

**Social Studies
European History
Unit 4: Colonial Age**

Essential Understandings	▪ Students will investigate the economies of scale during the 18th century and the foundation of a global interdependency dependent upon commerce. Students will extensively research various European countries in order to ascertain how the economy worked from the highest to the lowest levels in the nation.
Essential Questions	<u>Primary Questions</u> ▪ What do historical demographers do? What do economic historians do? ▪ Why did population increase dramatically in Europe in the 18th century? ▪ With the exception of Britain, why didn't the birthrates in most regions of Europe increase in the 18th century? Why was England an exception to this trend? ▪ What were the reasons for the gradual growth of the economies of most European countries in the 18th century? ▪ What was the proto-industrialization? What were the economic, social, and demographic repercussions of this type of economic development? ▪ What are the economic differences between "performance" and "structure" in economies? ▪ What geographic and historical advantages did England have that allowed her to be the first European country to industrialize? ▪ How was France's economic environment in the 18th century so different from that of Great Britain?

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Essential Questions	<u>Secondary Questions</u> ▪ Why had the putting-out system reached its organizational and technological limits by the early 18th century? ▪ What new 18th century inventions made the creation of the modern factory system possible? ▪ How did English farming become more productive during the 18th century? ▪ Why was the open-field system an inefficient way to engage in agricultural activities? ▪ How did enclosure differ from the open-field system? ▪ What was the impact of enclosure on large landowners? On poor tenant farmers? On the English countryside? ▪ What was the connection between industrialization and the enclosure movement? ▪ How did serfdom differ in Prussia and the Habsburg Empire from the rest of Eastern Europe? ▪ What obligations did the peasants have to their landlords? To their king? ▪ How was the economic status of the French peasants somewhat different from the peasants in other Western European countries? ▪ Why did the United Provinces decline as a major maritime power by the early 18th century? ▪ How was mercantilism an economic monopolistic system? ▪ Why did “empire” generally mean “trade” in the 18th century? <u>Supplemental Questions</u> ▪ What role did slavery play in 18th Century global commercial activities? ▪ Why did the British win the French and Indian War? ▪ What were the major components of the 1763 Treaty of Paris? ▪ What was India like politically in the early 18th century? How did the French and the British gradually increase their influence and power there? ▪ Why was the Battle of Plassey in 1757 a turning point in British-Indian relations in the 18th century? ▪ What role did the state of Bengal play on the Indian subcontinent in the 18th century? How were the British able to gain control over it? ▪ How did the India Act of 1784 affect the status of the London East India Company? ▪ What were the results of Lord Cornwallis’ policy of turning India’s rural gentry into landlords by giving them title deeds? ▪ What was the British view of India in the 1830’s?
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Essential Knowledge	▪ The geo-strategical rationale behind the establishment of a colonial empire was founded upon attempting to gain an advantage in a mercantile economy. ▪ The challenges and rewards of the development of a colonial empire through case studies will reveal that the center of all successful countries lies upon the monopolies of commodities. ▪ The role of an emerging global economy resulted in an emerging middle class which began to demand more economic as well as political liberties. ▪ Enlightenment thought played a vital role in articulating the potential of overseas colonial expansion so as to encompass opportunities presented by the consequences of succession crises.
Vocabulary	▪ <u>Terms:</u> ○ demography, macroeconomics, putting-out (domestic) system, proto-industrialization, (per capita) productivity, entrepreneurship, disposable income, Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i>, value added, laissez-faire, Law of Supply and Demand, “Invisible Hand”, labor theory of value, primogeniture, Bank of England, Lloyd’s of London, Richard Arkwright, James Watt, Charles Townsend, Jethro Tull, open-field system, enclosure movement, chattel, seigneurialism, merchantilism, Triangle Trade, joint stock company, Middle Passage, “The Great War for Empire” (1756-1763), French and Indian War (1756-1763), Treaty of Paris (1763), London East India Company, nawab, Sir Robert Clive, sepoy, Battle of Plassey, India Act of 1784, Raj, convertible husbandry
Essential Skills	▪ Develop greater reading comprehension skills. ▪ Develop competent note taking skills. ▪ Develop source analysis for both primary and secondary. ▪ Create and deliver oral presentations. ▪ Develop narrative/argumentative essay writing.

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Related Maine Learning Results	<u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A1. Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources. a. Develop research questions related to a current social studies issue. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills. a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. A3. Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.
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Related Maine Learning Results	B. Civics and Government B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world. a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world. c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time. d. Describe the purpose, structures, and processes of the American political system. e. Compare the American political system with examples of political systems from other parts of the world. B2. Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world. a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy. b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases. c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases. d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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Related Maine Learning Results	B3.Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans. a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations. b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. C. Economics C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future. b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics. d. Identify and explain various economic indicators and how they represent and influence economic activity. e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability. f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities. a. Analyze the role of regional, international, and global organizations that are engaged in economic development. b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically divers. c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent
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	immigrant groups in Maine and the United States, and various world cultures.
Related Maine Learning Results	D. Geography D1.Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future. - Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. - Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. - Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. - Evaluate the impact of change, including technological change, on the physical and cultural environment. D2.Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities. - Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. - Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

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Related Maine Learning Results	E. History E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world. a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
Sample Lessons And Activities	▪ At the end of this unit students will conduct a case study investigation of the British experience in India. By using a series of primary documents the students will piece together the motivation for and the process of British domination of the subcontinent. Students will be able to utilize their prior learning in order to write a detailed report which will exemplify all the characteristics of this age in terms of colonization and empire building.
Sample Classroom Assessment Methods	▪ Students will be given a map of the world – black and white with borders consistent with nations and colonies during the late 18th century. From memory students will be asked to correctly label each European colony worldwide. After completing this task they will be asked to annotate the map providing as much relevant information as possible. The student with the most information provided on their map will be the top mark and all other grades will be based upon this student's success.
Sample Resources	▪ <u>Publications:</u> ○ "The Roots of Western Civilization" – Prof. Paul Halsall, Fordham University ▪ <u>Other Resources:</u> ○ "A Comparison of the Middle Ages and the Renaissance in Italy" – chart ○ "Comparing the Middle Ages, the Renaissance, and the Modern World" – chart ○ "The Late Middle Ages" – Prof. David McGee, Central

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	Virginia Community College, lecture outline
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