Unit Title: How Much Is that Colony in the Window?

Colorado's District Sample Curriculum Project

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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY
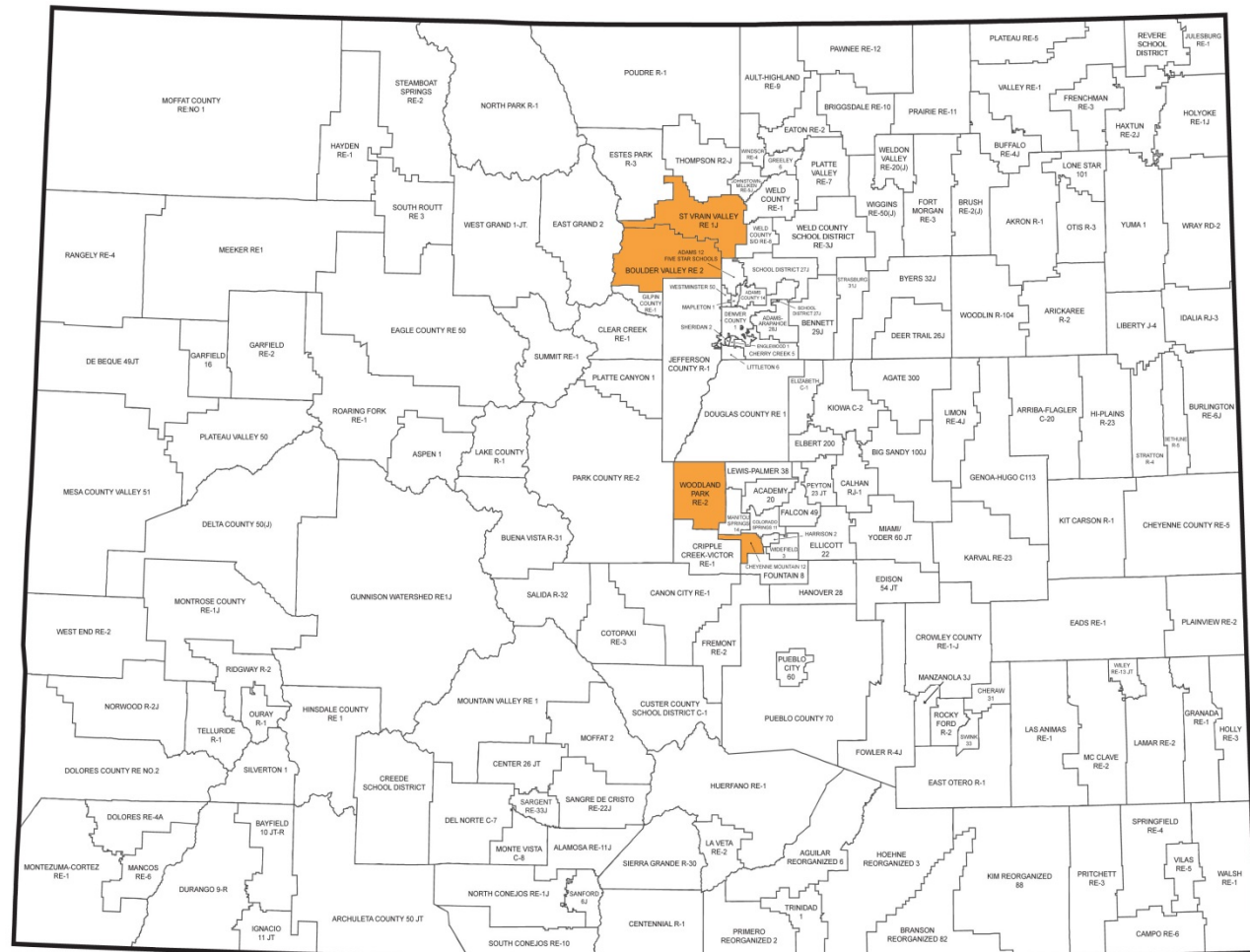
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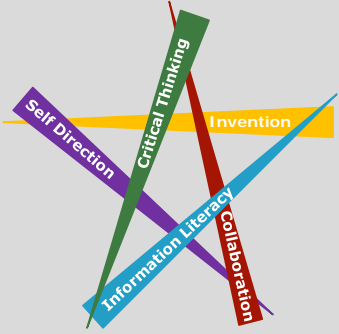- Beth Wilson

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Content Area	Social Studies		Grade Level	7th Grade
Course Name/Course Code	7th Grade Social Studies			

Standard	Grade Level Expectations (GLE)	GLE Code
1. History	1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence	SS09-GR.7-S.1-GLE.1
	2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another	SS09-GR.7-S.1-GLE.2
2. Geography	1. Use geographic tools to gather data and make geographic inferences and predictions	SS09-GR.7-S.2-GLE.1
	2. Regions have different issues and perspectives	SS09-GR.7-S.2-GLE.2
3. Economics	1. Supply and demand influence price and profit in a market economy	SS09-GR.7-S.3-GLE.1
	2. Manage personal credit and debt (PFL)	SS09-GR.7-S.3-GLE.2
4. Civics	1. The different forms of government and international organizations and their influence in the world community	SS09-GR.7-S.4-GLE.1
	2. Compare how various nations define the rights, responsibilities and roles of citizens	SS09-GR.7-S.4-GLE.2

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

Reading Standards
- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards
- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
How Much is That Colony in the Window?	6-9 weeks	4

Unit Title	How Much is That Colony in the Window?	Length of Unit	6-9 weeks	
Focusing Lens(es)	Innovation/Choice	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.7-S.1-GLE.1 SS09-GR.7-S.1-GLE.2 SS09-GR.7-S.2-GLE.2	SS09-GR.7-S.3-GLE.1 SS09-GR.7-S.3-GLE.2 SS09-GR.7-S.4-GLE.1
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.4, CCSS.RH.6-8.6, CCSS.RH.6-8.7, CCSS.RH.6-8.9	CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.4, CCSS.WHST.6-8.7, CCSS.WHST.6-8.8, CCSS.WHST.6-8.9	
Inquiry Questions (Engaging-Debatable):	• How do your economic choices affect others? (SS09-GR.7-S.3-GLE.1-EO.b,d; RA.3) • How can economic choices encourage innovation? • How do you decide what to buy? • What trade-offs occur when the government encourages technological and scientific innovation? (SS09-GR.7-S.3-GLE.2-RA.2)			
Unit Strands	History, Economics, Civics, Geography			
Concepts	Interaction, innovation, invention, taxes, economy, value, production, distribution, finance, citizen, civilization, conflict, technology, mass communication, nationalism, capitalism, communism, socialism, guild, consumer, producer, exploration, supply, demand, scarcity			

