

Course	Lesson Topic & Unit Name	Instructor	Date(s)
Outside Perspectives in WH	Unit 9 (Industrial Empires)- Pursuing Raw Materials & Trade Routes (France & England)	Nicholas Kalev	12-1
Lesson Essential Question (LEQ) OR Learning Objective (LLO)	How did England and France become world empires?		
Content Standards Identify at least two NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	Main Focus- WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past. Supporting- WH.E.1.1 Explain how a desire for resources has impacted the global interactions and economic interdependence of empires, societies, and/or nations, now and in the past.		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	Main- 1.1.4.4 Developing Claims and Using Evidence. Analyze causes, effects, and correlations.  Supporting- 1.1.4.1 Developing Claims and Using Evidence. Analyze data from charts, graphs, timelines, and maps.		

Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	Show a video on the history of Australia and give a five-question paper to fill out. This will lay out the patterns they should observe throughout the lesson, as well as engage more with an unfamiliar and interesting topic.	1.1.4.1 Analyze data from charts, graphs, timelines, and maps. The questionnaire grabs attention and guides them to the main lesson. Australia is an action committed by the English.	10 mins.
Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Present slides analyzing the measures France and England took while on the hunt for resources/materials. Ask for their opinion on Why and How during the slides. *ask about Belgium if it's too much material to teach*	1.1.4.1 Analyze data from charts, graphs, timelines, and maps. Slides will include various visuals to aid learning.	25 mins
Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?	Show different parts of the world heavily affected (Americas, Africa, Asia, etc.) on the big class map. Examples include French territories in Africa and English colonies in India, East Africa, Australia. Engage their interests and in groups, have them select a region under colonial power.  Then, they will create an ad, promoting their region's resources, while asking for a steep price (I'll offer them a little	1.1.4.4 Analyze causes, effects, and correlations. 1.1.4.1 Developing Claims and Using Evidence. Analyze data from charts, graphs, timelines, and maps.  They can see the cause of France and England's status of colonizers, as well as the effect of their arrival. I will act out some actions taken by the French and English.	30 mins

	reward). When time, they will showcase their work to the other groups. If they accept my offering, I'll take their land without payment and "demonstrate" actions that would have taken place. If they don't accept, then I will "demonstrate" the outcome that would happen.		
<p>Extending &amp; Refining II (individual)</p> <p>How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	<p>I will assign a full one page paper, coming from a kid's their age native to a recently "discovered" region POV. The goal is to see information exchanged in the classroom in the paper, as well as some similarities between the writer and subject of the paper.</p>	<p>1.1.4.4 Analyze causes, effects, and correlations.</p> <p>Writing from a kid their age's POV will help open their mind a bit when we look back. Also helps ensure they obtained some information.</p>	20 mins
<p>Closure</p> <p>How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	<p>Have kids name a pioneer in whatever subject/field they're interested in and know about. This could be expanded to gender, racial, and other demographic firsts, such as Jackie Robinson breaking the baseball color barrier or Sandra Day O'Connor being the first woman on the Supreme Court. This helps underline the fact that England and France were the first* in Europe to explore for economics.</p>	<p>Re-enforces the role France and England had in the carving up of the world for resources.</p>	5 mins

Accommodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?				
Target Group of Student	Struggling Writers		Strategies	Look past the mechanics of the paper, look for accuracy of historical content, offer a fill-in-the-blank pre-written paper where they do not have to worry about structure or spelling. They can add the necessary important vocabulary from the lesson where it is appropriate.
Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?				
Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?	FAs would include questions during the slides, with Qs from student indicating thought and Qs from me evaluating their understanding/engagement. The group assignment’s intention is for them to work together, finding and researching an area they might find interesting. I’ll assess their work for accuracy and confidence in their presentation. 1.1.4.4 Developing Claims and Using Evidence. Analyze causes, effects, and correlations  1.1.4.1 Developing Claims and Using Evidence. Analyze data from charts, graphs, timelines, and maps.			
Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?	SA would be their little one page paper. It is individualized, not too much, and pertains to both inside and outside the classroom (using notes and activities they might partake in).  1.1.4.4 Developing Claims and Using Evidence. Analyze causes, effects, and correlations			
Materials & Supplies	Computer/Projector Screen	Copies of printed Q’s and pre-written paper (if needed)	England and France slides	Materials appropriate for their ad (colored pencils, paper, computers, props, etc.)

