# BOOK 3, UNIT 6, THE VICTORIAN EMPIRE

**Textbook:**
- *Modern Britain 1760-1900 (Collins ‘Knowing History’ series), Unit 6: The Victoria Empire*

**Writing focus:**
- Response to secondary sources, identifying what is a historian’s interpretation of an event.

**Final Assessment:**
- Essay entitled: *The British Empire was a global force for good.* Do you agree with this statement?
- To be answered with explicit reference to other historians’ interpretations

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<thead>
<tr>
<th>#</th>
<th>Focus</th>
<th>Lesson Title</th>
<th>Lesson Content</th>
<th>Teacher notes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Reading</td>
<td>How did Queen Victoria come to symbolise the British Empire?</td>
<td>Recap</td>
<td>Selection of quizzing questions from Units 1 and 2 in <em>Modern Britain 1760-1900</em>, reviewing the global extent of the British Empire by the end of the eighteenth century, in particular India, North America, and Australia.</td>
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<td>Reading</td>
<td>‘Queen Victoria’, pages 66-67 of <em>Modern Britain 1760-1900</em> (Collins ‘Knowing History’ series).</td>
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<td>Keywords</td>
<td>• Imperialism A national policy of pursuing, expanding and celebrating an Empire • Great Exhibition International exhibition celebrating industry and culture held in 1851 • Crystal Palace Large iron and glass structure built in Hyde Park in 1851</td>
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<td>Images</td>
<td>• Decorated map of the British Empire, 1886 • ‘The Royal Family in 1846’ by Franz Xaver Winterhalter • Images of the Crystal Palace and the Great Exhibition • Poster of ‘The war in the Soudan’ from 1897.</td>
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<td>Activity</td>
<td>• Create a detailed timeline of Queen Victoria’s life, with entries for 1837, 1840, 1851, 1861, 1876, 1897, and 1901. • Answer the following two ‘Check your understanding’ questions: 1. How did technological change alter the British public’s awareness of Empire? 2. How did theories of racial supremacy change British attitudes towards Empire?</td>
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<td>2</td>
<td>Writing</td>
<td>What interpretation does the historian Lawrence James present of the British Empire?</td>
<td>Recap</td>
<td>The reign of Queen Victoria, and the way in which she came to symbolise the British Empire. • Queen Victoria’s Diamond Jubilee in 1897.</td>
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<td>Images</td>
<td>• Map showing the location of Khartoum and the Sudan. • Image of General Gordon.</td>
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<td>Activity</td>
<td>• Introduce the enquiry for this unit: whether or not the British Empire was a global force for good. Explain that, today, there remain many different interpretations of this historical question. • In order to understand some of the details in the extract, give a short explanation of General Gordon and the Sudan Campaign. This is also covered later in the unit with ‘The Scramble for Africa’. • As a whole class, read and annotate extract from Lawrence James’s <em>The Rise and Fall of the British Empire</em>, describing Queen Victoria’s Diamond Jubilee. Discuss what interpretation of Queen Victoria and the British Empire James presents. <strong>Worksheet A.</strong></td>
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<td>Extended writing</td>
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<td>Homework</td>
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<td>Two paragraph answer to the question, ‘What interpretation does the historian Lawrence James present of Queen Victoria and the British Empire?’</td>
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<td>Read ‘Prince Albert’s Crystal Palace’ (from Robert Lacey’s <em>Great Tales from English History</em>).</td>
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<td>3</td>
<td>Reading</td>
<td>Recap</td>
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<td></td>
<td>Why did the people of India rebel against British rule in 1857?</td>
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<td>‘Indian Rebellion’, pages 68-69 of <em>Modern Britain 1760-1900</em> (Collins ‘Knowing History’ series).</td>
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<td></td>
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<td>Keywords</td>
<td>Sutti The Hindu custom of widows throwing themselves on their husband’s funeral pyre</td>
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<td>Civil service The permanent staff of a government, responsible for administering the country</td>
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<td>Sepoy An Indian soldier serving in the British Indian Army</td>
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<td>Mutiny Rebellion against authority, often soldiers or sailors against their commanding officers</td>
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<td>Raj Term for British ruled India from 1858 until Indian Independence in 1947</td>
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<td>Images</td>
<td>Map showing the expansion of British rule in India from 1767 to 1857.</td>
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<td>Portrait of Colonel James Skinner, as an example of mixed-race relationships in eighteenth century India.</td>
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<td>The 93rd Sutherland Highlanders, November 1857 during the Indian Mutiny</td>
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<td>‘Suppression of the Indian Revolt by the English’, a painting by Vasily Vereshchagin, 1884.</td>
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<td>Activity</td>
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<td>Answer five ‘Check your understanding’ questions on the Indian Rebellion.</td>
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<td>4</td>
<td>Writing</td>
<td>Recap</td>
<td>The story of the Indian Rebellion, focusing on both its causes and the British response.</td>
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<td>As a whole class, read and annotate extract <em>The Last Mughal: The Fall of Delhi, 1857</em> by William Dalrymple, describing the outcome of the Indian Rebellion. <strong>Worksheet B</strong>.</td>
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<td>Images</td>
<td>Bahadur Shah Zafar, the last Mughal Emperor</td>
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<td>Photograph of Sultana Begum. She is the great grand daughter-in-law of the last Mughal Emperor of India, but lives on a basic pension of £60 a month. Her family’s home is a two-room hut in a bleak shantytown in Kolkatta.</td>
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<td>Whole-class feedback</td>
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<td>Feedback on any common errors in recent work, ‘What interpretation does the historian Lawrence James present of Queen Victoria and the British Empire?’.</td>
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<td></td>
<td>Extended writing</td>
<td></td>
<td>Two paragraph answer to the question, ‘What interpretation does the historian William Dalrymple present of the Indian Rebellion?’</td>
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<td>Homework</td>
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<td>Revise questions 1-20 from the Knowledge Organiser.</td>
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<td>5</td>
<td>Reading</td>
<td>Test</td>
<td>Questions 1-20 from the Knowledge Organiser. Teacher take in the mark /20.</td>
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<td>Take in mark /20 for test.</td>
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<td>What caused the Irish potato famine?</td>
<td>Recap</td>
<td>The British in Ireland, including Henry VIII, Oliver Cromwell, and the Britain’s response to the United Irishmen uprising.</td>
<td>Take in books to mark.</td>
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<td>Reading</td>
<td>'Ireland and Home Rule', pages 70-71 of <em>Modern Britain 1760-1900</em> (Collins 'Knowing History' series).</td>
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</table>
| Keywords | **Absentee landlords** Landowner who does not live nearby and rarely visits the property they let  
**Tenant** Someone who occupies land or property rented from a landlord  
**Irish Republican Brotherhood** Secret organisation formed by Irish nationalists  
**Home Rule** Policy advocating that Ireland regains its own government, and own Parliament |
| Images | Map of the British Isle to demonstrate the impact of the 1800 Act of Union  
Images of rural poverty in 19th century Ireland – contemporary sketches  
Graph showing the population of Ireland from 1800 to today |
| Activity | Answer five ‘Check your understanding’ questions on 'Ireland and Home Rule'. |