Generalizations My students will Understand that…	Guiding Questions	
	Factual	Conceptual
Competition and cooperation drive innovation, which allows for consumer choice (SS09-GR.7-S.3-GLE.1-EO.d,e)	How did competition and cooperation among guilds in medieval Europe benefit both consumers and producers?	In what ways might a government hinder innovation, development, and new industries? How do you decide what to buy?
Mass communication introduces individuals to new opportunities, goods, services, and ideas (SS09-GR.7-S.1-GLE.1-EO.a) and (SS09-GR.7-S.1-GLE.2-EO.a)	How is the invention of the printing press an example of one of the first forms of mass communication? How did the printing press facilitate the spread of new ideas?	How can the mass media influence people's opinions of their government?
Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy (SS09-GR.7-S.1-GLE.2-EO.e; RA.2)	How did the "opening" of the Silk Road promote a global economy? (SS09-GR.7-S.1-GLE.2-EO.e) How was the formation of the European Union a reaction to the globalized economy?	How might a common currency among all nations promote or hinder a global economy?
Governments often make decisions regarding the use of taxes based on their perceptions of the needs of the governed (SS09-GR.7-S.4-GLE.1-EO.e) and (SS09-GR.7-S.3-GLE.2-EO.f)	How were the Crusades financed? Who paid for Columbus' ships? (SS09-GR.7-S.1-GLE.2-EO.b)	What happens when a government's decisions consistently represent the priorities of a (privileged) minority of the governed?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Innovation and invention can lead to advances in technology • How people interact and are interconnected over key periods or eras in the Eastern Hemisphere (SS09-GR.7-S.1-GLE.2-EO.a) • Mass communication facilitates the dissemination of ideas (SS09-GR.7-S.1-GLE.2-EO.a,b) • The social, political, and economic relationships between an empire and a colony • How conflict and the pursuit of resources shaped the formation of India, China, the Middle East, and parts of Africa (SS09-GR.7-S.3-GLE.2-EO.b; IQ.1)*	• Distinguish between wants and needs regarding national financial decisions • Identify advances in communication technologies • Compare and contrast economic systems throughout the Eastern Hemisphere • Use geographic tools to analyze and interpret GDP data for various countries and make predictions about the development of a global economy (SS09-GR.7-S.2-GLE.2-EO.b) • Recognize and analyze patterns and themes around colonialism

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Personal choices and governmental purchasing power can influence innovation and policies.*
Academic Vocabulary:	Interaction, invention, technology, government, policies, justify, evaluate, influence, causes, effects, innovation, infrastructure
Technical Vocabulary:	Taxes, consumer, economy, currency, value, production, distribution, finance, citizen, civilization, conflict, technology, mass communication, capitalism, communism, socialism, guild, producer, GDP, feudalism, Medieval Europe, Silk Road

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	The focus of this unit is the economics, technologies and innovations from the Middle Ages through the colonial era. Students explore the allocation, access, availability, and distribution of scarce resources, how new technologies changed the way people worked, communicated, and competed for the scarce resources. Additionally, students will study the ways in which trade, access to goods and resources, and competition led to a "global economy." Finally, they examine the ways in which industrialization and technological advances encouraged colonization and the effects of colonization on colonized peoples. The unit culminates in a G7 Summit where students work in teams to develop a Memorandum of Understanding addressing global economic concerns.
Considerations:	The authors of this instructional unit changed the original name of this unit from "What's It Worth?" to "How Much is That Colony in the Window?" to better reflect the content of the unit. The time span of this instructional unit is from approximately the Middle Ages through the colonial era; however, the G7 Global Economic Summit should focus on current economic issues (e.g., poverty, labor practices, free trade, resource availability). The idea is that students can trace the roots of some of the current economic concerns back to the colonial era and countries that were under colonial rule.

Unit Generalizations	
Key Generalization:	Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy
Supporting Generalizations:	Mass communication introduces individuals to new opportunities, goods, services, and ideas
	Competition and cooperation drive innovation, which allows for consumer choice
	Governments often make decisions regarding the use of taxes based on their perceptions of the needs of the governed

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Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	The G7 countries (Russia, United States, Canada, France, Germany, Italy, Japan, and United Kingdom) are key actors in international economic relations, and as such they carry great responsibility for creating reliable, sustainable and viable global economic conditions. You have been asked to represent your country at the next G7 Global Economic Summit. At this summit, you will be discussing the issues (e.g. poverty, labor practices, free trade, resource availability) affecting the global economy, including the historical roots of those issues. The outcome(s) of this summit include: a timeline illustrating the historical roots of the issue, a written rationale for why the issue should be addressed at the Summit, and a Memorandum of Understanding (MOU). The Memorandum of Understanding should include agreed upon steps to address the economic concerns listed above. Following the G7 Summit, each "summit group" will be presenting their MOU to the class.
Product/Evidence: (Expected product from students)	Students will be working in two distinct groups. The first group is based on the country they are representing (Russia, United States, Canada, France, Germany, Italy, Japan, and United Kingdom). The second group is the "summit" group that includes one representative from each of the country groups. The "same country" groups will research the historical roots of the issue, facts, statistics, and other relevant information on the poverty levels, labor practices, free trade policies, and the scarcity of resources for their country. The "same country" groups should develop a white paper that reflects the current "state of affairs" for each of the aforementioned economic issues in their country.

	Representatives from each "same country group" convene at a G7 Summit. The primary focus of this summit is to discuss each country's white paper and then discuss ways the member countries can work together to address the economic issues. The resulting discussions are produced in a Memorandum of Understanding. Finally, each G7 Summit will present their MOU to the class for discussion and critique. http://www.cdc.gov/cancer/ncccp/doc/SampleMOATemplate.doc (MOU Template - modify to fit assessment criteria) https://owl.english.purdue.edu/owl/owlprint/546/ (White Paper: Purpose and Audience – Purdue OWL) https://www.cia.gov/library/publications/the-world-factbook/ (CIA World Factbook)
Differentiation: (Multiple modes for student expression)	Differentiation could be done through ability grouping for the assessment (e.g. the Summit groups could be based on homogenous grouping). Students may be provided with a white paper template and/or speaking points for participation in the Summit. During participation in the Summit, students may be provided with sentence starters. Students may be provided with an additional topic to explore and discuss. Students may also develop questions that might need to be addressed in the future regarding poverty, etc.

