

**COLONIES
OF
BRITAIN**

Name:



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COLONIES OF BRITAIN

Former British Dominions, Colonies, Protectorates, Protected and Associated States,
Mandated and Trust Territories

1. Aden - 1967
2. Antigua and Barbuda - 1981
3. Australia - 1931
4. Bahamas - 1973
5. Barbados - 1966
6. Basutoland - see Lesotho - 1966
7. Bechuanaland - see Botswana
8. Belize - 1981
9. British Antarctic Territory
10. British Central Africa
11. British East Africa
12. British Guiana – (Guyana) - 1966
13. British Honduras (Belize) - 1981
14. British Indian Ocean Territory
15. British New Guinea (Papua) - 1975
16. British Somaliland - see Somaliland - 1960
17. British South Africa
18. Brunei
19. Burma - see Myanmar - 1948
20. Canada - 1931
21. Cape Colony - South Africa
22. Ceylon - see Sri Lanka
23. Cook Islands
24. Cyprus - 1960
25. Dominica
26. East India Company
27. Egypt - 1952
28. Federated Malay States
29. Fiji - 1970
30. Gambia - 1965
31. Gilbert and Ellice Islands - see Kiribati and Tuvalu
32. Gold Coast - see also Ghana - 1957
33. Ionian Islands
34. Grenada - 1974
35. Heligoland
36. Hong Kong - 1997
37. India - 1947
38. Ireland – 1922-1931
39. Jamaica - 1962
40. Kenya - 1963
41. Labuan
42. Lagos (Nigeria)
43. Leeward Islands
44. Liu Kung Tau
45. Malacca
46. Malaya - see Malaysia
47. Maldives - 1965
48. Malta - 1964
49. Mauritius - 1968
50. Mosquito Coast
51. Natal
52. Nauru
53. New Hebrides - see Vanuatu
54. Newfoundland
55. New South Wales
56. New Zealand - 1931
57. Niger Coast Protectorate - see British Nigeria
58. Nigeria - 1960
59. Niue - see Western Pacific High Commission
60. North Borneo - see Sabah - 1963
61. Northern Nigeria - see British Nigeria
62. Northern Rhodesia - see Zambia
63. Nyasaland - see Malawi
64. Orange River Colony
65. Palestine - 1948
66. Penang
67. Queensland
68. Rhodesia - see Zimbabwe
69. Royal Niger Company
70. Federation of Rhodesia and Nyasaland
71. Saint Christopher, Nevis and Anguilla - 1983
72. Saint Kitts and Nevis
73. Saint Lucia - 1979
74. Saint Vincent and the Grenadines
75. Sarawak
76. Seychelles
77. Sierra Leone - 1961
78. Singapore
79. Solomon Islands - 1978
80. South Africa - 1931
81. South Australia
82. Southern Nigeria - see British Nigeria
83. Southern Rhodesia - see Zimbabwe - 1980
84. Sri Lanka - 1948
85. Straits Settlements
86. Sudan - 1956
87. Swaziland - 1968
88. Tanganyika
89. Tasmania
90. Tonga - 1970
91. Transvaal
92. Trinidad and Tobago - 1966
93. Turks and Caicos Islands
94. Uganda - 1962
95. Unfederated Malay States
96. Victoria Colony
97. Weiheiwei - see China
98. West Indies Federation
99. West Pacific High Commissioner
100. Western Australia
101. Western Samoa - see Samoa
102. Windward Islands
103. Witu Protectorate
104. Zambia - 1964
105. Zanzibar

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Teacher's Notes

Goal: Identify the geographic extent of the British Empire on a world map by labeling and coloring British colonies.

Levels: All

Materials:

1. Political World Map (blank outline) on a transparency for the teacher.
2. Political World Map (blank outline) paper copies, one for each student.
3. Teacher Notes on the Rise of the British Empire.
4. Colonies of Britain, paper copies for the students and teacher.
5. Wall size world map (optional)
6. World political map in an atlas or textbook for teacher reference
7. Overhead projector
8. Overhead markers for the teacher
9. One colored pencil per student, to color British Colonies on maps

Difficult Vocabulary:

1. Mercantilism – economic policy; a favorable balance of trade from colonization
2. Dominion – control or exercise of control; sovereignty
3. Protectorate – protection and partial control by a superior power

Procedures and Activities (adjust appropriately to the students' level):

1. Ask students what they think of when they hear the term: "British Colonies." Students may connect this term with the Thirteen Colonies in the Eastern United States. Explain that Great Britain had a world-wide empire.
2. Pass out political world maps to each student. Tell them to write their names on the maps but to wait before coloring any countries in.
3. Put the political world map in transparency form, on the overhead projector. Use an overhead marker to color Great Britain on the map transparency. Ask students to locate the nation of Great Britain on their maps and color it in.
4. Discuss the small size of this island country in comparison to the world. Tell students the object of this map is to locate the colonies of Great Britain and color them in.
5. Using handout "Colonies of Britain", and a world map in an atlas or textbook to locate the (harder to find) countries, color the larger, major colonial nations of Great Britain on the overhead. (Canada, Australia, India, Egypt, Sudan, South Africa, Nigeria, Kenya, Iraq, portions of Antarctica, the U.S. east of the Mississippi, etc.) Each time a nation is filled in on the overhead map, the students will color the same nation on their maps, using a colored pencil. The idea behind this lesson is to show the spread of the empire and the vast territory controlled by Britain. The map is too small for students to label the countries or locate all of the small regions of empire.