<p>Sources &amp; Notes</p> <p>Where did you research content for today's lesson? Where did you find helpful information, primary &amp; secondary sources, and lesson plan ideas?</p>	<p>Sources (cited in Chicago Manual of Style)</p> <ul style="list-style-type: none"> <li>• The Animated History of Australia. YouTube. YouTube, 2019. <a href="https://www.youtube.com/watch?v=QIDDIDS2Tjk">https://www.youtube.com/watch?v=QIDDIDS2Tjk</a>.</li> <li>• Allen, Robert C. <i>The British Industrial Revolution in Global Perspective</i>. Cambridge and New York: Cambridge University Press, 2009. <ul style="list-style-type: none"> <li>• Carroll, Christina. "Republican Imperialisms: Narrating the History of 'Empire' in France, 1885–1900." <i>French Politics, Culture &amp; Society</i> 36, no. 3 (2018): 118–42. <a href="https://www.jstor.org/stable/26892995">https://www.jstor.org/stable/26892995</a>.</li> </ul> </li> <li>• Sears, Jamie. "10 Ways to Help Struggling Writers." Not So Wimpy Teacher, March 13, 2020. <a href="https://notsowimpyteacher.com/2017/04/10-ways-to-help-struggling-writers.html">https://notsowimpyteacher.com/2017/04/10-ways-to-help-struggling-writers.html</a></li> <li>• White, Matthew. "The Industrial Revolution." British Library, 2009, <a href="https://www.bl.uk/georgian-britain/articles/the-industrial-revolution">https://www.bl.uk/georgian-britain/articles/the-industrial-revolution</a>.</li> </ul>	<p>Notes to self (post-lesson)</p> <ul style="list-style-type: none"> <li>•</li> </ul>
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the relationships between the successful industrial start by Great Britain three things: 1) the slave trade, 2) the slave plantation system and 3) the colonial trade. ».

The defended idea which is at the heart of his thesis: « the discovery of America was important not for the precious metals supplied by the New World, but for the new and inexhaustible markets it offered to Europeans ».

What is gained with the colonization of America and who wins? It is world trade, the considerable increase that gains « is mainly due to the triangular trade in which Great Britain provides the exports of industrial goods, Africa the human goods and the American plantations the raw colonial raw materials ».

It is a network, and within this network, the North American colonies play a special role as suppliers of food for the sugar cane growers and their slaves. The colonies in the northern and eastern United States are complementary to the specialized agriculture of the West Indies.

The Atlantic network based on slavery thus fulfils three functions for the economy of Great Britain:

- distribution of British products
- source of supply of raw products and raw materials
- source of profits

The three functions are devolved to the colonies, which can in these different ways contribute to the industrialization, to the industrial start of Great Britain in the second half of the 18th century.

This trade takes place within the framework of the triangular trade; these activities generate profits, the idea is that the profits from and generated on this network feed the accumulation of capital in Great Britain contributing to the financing of the industrial revolution. These profits are one of the streams or sources of capital accumulation to finance the industrial revolution.

British Grow a lot more cotton because of spinning jenny

French

In the nineteenth and twentieth centuries, its global colonial empire was the second largest behind the British Empire. At its peak, between 1919 and 1939, the second French colonial empire extended over 12,347,000 km<sup>2</sup> (4,767,000 sq. miles) of land. Including metropolitan France, the total area of land under French sovereignty reached 12,898,000 km<sup>2</sup> (4,980,000 sq. miles) in the 1920s and 1930s, which is 8.6 percent of the world's land area.

Currently, the remnants of this large empire are various islands and archipelagos located in the North Atlantic, the Caribbean, the Indian Ocean, the South Pacific, the North Pacific, and the Antarctic Ocean, as well as one mainland territory in South America.

In the twentieth centuries, several wars took place as colonies asserted their right to freedom most notably in what became Vietnam and in Algeria.

Before the IR, France was in Canada. Quebec The story of France's colonial empire truly began on July 27, 1605, with the foundation of Port Royal in the colony of Acadia in North America, in what is now Nova Scotia, Canada. A few years later, in 1608, Samuel De Champlain founded Quebec, which was to become the capital of the enormous, but sparsely settled, fur-trading colony of New France (also called Canada).

In 1699, French territorial claims in North America expanded still further, with the foundation of Louisiana in the basin of the Mississippi River.

As the French empire in North America grew, the French also began to build a smaller but more profitable empire in the West Indies. Settlement along the South American coast in what is today French Guiana began in 1624, and a colony was founded on Saint Kitts in 1625 (the island had to be shared with the English until the Treaty of Utrecht in 1713, when it was ceded outright). The Compagnie des Îles de l'Amérique founded colonies in Guadeloupe And Martinique in 1635, and a colony was later founded on Saint Lucia (1650).

The food-producing plantations of these colonies were built and sustained through slavery, with the supply of slaves dependent on the African slave trade. Local resistance by the indigenous peoples resulted in the Carib Expulsion of 1660.

In the mid-eighteenth century, a series of colonial conflicts began between France and Britain, which would ultimately result in the demise of most of the first French colonial empire. These wars were the War of the Austrian Succession (1744-1748),

the Seven Years' War (1756-1763), the War of the American Revolution (1778-1783), and the French Revolution (1793-1802) and Napoleonic (1803-1815) Wars. It may even be seen further back in time to the first of the French and Indian Wars. This recurrent conflict is known as the so-called Second Hundred Years' War.

Balvay, Arnould. "Colonies and Empires." Canadian museum of civilization. Accessed November 25, 2022.

<https://www.historymuseum.ca/virtual-museum-of-new-france/colonies-and-empires/colonial-expansion-and-alliances/>.

Brooks, Christopher. "2.2: Geography of the Industrial Revolution." Humanities LibreTexts. Libretexts, August 26, 2022.

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