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
Aronson, M. & Budhos, M. (2010). *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*. Lexile: 1130 Burgan, M. (2013). *The European Industrial Revolution*. Lexile: 1030 Hill, R. (2002). *Southeast Asia: People, Land and Economy*. Lexile: 1420 Sancha, S. (1983). *The Luttrell Village: Country Life in the Middle Ages*. Lexile: Ages 10 and up Simmons, J.R. (ed.). (2007). *Factory Lives: Four Nineteenth-Century Working-Class Autobiographies.* Lexile: Ages 15 & up	Dickens, C. (1837). *Oliver Twist*. Lexile: 640 Gaskell, E.G. (2009). *Mary Barton.* Lexile: Lexile: Ages 15 & up Kipling, R. (1901). *Kim*. Lexile: 940

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/write like a historian by examining both primary and secondary sources.	Teacher Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress) http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf (Reading Strategies) http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read (Using Primary Sources in the Classrooms) http://legacy.fordham.edu/Halsall/source/600stdprice.asp (Primary source: Pope Gregory the Great – Standard Prices for Grain, c. 600)
			Student Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Analyzing Books and Other Printed Texts Worksheet from the Library of

				Congress) http://tinyurl.com/q8lw2nm (Template: Journal graphic organizer) http://legacy.fordham.edu/Halsall/source/600stdprice.asp (Primary source: Pope Gregory the Great – Standard Prices for Grain, c. 600)
	Skills:	Identify multiple perspectives in order to understand the different perspectives in history (e.g., colonizer and colonized).	Assessment:	Students will write journal entries as if living in that time, along with exploring multiple perspectives.
2.	Description:	Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts (CCSS.RH.6-8.7)	Teacher Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress) http://studenthandouts.com/01-Web-Pages/2013-10/effects-chart-graphic-organizer-worksheet.pdf (Template: Cause and Effect Chart) http://quod.lib.umich.edu/j/jahc/images/3310410.0004.310-00000004.jpg (Graphic Organizer: Comparing Economic and Political Systems)
			Student Resources:	http://studenthandouts.com/01-Web-Pages/2013-10/effects-chart-graphic-organizer-worksheet.pdf (Template: Cause and Effect Chart) http://quod.lib.umich.edu/j/jahc/images/3310410.0004.310-00000004.jpg (Graphic Organizer: Comparing Economic and Political Systems)
	Skills:	Compare and contrast multiple sources in order to differentiate similar and different perspectives of history	Assessment:	Students will use different types of graphic organizers to monitor thinking, such as cause and effect charts, advantages and disadvantages charts.
3.	Description:	Think/work like a historian by communicating through writing and using forms of technology	Teacher Resources:	http://www.easel.ly/ (Template: How to create an Infographic) http://www.makemynewspaper.com/free-newspaper-templates (Template: Newspaper) http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm (Template: PowerPoint Newspaper)
			Student Resources:	http://www.easel.ly/ (Template: How to create an Infographic) http://www.makemynewspaper.com/free-newspaper-templates (Template: Newspaper) http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm (Template: PowerPoint Newspaper)
	Skills:	Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently (CCSS.WHST.6-8.6)	Assessment:	Students will create an infographic, newspaper, and advertisements to show their understanding of different concepts.

4.	Description:	Read like a historian to determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to history/ social studies	Teacher Resources:	http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/ (Word Walls) http://www.readingrockets.org/strategies/word_walls/ (Word Walls)
			Student Resources:	http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf (Graphic Organizer: Word Bank) http://www.eslpages.com/samplesheets/samplewordbanksheets.htm (Word Bank Worksheet)
	Skills:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (CCSS.RH.6-8.4)	Assessment:	Students will create a word wall to visualize important vocabulary throughout the unit.
5.	Description:	Think/work like a geographer through interpretation of maps and use of geographic tools to find patterns in human and physical systems	Teacher Resources:	http://academic.reed.edu/anthro/570/Chronologies/Week%205%20Mintz%20Chron.html (Timeline: Trade of Sugar) http://www.theworldeconomy.org/statistics.htm (Statistics: Data and charts of historical economy) https://qmhistoryoftea.wordpress.com/2013/10/17/charting-the-east-india-companys-tea-trade/ (Article & Graph: Tea export)
			Student Resources:	http://www.onlinecharttool.com/ (Template: How to create a graph)
	Skills:	Analyze maps to locate, identify, and predict and infer about resources, settlement patterns, trade routes and migration	Assessment:	Students will create multiple graphs (bar, pie charts, line, etc.) illustrating the change over time of production and distribution of a particular good (e.g., coffee, tea, sugar, gold, coal, cotton) from 1500 to 1900.

Prior Knowledge and Experiences

Students should have a basic knowledge of the Eastern Hemisphere, the continents, and the Five Themes of Geography.

Learning Experience # 1

The teacher may bring in primary sources (e.g. images, diaries, documents) and secondary sources (e.g., articles, criticisms, commentaries) so that students can review the characteristics of everyday life (e.g., agrarian, cottage industry) in the eastern hemisphere during the Middle Ages (up to the Industrial Revolution).

Generalization Connection(s):	Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy

Teacher Resources:	http://worldhistoryforusall.sdsu.edu/eras/era5.php (Article: Overview of life around the world, up to 1500AD)
	http://www.historyextra.com/feature/time-traveller%E2%80%99s-guide-medieval-shopping (Article: A Traveler's Guide to Medieval Shopping)
	http://www.medieval-life.net/life_main.htm (Article: Life during in the Middle Ages)
	http://web.clark.edu/afisher/HIST252/lectures_text/Womens%20contributions%20to%20medieval%20towns.pdf (Article: Cottage Industry with women)
	http://legacy.fordham.edu/Halsall/mod/17france-soc.asp (Primary Sources - Social Conditions in 17th Century France)
	http://www.uen.org/Lessonplan/preview?LPid=22139 (Lesson plan: The economics of the Black Plague)
	http://www.socialstudiescms.com/#!middle-ages-in-western-europe/c182u (Website incl. videos, primary sources, and information on the economics of the Middle Ages)

Student Resources:	http://tinyurl.com/q8lw2nm (Template: Journal graphic organizer)
	http://spartacus-educational.com/MEDTfarming.htm (Article: Middle Ages Farming tools with images)
	http://www.historyextra.com/feature/time-traveller%E2%80%99s-guide-medieval-shopping (Article: A Traveler's Guide to Medieval Shopping)
	http://www.learner.org/interactives/middleages/feudal.html (Article: Life in the Middle Ages)
	http://www.ancient.eu/Silk_Road/ (Article: Silk Road)
	http://artizala.com/about-artisans/history-of-artisans/history-of-artisans-in-medieval-times/ (Article: Artisans in the Middle Ages)
	http://www.thefinertimes.com/Middle-Ages/farming-in-the-middle-ages.html (Article: Farmers in the Middle Ages)
	http://www.thefinertimes.com/Middle-Ages/crafts-in-the-middle-ages.html (Article: Craftsmen in the Middle Ages)

