

Types and Development of Man

NCSS thematic strands: individuals, groups & institutions; science, technology & society, civic ideals & practices

Time: 1-50 minute period

Grade 10

Background

The year is 1904 and St. Louis is hosting the World's Fair. This World's Fair is a celebration of the 100th anniversary of the Louisiana Purchase and the taming of the West. The United States and Western Europe have been going through the process of industrialization for fifty plus years. Along with industrialization, these Western powers are well into the era of New Imperialism.

It is important to note that Russia and Japan have also begun to industrialize and are looking to expand their territories with imperial holdings.

Ideas of racial superiority are thriving as demonstrated by their acceptance in not only the social side of society, but also their acceptance in the scientific community as scientific racism is alive and well along with social Darwinism.

These ideas are well documented in the poster "Types and Development of Man." The poster was part of an exhibit at the fair and celebrated the taming of the West along with the greater civilizing mission of the United States and Western Europe worldwide. The poster has a woman that resembles Lady Liberty in a cave with an American Indian woman looking at her and pictures around the border of people belonging to different nations.

Objectives

Students will be able to:

- ❖ Examine the poster "Types and Development of Man"
- ❖ Recognize patterns of racism and sexism in the poster
- ❖ Analyze the poster for meaning
- ❖ Assess attitudes of the poster's creator

Procedures

Procedure 1

Hand out "Types and Development of Man" poster and graphic organizer. Display the poster on the smartboard/overhead projector. Explain that the organizer goes with the poster and it works by writing observations in the same place they appear on the picture. Do not name the pictures.

Procedure 2

Direct students to first examine the border of the poster.

- ❖ What do they notice about the faces?

- ❖ What writing is in the picture? What is its importance?
- ❖ How are the people dressed? Why are they dressed this way?
- ❖ What is significant about the way the pictures are ordered? If students are hesitant to answer about race, confirm its racist quality.
- ❖ Point out the inherent racism of the poster. Ask students why the pictures might be ordered according to race? What does it tell us about the time period the picture was made in?
- ❖ Provide students with the image title, date, and source (Types and Development of Man, 1904, St. Louis World's Fair). Tell students about the 1904 fair.
- ❖ Why is the Japanese person the only woman? What does this tell us about how the creator viewed the Japanese?
- ❖ Have students sum up the outside of the picture (development of man)

Procedure 3

Have students look at the inside of the poster:

- ❖ What do you notice?
- ❖ Who is in the picture?
- ❖ Where are they?
- ❖ Focus on the woman in the foreground:
- ❖ How is she dressed?
- ❖ What objects does she have?
- ❖ Why does she have a torch? What is the torch doing? Why did the creator put the torch in the poster? What does it symbolize?
- ❖ Why does she have a book?
- ❖ What might be in that book? What does the book symbolize?
- ❖ Direct students to look at the American Indian:
- ❖ Where is she?
- ❖ How is she dressed?
- ❖ What is her demeanor?
- ❖ Would you want to meet her on the street?
- ❖ Does she look like she would be accepting to help?
- ❖ Why does she have an owl? What does it symbolize?
- ❖ What is happening in the entire picture? Why is the white woman in the cave?
- ❖ Have students sum up the inside as it relates to the outside pictures?

Procedure 4

Direct students to flip their organizer over. Work through the back side as a class.

- ❖ What does the torch represent? The owl? The book?
- ❖ What is the creator's attitude toward white people? How can we tell?
- ❖ What is the creator's attitude toward non-white people? How can we tell?
- ❖ How would you define racism?
- ❖ Ask if anyone knows or could guess the definition of scientific racism.
- ❖ Who is Charles Darwin?
- ❖ What phrase is often associated with evolution? (survival of the fittest)
- ❖ Given this, what do you think social Darwinism is?

Procedure 5

Describe the upcoming lessons on imperialism and how these beliefs explored in class were used as justifications for imperial actions.

Assessment

Students are assessed based on participation

Resources

http://publications.newberry.org/frontiertoheartland/archive/fullsize/sc000017_09fefdb157.jpg



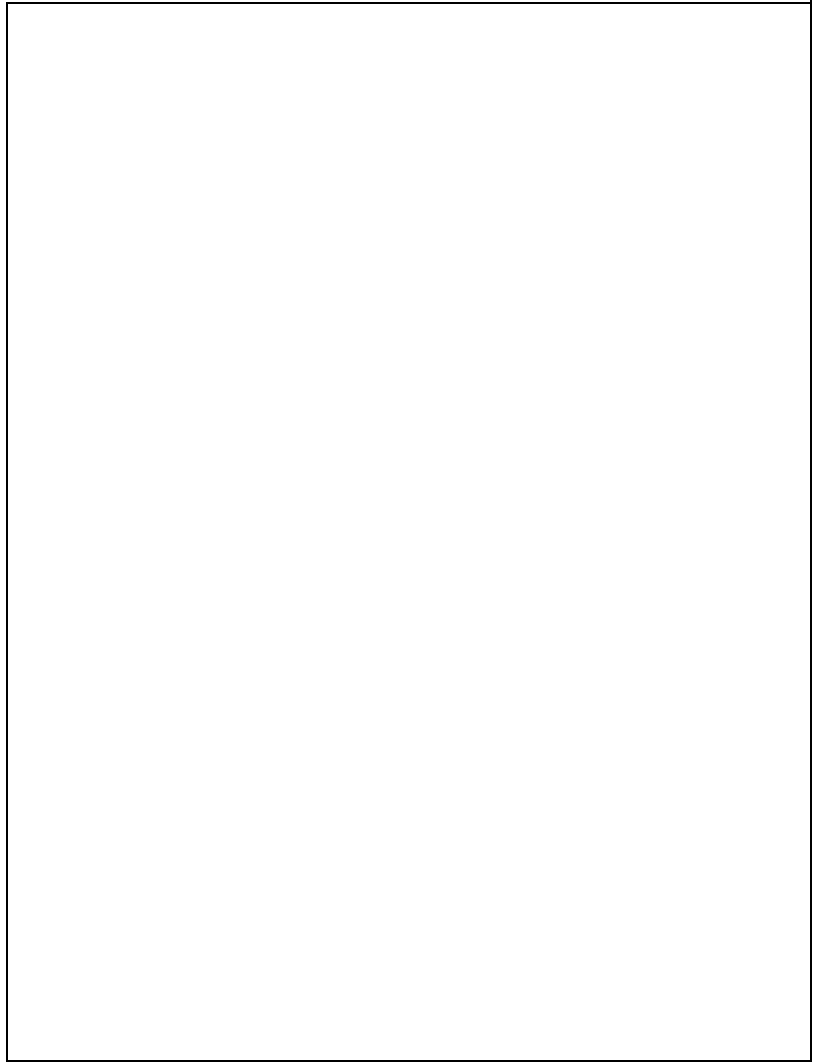
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Notes/Observations



Based on our analysis of "Types and Development of Man," what conclusions can we make?

Symbolism: What does each mean?

Torch	
Book	
Owl	

What is the creator's attitude toward white people? How can we tell?

What is the creator's attitude towards non-white people? How can we tell?

Vocabulary: what do each of these terms mean?

Racism	
Scientific Racism	
Social Darwinism	