6 Writing
What interpretation does the writer Brendan Graham present of the Irish potato famine?

| Recap | The causes and the consequences of the Irish potato famine. |
| Activity | As a whole class, study and annotate extract from Brendan Graham’s article in the *Independent* from 1998, explaining the British role in the Irish potato famine. *Worksheet C.*  
Focus in particular on Graham’s claim, "The Almighty, indeed, sent the potato blight, but the English created the famine." |
| Whole-class feedback | Feedback on common errors from recent work, ‘What interpretation does the historian William Dalrymple present of the Indian Rebellion?’ |
| Extended writing | Two paragraph answer to the question, ‘What interpretation does the writer Brendan Graham present of the Irish potato famine?’ |
| Homework | ‘Wake up, Britain. Should the empire really be a source of pride?’ by David Olusoga, *The Guardian* (2016) |

7 Reading
How did the British spread their power during the 'Scramble for Africa'?

| Recap | Questions 21-30 from the *Knowledge Organiser.*  
The role of private companies, such as the East India Company, in the expansion of the British Empire. |
| Reading | ‘The Scramble for Africa’, pages 72-73 of *Modern Britain 1760-1900* (Collins ‘Knowing History’ series). |
| Keywords | **Suez Canal** Man-made shipping route, connecting Mediterranean Ocean with India Ocean  
**Puppet Government** Situation where a country’s ruler is controlled by an outside power  
**Cape Colony** British colony on the southern tip of the African continent, gained in 1814  
**Boers** Descendants of Dutch-speaking settlers in Southern Africa |
| Images | Map of Africa by 1900, showing colonisation by European powers.  
Photograph and map of the Suez Canal, to demonstrate impact on trade with East Asia. |
| Take in books to mark. |
### Writing
**Activity**
- Answer the five ‘Check your understanding’ comprehension questions on ‘The Scramble for Africa’.