Assessment:	Students will write a "Day in the Life" journal from the perspective of an assigned role (e.g. artisan, farmer, craftsman)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may complete a graphic organizer to outline their writing http://tinyurl.com/q8lw2nm (Journal graphic organizer)	Students may create a pictorial journal

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may include primary source, textual quotes/evidence in their journal http://legacy.fordham.edu/Halsall/source/600stdprice.asp (Primary source: Pope Gregory the Great – Standard Prices for Grain, c. 600) http://www.historyextra.com/feature/time-traveller%E2%80%99s-guide-medieval-shopping (Article: A Traveler's Guide to Medieval Shopping – scroll down to see a sample interaction between people)	Students may create a journal that includes two characters and the interactions of those two characters

Critical Content:	● In medieval Europe, as much as 80% of the labor force was employed in subsistence agriculture ● Trade networks throughout Africa, Europe, and Asia existed as early as 1300 AD ● People lived in villages and had jobs such as artisans, craftsman

	• The initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class • The economic effects of the spread of the Black Death or Bubonic Plague • In medieval times, only the wealthiest people—the lords, knights, and ladies—were able to read and write.
Key Skills:	• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (CCSS.WHST.6-8.4) • Analyze historical sources while formulating historical questions
Critical Language:	Agrarian, artisan, craftsman, specialization, subsistence living, division of labor, cottage industry, trade network, Silk Road, Salt Trade (N. Africa), guild

Learning Experience # 2

The teacher may engage students in a trade simulation so that students can explain the transition from cottage industries to increased specialization, productivity, and trade.

Generalization Connection(s):	Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy
Teacher Resources:	http://tinyurl.com/m3qbjz3 (Lesson Plan: Medieval Europe trade simulation) http://history-world.org/midtowns.htm (Background Information: Rise of Trade and Towns in Medieval Europe) http://web.clark.edu/afisher/HIST252/lectures_text/Womens%20contributions%20to%20medieval%20towns.pdf (Article: Cottage Industry with women) http://www.newworldencyclopedia.org/entry/Mercantilism (Article: Mercantilism) http://msh.councilforeconed.org/documents/978-1-56183-758-8-activity-lesson-22.pdf (Excerpt on Mercantilism from lesson plan - Council for Economic Education)
Student Resources:	http://www.historyforkids.org/learn/china/economy/ (Article: Trade in Ancient China) http://www.traditioninaction.org/History/A_021_Festivals.htm (Article: Medieval Work and Leisure) http://www.historyforkids.org/learn/medieval/economy/ (Article: Medieval Economy)
Assessment:	Students will engage in a trade simulation http://tinyurl.com/m3qbjz3 (Lesson Plan: Medieval Europe trade simulation)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Critical Content:	• As villages, towns, countries and continents started trading goods that they were efficient at making for ones they were not, markets became more integrated, as specialization and trade increased • Introduction of silver on the world market led to a rapid increase in commercial exchanges of all kinds

	● Increases in the desire and consumption of sugar & other commodities led to an increase in the need for labor and raw materials (found in Africa and Asia), while Europeans made finished goods ● Products traded among peoples in Africa, Europe, and Asia include spices, coffee, tea, and silk ● The role of mercantilism in defining and potentially increasing/decreasing a nation's wealth
Key Skills:	● Describe how position in society affected people's everyday lives and the goods they were able to trade ● Identify the cause and effect of the transition from cottage industry to increased specialization
Critical Language:	Efficiency, specialization, production, textiles, goods, services, commodity, raw material, market place, merchant, wants and needs, trade, barter, mercantilism

Learning Experience # 3
The teacher may provide primary (e.g., images, documents, testimonies, letters) and secondary sources (e.g., articles, criticisms, commentaries) so that students can understand how individuals were connected to new trade opportunities, goods, and services through innovations in mass communication and transportation during the Industrial Revolution (e.g., steam engine, manufacturing processes, use of coal, telegraph).

Generalization Connection(s):	Mass communication introduces individuals to new opportunities, goods, services, and ideas Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy
Teacher Resources:	http://www.loc.gov/collection/samuel-morse-papers/about-this-collection/ (Primary source: Samuel F. B. Morse Papers) http://www.studenthandouts.com/Gallery/WH10/10.07.Industrial-Revolution-Gallery.htm (Primary Sources: people and inventions of the Industrial Revolution) http://www.enotes.com/topics/thomas-savery (Primary source - excerpt: Thomas Savery's *An Engine to Raise Fire by Water*) http://classroom.synonym.com/did-invention-steam-engine-change-way-people-worked-13612.html (Article: How the Steam Engine changed the way people work) http://tinyurl.com/zzp5r7y (Lesson Plan: Persuasive Techniques in Advertising) http://tinyurl.com/lh5yk7l (Video: Steam Engine Drives a Revolution) http://www.history.com/topics/industrial-revolution (Article: Industrial Revolution--transportation and communication) http://history1800s.about.com/od/inventioninnovation/a/telegraph01.htm (Article: How the telegraph cable changed communication forever) http://www.history.com/this-day-in-history/first-transatlantic-telegraph-cable-completed (Article: Transatlantic Cable) http://industrialrevolution.sea.ca/innovations.html (Article: Key Innovations of the Industrial Revolution)
Student Resources:	http://industrialrevolution.sea.ca/innovations.html (Article: Key Innovations of the Industrial Revolution) http://atlantic-cable.com/Maps/ (Maps: Transatlantic Cable routes) http://blog.postcardgallery.net/i/pics/orient-express-ad-1889.jpg (Advertisement: Orient Express)
Assessment:	Students will design an advertisement on one invention that focuses on how the invention connects people, places, and goods.