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6. Ask students to think about how the small island nation became an empire by the end of World War I. Introduce the subject using teachers notes "The Rise of the British Empire". Students should take notes and discuss each item and rationale.
7. Discuss the scope of the empire and the reasons for growth:
 - a. How do you think people viewed the British at the height of the empire?
 - b. What do you think it was like to be a British citizen during this time period?
 - c. What do you think it was like to be a native inhabitant living in a British colony during this time?
 - d. Discuss the vocabulary words: mercantilism, dominion, and protectorate.
 - e. Discuss Britain's motivation for colonization. (Answers should include information from the Teacher Notes.)
 - f. Share with students that many western nations felt the need to share their religion and became missionaries to societies with different beliefs.
 - g. What may have been the ultimate goal of Great Britain?
 - h. How do you suppose the policy of colonialism affected the British economy? (It made many British citizens wealthy.)
 - i. What do you see as the primary motivation for following a policy of imperialism? (Students may say for the economy, to remain a world power, for defense, to spread English civilization, etc.)
 - j. Are there any countries today that remind you of the British Empire?
 - k. Have students take another look at the World Map on the overhead with the largest colonies filled in. Refer to Teacher Notes, and show the trade route strategies exercised by Britain.
 - l. Ask students for comments on the amount of territory Britain controlled.

Notes:

How did the Great Britain become a powerful empire?

1. Mercantilism Economic policy that required nations to colonize weaker nations to obtain natural resources Global expansion Trade routes needed to be protected East India Company – monopoly on trade with India
2. Success in wars
 - a. Ireland – 1100's – 1600's
 - b. Treaty of Utrecht: Nova Scotia, Newfoundland; a monopoly on the slave trade in Spanish America
 - c. Treaty of Paris, 1763, Seven Years' War All of French Canada East India Company pushed France out of India
 - d. Boer War, 1899-1902, Africa
 - e. Opium Wars, 1841-1842, China
 - f. World War I, 1914-1918
 - g. World War II, 1939-1941
3. Superior naval power Most powerful navy in the world,
4. Few restrictions on trade
 - a. British monopoly on trade - East India Company Dec. 31, 1600, British government gave this company permission to control all trade between Britain and India

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- b. 1784 – British Parliament forced the government to shut the East India Company and rule India because of atrocities:
- i. Land tax, 50% (made schools close)
 - ii. Cash crops: cotton, indigo, tea, jute (Less food grown)
 - iii. Raw materials, (cash crops), shipped to England
 - iv. People became landless, ill fed, illiterate
 - v. By the late 1800's, dissatisfaction with British brewed feelings of nationalism for Indians.

Additional important points:

1. India was considered a region of vast riches to the British. They needed to protect India from other power seekers. Great Britain continued acquiring colonies, some for the specific purpose of strategic positioning to protect their interests in India.
2. In 1600, the British East India Company pursued the spice-rich East Indies. Through their exploration efforts, this company was eventually given total control (by the British government) over British trade with India; imports and exports.
3. Point out the pattern of British colonization in Africa, from north to south, with the specific goal of controlling waterways to the East.
4. Remind students that the sea was the major transportation mode during this time period. Ships carrying goods had to sail around the Cape of Good Hope at the tip of Africa. Great Britain controlled African territory from Capetown, in the south, to Alexandria in the north. One could travel overland for 7,400 kilometers of land without ever leaving the British Empire. In addition Britain was afforded valuable seaports on the Mediterranean Sea because of territorial acquisitions.
5. The importance of control of the southern route around Africa remained essential until 1869, when the construction of the Suez Canal made a short cut for trade.
6. Discuss the vocabulary words: mercantilism, dominion, and protectorate. Explain that in addition to Britain, other Europeans were scrambling to gobble up colonies in an effort to bolster their economies. France, Belgium, Spain, Portugal, and Germany were imperialistic as well; however, Britain was the most powerful and the most successful. Advise students to remember that "colonies equaled profit."
7. Share with students that many British missionaries attended to the colonies to expose natives to religious views of the empire. While this theme gave credence to the benevolence of the empire in taking colonies under its wing, anti-imperialists insisted that it was greed for increased military power and economic gain that the colonization continued.

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