can Statements:

I can analyze the impact of imperialism on human interactions

I can use objects, such as money, to understand the merger of cultures

I can identify key characteristics of certain regions and places and evaluate their changing nature based on human interactions

Grade Level: 9-12

Essential Questions:

What happens when cultures collide?

How does imperialism reshape societies?

Materials and Resources:

Internet Access to visit embedded links:
bit.ly/imperialism-lesson



Learning Plan

1. ACCESS PRIOR KNOWLEDGE:

In small groups, or as a whole class, ask students to make a list of influences they have seen, where one culture influences another

- For example: Americans using Native American dream catchers, people in Singapore driving on the left side of the road, the British drinking tea, Westerners eating sushi, tomatoes in Italy after 1492, horses and pigs from the Old World to the New World, Tex-Mex food, anime and manga

Have students share their answers with the class.

Define imperialism and discuss the impact conquest can have on the culture of the conquering place and the conquered place.



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[MONEY.ORG/TEACHER-TOOLS](https://money.org/teacher-tools)

2. ACCESS NEW INFORMATION

As a class, read the first 3 paragraphs on the [Money of Empire: Elizabeth to Elizabeth page](#).

Show students the brief video (3 minutes) [The British Empire: Trade Routes and Construction](#).

Briefly discuss how money can be used as a primary source to explore the clash of cultures.

Show students or have students explore the following museum cases, which demonstrate a mixture of British influence and local influence of colonial areas. As they look, ask them to list the items for each area that represent Britain and the items that represent the local area.

- [British Currency of Asia](#)
- [Money of Imperial India](#)
- [Money of the British West Indies](#)
- [Colonial Money of Australia and Oceania](#)
- [Money of Africa](#)

Ask students, in small groups, to pull out the key “themes” they see across cultures and the things that repeat across places that are clearly British.

- For example, they may notice local animals are common or that the British tend to use years or often include British rulers.

Have a whole class discussion asking the following questions:

- How can money be used to see the impact of imperialism on human interactions?
- How did the British empire differentiate for different colonies?
- Was it clear that the British were in control of the money based on its appearance? Why? Do you think that would be the case for other countries?
- What other primary sources from the age of British imperialism could provide clues as to how the British viewed the local culture?

3. ASSESS LEARNING

Ask students to pick 2 different countries (not Britain, and not one of the countries examined).

They should research an overview of the two countries and try and determine what is important on the money of those countries.

Using the evidence they find, they should create a piece of their own money as if one of the researched countries imperialized the other.

They should write a defense as to how the background on British imperialism influenced their choices in the creation of their own money. They should also include how their research on their countries influenced the design elements.



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