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Students may use an advertising template to design their advertisement http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html (Template: Advertisement)	Students will use a template to organize their thoughts in order to design an advertisement

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use the following list of effective advertising messages to help create additional advertisements: http://smallbusiness.chron.com/effective-advertising-messages-10751.html (Article: Effective Advertising Messages)	Students may create an advertisement campaign with multiple media sources or advertisements focusing on different clientele

Critical Content:	- Innovations in mass communication and transportation during the Industrial Revolution connected people, places, and goods worldwide; mass communication facilitates the dissemination of ideas - Inventions such as the steam engine, and innovations in manufacturing helped drive the Industrial Revolution, which created new jobs for people and drew them to urban centers - The modern communications revolution included the building of railroads in Africa, Asia, and Latin America, the global expansion of steamship travel, and the laying of the transoceanic telegraph cables - Railroads drastically lowered the cost of land transportation, greatly increased the volume of goods and persons transported, and the speed at which they were moved
Key Skills:	- Identify advances in communication technologies - Determine how advancement in technology allowed globalization - Evaluate advertisement for effective strategies
Critical Language:	Globalization, mass communication, telegraph, steam engine, trans-oceanic/transatlantic, Industrial Revolution, goods, services, invention, urban, rural, railroad

Learning Experience # 4
The teacher may present different types of maps (e.g., trade patterns of goods) and trade data (e.g., who traded what commodities), so students can demonstrate how trade increased the distribution of and access to goods, thereby increasing economic interdependence in the global market (e.g., colonialism, open and closed market systems).

Generalization Connection(s):	Competition and cooperation drive innovation, which allows for consumer choice Mass communication introduces individuals to new opportunities, goods, services, and ideas
Teacher Resources:	http://academic.reed.edu/anthro/570/Chronologies/Week%205%20Mintz%20Chron.html (Timeline: Trade of Sugar) http://afe.easia.columbia.edu/chinawh/web/s5/index.html (Article: China and Europe production 1500-1800) http://cwh.ucsc.edu/brooks/coffee-site/1400-1800.html (Article: Coffee from 1400-1800)

	https://www.nytimes.com/books/first/p/pendergrast-grounds.html (Article: How coffee changed the world) http://cwh.ucsc.edu/brooks/coffee-site/1800-present.html (Article: Coffee from 1800 to present) http://www.theworldeconomy.org/statistics.htm (Statistics: Data and charts of historical economy) https://qmhistoryoftea.wordpress.com/2013/10/17/charting-the-east-india-companys-tea-trade/ (Article & Graph: Tea export)	
Student Resources:	http://www.onlinecharttool.com/ (Template: How to create a graph) https://qmhistoryoftea.wordpress.com/2013/10/17/charting-the-east-india-companys-tea-trade/ (Article & Graph: Tea export) http://afe.easia.columbia.edu/chinawh/web/s5/index.html (Article: China vs Europe in production) http://cwh.ucsc.edu/brooks/coffee-site/1400-1800.html (Article: Coffee from 1400-1800) http://cwh.ucsc.edu/brooks/coffee-site/1800-present.html (Article: Coffee from 1800 to Present)	
Assessment:	Students will create multiple graphs (e.g., bar, pie charts, line) illustrating the change over time of production and distribution of a particular good (e.g., coffee, tea, sugar, gold, coal, cotton) from 1500 to 1900.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may work in pairs to complete graphs	Students may create a chart, instead of a graph, comparing only two products
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may explore the factors that caused the interconnection between the increase of tea supply and consumption habits https://qmhistoryoftea.wordpress.com/2013/10/17/charting-the-east-india-companys-tea-trade/ (Article & Graph: Tea export)	Students may create a reflective paragraph outlining the cyclical nature of supply and demand as it pertains to a particular good (historical and current)
Critical Content:	● European entrepreneurs desired Asian commodities such as pepper, spices, coffee, tea, porcelain, silk ● With the introduction of vast quantities of silver on world markets there was a rapid increase in worldwide commercial exchanges ● East India Trading Company leads to the colonization of India ● The impact of consumer choice and its connection between supply and demand ● Scarcity impacts perceived and actual value ● Trade patterns increased global connectivity	
Key Skills:	● Analyze maps of trade routes and their interconnectivity ● Synthesize data from various sources ● Conduct a supply and demand analysis of a good	
Critical Language:	Supply and demand, consumer, trade, economic interdependence, global market, entrepreneur, commodity, commercial exchange, colonization, porcelain, open market, closed market	

Learning Experience # 5

The teacher may provide primary (e.g., documents, testimonies, letters) and secondary sources (e.g., articles, criticisms, commentaries) that illustrate competition, cooperation and innovation (e.g., British textiles industry), so students can determine how competition for resources drives production and efficiency.

Generalization Connection(s):	Competition and cooperation drive innovation, which allows for consumer choice Mass communication introduces individuals to new opportunities, goods, services, and ideas	
Teacher Resources:	http://cwh.ucsc.edu/brooks/India,_Britain_and_America.html (Article: Indian Cotton) http://www.economist.com/node/21564413 (Article: Gaps in shift in the distribution of wealth) http://tinyurl.com/qx3mmpk (Article: The Dutch East India Company and Global Effect) http://www.economist.com/node/21541753 (Article: Economist, History of the East India Company) http://www1.umassd.edu/ir/resources/consumption/indiancotton.pdf (Article and Maps: Indian cotton to British luxury goods) https://www.marxists.org/archive/marx/works/1861/10/14.htm (Article: Karl Marx's "The British Cotton Trade")	
Student Resources:	http://studenthandouts.com/01-Web-Pages/2013-10/effects-chart-graphic-organizer-worksheet.pdf (Template: Cause and Effect Chart) https://m.youtube.com/watch?v=wSOGw6gDokI (Video Explanation: Cause and Effect) http://tinyurl.com/qx3mmpk (Article: The Dutch East India Company and Global Effect) http://tinyurl.com/o83fu59 (Image of Edmund Cartwright's Power Loom)	
Assessment:	Students will complete a cause and multiple effects chart illustrating how competition for resources (scarcity) impacted competition, production efficiency, labor practices, acquisition of additional resources, etc.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may be provided with prepopulated causes in a cause and effect chart where they will fill in the effects with complete sentences http://studenthandouts.com/01-Web-Pages/2013-10/effects-chart-graphic-organizer-worksheet.pdf (Cause and Effect Chart Template)	Students may complete the cause and effect chart with bulleted lists
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may be asked to produce their own cause and effect chart without a template	Students may add additional information for cause, effect, and ramifications over time
Critical Content:	● Cotton trade between India and Britain in the seventeenth century ● A shift in the distribution of wealth prior to the Industrial Revolution ● Advances in agriculture, transportation and communication ● Factors such as supply and demand, and cooperation and competition determine price	
Key Skills:	● Distinguish between needs and wants ● Explain cause and effect	

Critical Language:	Industrial Revolution, cooperation, economic competition, technological innovation, scarcity, wealth, production, wealth distribution and efficiency, supply, demand, price, production efficiency, commodity, resources (human/natural)

Learning Experience # 6
The teacher may provide primary (e.g., images, documents, testimonies, letters) and secondary sources (e.g., articles, diagrams) so the students can investigate how global technological innovations (e.g., fossil fuels, vaccinations, factory equipment, power loom) facilitated interdependence, competition, and globalization.