### Recap
- The spread of British power during the Scramble for Africa, in particular the role played by private companies and individuals such as Cecil Rhodes.

### Activity
- Timelines to video on the British in Africa?
- Give some background to the national debate prompted by the 2016 ‘Rhodes Must Fall’ campaign at Oxford University.
- As a whole class, study and annotate extract from Amia Srinivasan’s article in the *London Review of Books* from 2016, in support of the Rhodes Must Fall campaign. **Worksheet D.**

### Images
- The ‘Big Hole’ in Kimberly
- ‘The Rhodes Colossus’

### Whole-class feedback
- Feedback on common errors from recent work, ‘What interpretation does the writer Brendan Graham present of the Irish potato famine?’

### Extended writing
- Two paragraph explanation answering the question: ‘**What interpretation does the historian Amia Srinivasan present of Cecil Rhodes?**’

### Homework
- Revise questions 21-40 from the *Knowledge Organiser*.

### Reading
**Test**
- Questions 21-40 from the *Knowledge Organiser*. Teacher take in the mark /20.

### Recap
- Recap on the importance of trade in the 18th century Empire, and how the Empire was born out of trading routes with other parts of the world.

### Reading
- ‘Ruling the Empire’, pages 74-75 of *Modern Britain 1760-1900* (Collins ‘Knowing History’ series).

### Keywords
- **Pax Britannica**: Long period of international peace, overseen by the British Empire
- **Cash crops**: Crops farmed to be sold commercially, and not for the farmer’s own use
- **Settlement colonies**: Colony in which native population is outnumbered by foreign arrivals
- **Dependent colonies**: A colony in which a small number of officials rule a large native population
- **Concentration camps**: A camp where a government forces an enemy population to live

### Images
- Indian railway line
- Photographs from the 1876 Great Famine (though they can be quite disturbing)
- Map of Cape Colony and the Independent Boer States
- Photographs from Boer War Concentration Camps, such as one of Lizzie van Zyl

### Activity
- Introduce the conundrum of how, in the words of Niall Ferguson, a ‘small archipelago’ off the northwest shore of Europe managed to govern one quarter of the world’s landmass as part of a single Empire.
- Answer the five ‘Check your understanding’ comprehension questions.
| 10 | Writing | What interpretation does the historian Niall Ferguson present on the global impact of the British Empire? | Recap | • Different forms of government, and the possible ways in which a Britain ruled its colonies. |
| Activity | • As a whole class, study and annotate an extract from the ‘Introduction’ to Empire: How Britain Made the Modern World by Niall Ferguson. Worksheet E.  
• Give some background as to who Niall Ferguson is, and the impact of the publication of his book Empire in 2003. |
| Whole-class feedback | • Feedback on common errors from recent work, ‘What interpretation does the historian Amia Srinivasan present of Cecil Rhodes?’ |
| Extended writing | • Two paragraph explanation answering the question: ‘What interpretation does the historian Niall Ferguson present on the global impact of the British Empire?’ |
| 11 | Revision | ‘The British Empire was a global force for good.’ Do you agree with this statement? | Recap | • Questions 41-50 from the Knowledge Organiser |
| Activity | • Discuss the debate over whether the British Empire was a ‘force for good’. Juxtapose David Olusoga’s view against Niall Ferguson’s view, and see which view pupils agree with most.  
• Talk through success criteria detailed on the reverse of the planning sheet, Worksheet F.  
• Remind pupils of common errors from previous assessment essay, and hand out their previous assessment essays to read through.  
• Use planning sheet to plan essay, ‘The British Empire was a global force for good.’ Do you agree with this statement? |
| Homework | • Finish planning essay ready to write it for next lesson, and complete independent research on the topic. |
| 12 | Assessment | Writing | • Write assessment essay, ‘The British Empire was a global force for good.’ Do you agree with this statement? in class, 55 minutes. |
|  |  |  |  | • Take in assessment essay to mark. |