

Common Core Lesson Plan

Topic: Age of Colonization

Title: Why Colonize?

Students will explore several primary and secondary sources about colonization of different parts of the world in order to try to answer the question, “Why did Europeans colonize?”

Resources (primary resource documents, artifacts, material needs, etc.)

- Defining Colonization
- Colonization Note Taking Guide
- Robert Clive: Speech in Commons on India, 1772
- Moshweshewe: Letter to Sir George of England, 1858
- An Anonymous Letter Written to King Philip II of Spain

Common Core Standards

- RH - 1, 2
- WHST - 1, 4, 5, 7, 9, 10

Essential Standards

- 7.H.1
- 7.H.2
- 7.E.1
- 7.C.1

Background Information

- Students should be familiar with the Age of Exploration and the reasons that Europeans explored other parts of the world.

Instructional Sequence (before, during, and after instruction)

Step 1

The teacher will inform the students that their task for this lesson is to answer the question, “Why did Europeans colonize?” and then explain that they will be provided some guidance and resources to help them answer the question, but that ultimately it is up to the students to be able to answer the question on their own.

Step 2

While the students work on the various steps of this lesson the teacher will formatively assess if the students are effectively using the resources provided to reach a logical conclusion and guide them to doing so when they aren't.

Step 6

Students will be provided the excerpt “Robert Clive: Speech in Commons on India, 1772” which they should read and annotate as they feel is appropriate and then answer the question, “What does this tell us about why

Europeans might have colonized South Asia?" A note-taking guide is provided to help organize answering this and other questions.

Step 7

Students will use their answer to the question to discuss in a small group their answers in order to help each other understand the reading.

Step 8

Students will be provided the excerpt "Moshweshewe: Letter to Sir George of England, 1858" which they should read and annotate as they feel is appropriate and then answer the question, "What does this tell us about why Europeans might have colonized Africa?" A note-taking guide is provided to help organize answering this and other questions.

Step 9

Students will use their answer to the question to discuss in a small group their answers in order to help each other understand the reading.

Step 10

Students will be provided the excerpt "An Anonymous Letter Written to King Philip II of Spain" which they should read and annotate as they feel is appropriate and then answer the question, "What does this tell us about why Europeans might have colonized Latin America?" A note-taking guide is provided to help organize answering this and other questions.

Step 11

Students will use their answer to the question to discuss in a small group their answers in order to help each other understand the reading.

Step 12

Students will be asked to answer the question, "Did Europeans colonize more for economic, cultural, or religious reasons?" in a formative, informal writing.

Step 13

The teacher will lead them in a discussion on their answers and conduct a class poll.

Step 14

Students will complete, as a summative assessment, a short essay answering the question, "Why did Europeans colonize?" Answers should cite at least 3 examples from the readings and be at least a paragraph long but no more than one typed page.

Why Colonize?

Reading Excerpts	Reasons to Colonize (From Me)	From My Group
Robert Clive: Speech in Commons on India, 1772		
Moshweshewe: Letter to Sir George of England, 1858		
An Anonymous Letter Written to King Philip II of Spain		

Robert Clive: Speech in Commons on India, 1772

. . . Indostan was always an absolute despotic government. The inhabitants, especially of Bengal, in inferior stations, are servile, mean, submissive, and humble. In superior stations, they are luxurious, effeminate, tyrannical, treacherous, venal, cruel. The country of Bengal is called, by way of distinction, the paradise of the earth. It not only abounds with the necessaries of life to such a degree, as to furnish a great part of India with its superfluity, but it abounds in very curious and valuable manufactures, sufficient not only for its own use, but for the use of the whole globe. The silver of the west and the gold of the east have for many years been pouring into that country, and goods only have been sent out in return. This has added to the luxury and extravagance of Bengal.

Moshweshewe: Letter to Sir George Grey of England, 1858

People who had come from the Colony first presented themselves to us, they called themselves Boers. I thought all white men were honest. Some of these Boers asked permission to live upon our borders. I was led to believe they would live with me as my own people lived, that is, looking to me as to a father and a friend.

About sixteen years since, one of the Governors of the Colony, Sir George Napier, marked down my limits on a treaty he made with me. I was to be ruler within those limits. A short time after, another Governor came, it was Sir P. Maitland. The Boers then began to talk of their right to places I had then lent to them. Sir P. Maitland told me those people were subjects of the Queen, and should be kept under proper control; he did not tell me that he recognized any right they had to land within my country, but as it was difficult to take them away, it was proposed that all desiring to be under the British rule should live in that part near the meeting of the Orange and Caledon rivers.

....

We were at peace for a time. In the commencement of the present year my people living near farmers received orders to remove from their places. This again caused the fire to burn, still we tried to keep all quiet, but the Boers went further and further day by day in troubling the Basutos and threatening war. The President (Boshof) spoke of Warden's line, this was as though he had really fired upon us with his guns. Still I tried to avert war.

An Anonymous Letter Written to King Philip II of Spain

From New Spain are obtained gold and silver, cochineal [little insects like flies], from which crimson dye is made, leather, cotton, sugar and other things; but from Peru nothing is obtained except minerals. The fifth part of all that is produced goes to the king, but since the gold and silver is brought to Spain and he has a tenth part of that which goes to the mint and is refined and coined, he eventually gets one-fourth of the whole sum, which fourth does not exceed in all four or five hundred thousand ducats, although it is reckoned not alone at millions, but at millions of pounds. Nor is it likely that it will long remain at this figure, because great quantities of gold and silver are no longer found upon the surface of the earth, as they have been in past years; and to penetrate into the bowels of the earth requires greater effort, skill and outlay, and the Spaniards are not willing to do the work themselves, and the natives cannot be forced to do so, because the Emperor has freed them from all obligation of service as soon as they accept the Christian religion. Wherefore it is necessary to acquire negro slaves, who are brought from the coasts of Africa, both within and without the Straits, and these are selling dearer every day, because on account of their natural lack of strength and the change of climate, added to the lack of discretion upon the part of their masters in making them work too hard and giving them too little to eat, they fall sick and the greater part of them die.

Robert Clive: Speech in Commons on India, 1772

Indostan - modern day
India/Pakistan region

Despotic - when a
person uses government
power to oppress
people.

Effeminate - having
female-like
behaviors/qualities

Venal - corrupt

Superfluity - living a life
of luxury

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Moshweshewe: Letter to Sir George Grey of England, 1858

Boers - Dutch settlers in South Africa, the Dutch word for farmers

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An Anonymous Letter Written to King Philip II of Spain

Mint - place where precious metals are turned into coins

Bowels - deep underground

Outlay - an amount of money/expense

Obligation - requirement

Discretion - way of speaking to avoid causing offense

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