Generalization Connection(s):	Competition and cooperation drive innovation, which allows for consumer choice Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy
Teacher Resources:	http://ocp.hul.harvard.edu/contagion/vaccination.html (Article: Vaccination and controversy) http://debitage.net/humangeography/colonialism.html (Article: Economic cost of disease) http://www.medicalnewstoday.com/info/medicine/modern-medicine.php (Article: A History of Modern Medicine) http://www.historyofvaccines.org/category/timeline-categories/diseases-and-vaccines/smallpox?page=2 (Cartoons: 1890-1900s controversy of vaccines) http://industrialrevolution.sea.ca/impact.html (Article: Impact of the Industrial Revolution) http://www.schrockguide.net/infographics-as-an-assessment.html (Instruction: Infographics as a creative assessment) http://www.bclm.co.uk/media/learning/library/1750-to-1900-Coal-and-Steam-Workbook.pdf (Booklet: Coal Industry with pictures) http://www.easel.ly/ (Template: How to create an Infographic)
Student Resources:	http://www.historylearningsite.co.uk/coal_mines_industrial_revolution.htm (Article and Statistics: Coal Mines in the Industrial Revolution) http://industrialrevolution.org.uk/coal-mines-industrial-revolution/ (Article and Statistics: Coal mines --danger and death) http://www.historyofvaccines.org/category/timeline-categories/diseases-and-vaccines/smallpox?page=2 (Cartoons: 1890-1900s controversy of vaccines) http://tinyurl.com/qe6frjm (Article: Diseases in Industrial cities in the Industrial Revolution) http://www.bclm.co.uk/media/learning/library/1750-to-1900-Coal-and-Steam-Workbook.pdf (Booklet: Coal Industry with pictures) http://www.easel.ly/ (Template: How to create an Infographic)
Assessment:	Students will create an infographic illustrating the impact of one Industrial Revolution innovations from the Eastern Hemisphere (e.g., John Kay's flying shuttle, Edward Jenner's smallpox vaccination, Edmund Cartwright's power loom, using coal as energy).

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may be provided with a pre-designed infographic template or reduced complexity of the infographic http://www.easel.ly/blog/category/infographic-templates/ (Infographic templates - scroll down on the page)	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may add to their infographic the impact of their selected innovation from that time period to modern day
Critical Content:	- Innovation leads to increased productivity - Medical innovations occurred as responses to urban exposure to diseases, global transference of diseases, and industrial medical hazards - Improvements in medicine led to lower infant death rates and longer life expectancies, which led to increased populations, which in turn led to increased energy and resource consumption - Entrepreneurs and workers harnessed coal and steam power to drive industrial machinery and vastly increase production	
Key Skills:	- Recognize multiple perspectives regarding innovations, such as vaccinations - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts (CCSS.RH.6-8.7) - Conduct short research projects (CCSS.WHST.6-8.7) - Gather relevant information from multiple print and digital sources, using search terms effectively (CCSS.WHST.6-8.8)	
Critical Language:	Vaccination, fossil fuel, infrastructure, power loom, infographic, smallpox, flying shuttle, production, life expectancy, death rate, innovation	

Learning Experience # 7	
The teacher may provide maps (e.g., migration patterns, population density) and data (e.g., coal production and consumption, pollution increases) so that students can explore the implications of changing labor and resource demands (e.g., colonization, migration, environmental impact).	
Generalization Connection(s):	Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy Competition and cooperation drive innovation, which allows for consumer choice
Teacher Resources:	http://worldhistoryforusall.sdsu.edu/eras/era7.php (Article: Industrialization and its Consequences; population data) http://www.eh-resources.org/timeline/timeline_industrial.html (Timeline: Environmental history) http://tinyurl.com/hvxoqob (Article: Migration History) http://faculty.washington.edu/charles/562_f2011/Week%205/McKeown%202004.pdf (Article and Graphs: Migration 1846-1940) http://www.k-1.com/Orwell/site/work/summaries/rtwp.html (Summary: George Orwell's *The Road to Wigan Pier*, which discusses conditions of poor, unemployed, and work day of an average miner) http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/citizens_empire.htm (Article: British Expansion) http://tinyurl.com/jtdohkb (Article: Factories in the Industrial Revolution)
Student Resources:	http://www.historylearningsite.co.uk/coal_mines_industrial_revolution.htm (Article and Statistics: Coal Mines in the Industrial Revolution) http://library.uml.edu/clh/All/pau04.htm (Letter: Moving to a city for work) http://www.eh-resources.org/timeline/timeline_industrial.html (Article: Industrial Age Pollution--water and air)

	http://www.clemson.edu/caah/history/FacultyPages/PamMack/lec122sts/hobsbawm4.html (Article: New way of life for families) http://tinyurl.com/jtdohkb (Article: Factories in the Industrial Revolution) https://www.youtube.com/watch?v=alJaltUmrGo (Video: Imperialism)	
Assessment:	Students will write a narrative letter from the point of view of an individual who migrated to a city to work in an industrialized factory. Writing should detail reasons for moving to the city and the conditions he/she faced upon arrival.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may use a graphic organizer to organize information for their narrative http://www.scholastic.com/teachers/sites/default/files/posts/u133/pdfs/map_it_out.pdf (Template: A Story Map)	Students may be required to complete only the reasons for moving to the city in their narrative
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may visit this link for the steps on adding anecdotes http://classroom.synonym.com/write-personal-anecdote-4714.html (Instructions for how to write a personal anecdote)	Students may be required to include a first-person narrative anecdote from their own life to be added to the narrative assessment
Critical Content:	- Industry created wealth and the rich got richer - Rapid urbanization - cities grew rapidly and neither physical nor social infrastructure could keep up with the increasing population - Urban infrastructures (e.g., housing, sewer, fresh water) could not keep up with the influx of people, thus the spread of diseases, and the building of temporary housing (tenement buildings) created poor living conditions in the cities - The desire for increased profits led to an increased demand for more and cheaper labor; factory working conditions were deplorable - There was exponential global population growth - the world's population more than doubled between 1750 and 1900 - Colonial possessions and other rural regions of the world produced raw materials for export. - Industrialized nations transformed raw materials into finished goods which were then imported by colonies and other nations worldwide - Nations sought natural and human resources outside of their own borders through the policy of imperialism - Industrialization resulted in cheap manufactured goods from Europe flooding world markets - The rest of the world, for the most part, became more dependent on supplying raw materials, such as oil and rubber, and export crops, such as sugar, coffee, cotton, and fruit	
Key Skills:	Distinguish between wants and needs regarding national financial decisions (e.g. nations and corporations made major financial decisions based on needs for labor and resources)	
Critical Language:	Migration, colonization, colony, deforestation, pollution, coal, environmental impact, epidemic, imperialism, labor, urbanization, urban, rural, raw material(s), import, export, infrastructure, cholera	

Learning Experience # 8	
The teacher may present various primary sources (e.g., letters, eyewitness accounts, images) so students can evaluate problems with labor practices (e.g., child, women, cheap) that occurred as a result of Industrialization and technological advances.	

Generalization Connection(s):	Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy Governments often make decisions regarding the use of taxes based on their perceptions of the needs of the governed
Teacher Resources:	http://www.history.com/topics/child-labor (Article: Child Labor) http://www.victorianweb.org/history/workers2.html (Primary source: Life of the Industrial Worker & medical accounts of the effects of factory labor on adults and children) http://www.bl.uk/romantics-and-victorians/articles/child-labour# (Article: Child labor and literary response) http://gosocialstudiesgo.wix.com/us-history#!charles-dickens-child-labor-warrior-/cw6v (Article: Charles Dickens, Child Labor Warrior) http://wathatcher.iweb.bsu.edu/childlabor/ (Article and Chart: Background on labor practices) http://www.womeninworldhistory.com/lesson7.html (Article: Plight of Women's Work in the Early Industrial Revolution) http://eh.net/encyclopedia/women-workers-in-the-british-industrial-revolution/ (Article and Chart: Women in work - lots of charts) http://www.victorianweb.org/history/ashley.html (Testimonies: Working conditions)
Student Resources:	https://www.youtube.com/watch?v=aE6WxG66CNk (Video: Child labor political cartoons) http://www.historylearningsite.co.uk/children_industrial_revolution.htm (Primary source: Child labor accounts) http://www.bbc.co.uk/schools/gcsebitesize/history/shp/britishsociety/livingworkingconditionsrev1.shtml (Article: Living and Working Conditions During the Industrial Revolution) http://www.cagle.com/topics/government/page/3/ (Tutorial: How to draw a political cartoon, 7000 examples by topic)
Assessment:	Students will create a political cartoon illustrating the implications of labor practices during the Industrial Revolution (e.g., working conditions and expectations).

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided the text (dialogue, speech bubbles) for a selected political cartoon topic	Students may use given text of a political cartoon to create the illustration associated with the topic

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be given examples of images where no words are given and the images must speak for itself http://sugunasrimaddalasdrawings.blogspot.com/2009/03/symbols-and-cartoons-for-abstract-ideas.html (Examples of images without words)	Students may create a political cartoon without text, so that the image drawn is concise, rather than rely on the text to present their idea

Critical Content:	- The desire for increased profits led to an increased demand for labor and cheaper labor - Women and children were disproportionately affected by demand for cheap labor - Women and children faced discrimination as they entered the workforce - Working conditions were extremely poor due to the lack of legal protections - Technological advances in factories outpaced worker safety and practices
Key Skills:	- Analyze the problems and consequences with labor practices - Understand the inherent economic advantages and disadvantages using child/woman/cheap labor - Identify ways in which advanced technology has influenced different power relationships
Critical Language:	Political cartoon, child labor, women's labor, cheap labor, discrimination, profit, supply, demand, legal protections

Learning Experience # 9	
The teacher may provide primary (e.g., images, documents) and secondary sources (e.g., articles, commentaries) so that students can examine governmental and societal responses to issues/problems created as a result of the Industrial Revolution.	
Generalization Connection(s):	Governments often make decisions regarding the use of taxes based on their perceptions of the needs of the governed Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy Competition and cooperation drive innovation, which allows for consumer choice
Teacher Resources:	http://webs.bcp.org/sites/vcleary/ModernWorldHistoryTextbook/IndustrialRevolution/responsestoIR.html (Article: British Response to Industrial Revolution issues – when the "credentials" box pops up, hit cancel and the webpage will open) http://afe.easia.columbia.edu/special/china_1750_opium.htm (Article and Activities: Opium War explanation) http://www.victorianweb.org/history/chadwick2.html (Primary source: Chadwick's Report on sanitary Conditions) http://www.grahamstevenson.me.uk/index.php?option=com_content&view=article&id=690&Itemid=52 (Article: History of Unions) http://www.nationalarchives.gov.uk/pathways/citizenship/struggle_democracy/trade_unionism.htm (Article: Labor movement with primary resources) http://ocw.mit.edu/ans7870/21f/21f.027/opium_wars_01/ow1_essay01.html (Article: Opium Trade and reactions)
Student Resources:	http://ocw.mit.edu/ans7870/21f/21f.027/opium_wars_01/ow1_essay01.html (Article: Opium Trade and reactions) http://www.nationalarchives.gov.uk/education/resources/1833-factory-act/ (Article & Sources with Questions: Factory Act of 1833) http://www.makemynewspaper.com/free-newspaper-templates (Template: Newspaper) http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm (Template: PowerPoint Newspaper) http://www.primarytexts.co.uk/free_resources.html (Template: Newspaper article outline)
Assessment:	Students will work in groups to design the front page of a newspaper containing one major headline and several minor headlines with articles demonstrating society's reactions to the Industrial Revolutions.

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Students may be provided a template for outlining their newspaper article http://www.primarytexts.co.uk/free_resources.html (Writing Frame)	N/A

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may incorporate primary source quotes into their newspaper article

Critical Content:	- Mechanized tools replaced skilled workers, which led to reactions such as the Luddite protests - One of the reactions of individuals was through writings and political thought (e.g., Utopian society, socialism) - Governments began to implement programs and infrastructures to correct or manage problems created by the Industrial Revolution (e.g., urban drainage systems, public health boards) - Reform movements: Public education, labor laws (the Factory Acts), union development, women's rights, etc. - The socialists believed that government should control certain factors of the economy (e.g., factories, railroads) because government ownership would help workers & eliminate greedy business owners
Key Skills:	- Understand government and society's reactions to the Industrial Revolution - Determine the big ideas and outcomes of the Industrial Revolution
Critical Language:	Trade regulations, tariffs, headline, article, free market, Luddites, socialists, utopian society, reform movement, union, the Factory Acts

Learning Experience # 10
The teacher may provide primary (e.g., images, documents, testimonies, letters) and secondary sources (e.g., articles, criticisms, commentaries) so that students can identify developing governmental/economic systems (e.g., democracy/capitalism, communism, socialism) and explain how national economies are regulated within those systems.

Generalization Connection(s):	Governments often make decisions regarding the use of taxes based on their perceptions of the needs of the governed Increasingly interdependent societies create systems, infrastructure, and symbols that promote the development of a global economy
Teacher Resources:	http://www.macmillandictionary.com/us/thesaurus-category/american/systems-of-government-and-types-of-government (Definitions of various government systems) http://www.ushistory.org/gov/13b.asp (Article: Comparing Economic Systems) http://www.econedlink.org/lessons/index.php?lid=322&type=educator (Lesson plan: Comparative economic systems) https://www.icivics.org/teachers/lesson-plans/who-rules (Lesson plan: Who Rules? Comparing governmental systems)
Student Resources:	http://www.extremelysmart.com/humor/cowsexplain.php (Article: Using cow-humor to explain govt. systems) http://www.ushistory.org/gov/13b.asp (Article: Comparing Economic Systems) http://www.socialstudieshelp.com/economic_systems.htm (Article: Comparing Economic Systems)

Assessment:	Students will complete a graphic organizer comparing advantages and disadvantages among economic and political systems. http://quod.lib.umich.edu/j/jahc/images/3310410.0004.310-00000004.jpg (Graphic Organizer: Comparing Economic and Political Systems)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may write an additional paragraph determining what economic and political system they prefer, or if they would create their own based on the ideologies of the three systems
Critical Content:	● Government systems regulate the economy ● Governments redistribute wealth ● Competition exists between different government systems ● There are advantages and disadvantages to the various governmental and economic systems	
Key Skills:	● Compare and contrast economic systems throughout the Eastern Hemisphere ● Understand wealth distribution ● Discuss the advantages and disadvantages of the various governmental and economic systems	
Critical Language:	Capitalism, communism, socialism, command economy, free market economy, wealth, economic system, Marxism	

Learning Experience # 11

The teacher may provide primary and secondary sources (e.g., images, maps, documents, testimonies, letters) so students can analyze the short and long term effects (e.g., distribution of wealth, laws, rules, civil rights, cultural assimilation) of a colonizers' imposed governmental and economic system on colonized peoples.

Generalization Connection(s):	Governments often make decisions regarding the use of taxes based on their perceptions of the needs of the governed
Teacher Resources:	http://worldhistoryforusall.sdsu.edu/units/seven/closeup/closeup751.pdf (Source includes primary source perspectives on colonialism) http://4.bp.blogspot.com/-TffIYmSbKyA/VJXFLYtiA2I/AAAAAAAABnQ/hES_BZVvcLY/s1600/Pic.png (Graph: Change in GDP from 1AD to 2009AD of Big 8 countries) https://activelearningps.wordpress.com/2014/05/06/wealth-inequality-game/ (Game: Wealth Distribution) https://www.cia.gov/library/publications/the-world-factbook/rankorder/rankorderguide.html (Article: Country comparison on variety of categories) https://www.youtube.com/watch?v=Gnql8t0GqcA (Video: GDP explained) http://historymatters.gmu.edu/d/5478/ (Poem: Rudyard Kipling - The White Man's Burden) http://veda.wikidot.com/article:british-education-in-india (Education from the perspective of a Indian under British Rule)

	http://history105.libraries.wsu.edu/spring2015/20 15/01/20/lingering-effects-of-western-european-colonization-on-modern-day-outsourced-labor/ (Article: Lingering Effects of British Colonization on India in Creating a Third Word) http://tinyurl.com/35ux655 (Lecture: 200 Years that Changed the World – Global Development from the Industrial Revolution until Today)
Student Resources:	http://4.bp.blogspot.com/-TffIYmSbKyA/VJXFLYtiA2I/AAAAAAAABnQ/hES_BZVvcLY/s1600/Pic.png (Graph: Change in GDP from 1AD to 2009AD of Big 8 countries) http://www.ritholtz.com/blog/wp-content/uploads/2010/08/GDP-History.gif (Bar graph: Global GDP over time of Big 8 countries) https://www.cia.gov/library/publications/the-world-factbook/rankorder/rankorderguide.html (Article: Country comparison on variety of categories) https://www.youtube.com/watch?v=Gnql8t0GqcA (Video: GDP explained) http://veda.wikidot.com/article:british-education-in-india (Article: Education from the perspective of a Indian under British Rule) http://historymatters.gmu.edu/d/5478/ (Poem: Rudyard Kipling - The White Man's Burden) http://www.the-map-as-history.com/maps/5-history-europe-colonization.php (Article & Map: Europe's colonial expansion)
Assessment:	Students will create a multiple perspectives foldable - http://www.goodimpressions.co.uk/folding-formats/ - see four page single fold. On the cover, students may put their title and historical information about a specific colonial case study (e.g., France in Vietnam, Great Britain in India). The inside two sections will contrast the two perspectives of the colonizer and the colonized (e.g., distribution of wealth, laws, rules, civil rights, cultural assimilation). The back cover will consist of predicting the likely responses of the colonized citizenry to oppressive governments.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Students may be provided sentence starters on each page of their foldable to help them organize ideas and information https://kveritasushistory.wikispaces.com/file/view/Senten ce+Starters.pdf (Example of sentence starters)	Students may use sentence starters to organize ideas and information in their foldable

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.ariseindiaforum.org/effects-colonization-indian-thought/ (Article: Social perspective of Indian citizen) http://www.asian-nation.org/colonialism.shtml (Article: Lessons learned in colonial Vietnam) http://history105.libraries.wsu.edu/spring2015/20 15/01/20/lingering-effects-of-western-european-colonization-on-modern-day-outsourced-labor/ (Article: Lingering Effects of British Colonization on India in Creating a Third Word)	Students may analyze current political/economic/social conditions of modern day countries (e.g., France in Vietnam, Great Britain in India) and how these conditions developed out of colonialism

Critical Content:	● Colonized living standards were reduced ● Colonists profited at the cost of the colonized people/resources ● Colonized nations decisions became dependent on the needs of the colonizers ● Governments finance goods and services for its people based on perceived needs (e.g., military, roads, war) leads to political domination, cultural assimilation

	● The social, political, and economic relationships between an empire and a colony
Key Skills:	● Explain the difference between colonialism and imperialism ● Use geographic tools to analyze and interpret GDP data for various countries ● Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts) ([CCSS.RH.6-8.6](#)) ● Make predictions about the development of a global economy based on GDP ● Recognize and analyze patterns and themes around colonialism
Critical Language:	Distribution, GDP, imperialism, taxes, living standards, taxes, infrastructure, oppression, assimilation, perspective, predict(ion)