

THE 'PRE-INDUSTRIALIZED' WORLD AROUND THE 18TH CENTURY: (1700's – 1820's (or so))

ACTIVITY RATIONALE:

We just spent the last six weeks of class time looking into the social & political evolution of Western Europe, North America and the West Indies (Haiti) largely during the late 18th century (1700's) and the first few years of the 19th century. What about other parts of the world at this time? What was the state of the world as a whole around the end of the 18th century and into the beginning of the 19th century? Was there any clear indication as to which country or empire at this time would be the major global powerhouse of the 19th century?

For this activity, you and a partner(s) will think like and act like an expert tour guide of one of the locations below that you will be assigned to present to other groups of two. You and your partner will be taking three other groups of two on a "tour" of your assigned location as it was between (roughly) the years 1720 and 1820. Remember that, as a tour guide, you want to be lively, tell interesting stories, take us to the most important places, show us the most interesting objects, and capture a "big picture" sense of your location.

China (i.e. The Qing Dynasty)- (gather information from the late 1600's up until 1800 – **do not go past 1800**)

Japan - (i.e. The Tokugawa Shogunate) – (gather information from the late 1600's up until the 1840's – **do not go past the 1840's**)

Russia – (gather information from the late 1600's up until the 1820's – **do not go past the 1820's**)

Latin America - (Group 4, 8 & 12) (gather information from the 1700's up until the 1820's – **do not go past the 1830's**)

ESSENTIAL QUESTIONS—as you do your work, you always want to be thinking about the three questions below. Your goal is not to capture every random detail about your country/empire—your goal is to give us a "big picture" sense of what life there was like around the year 1800.

- How **strong** was your country/empire around the year 1800?

- How **connected** to the rest of the world?

- How **stable**? How "**advanced**"?

PROCESS

1. You will be working in a group of two. This really is a situation where you each need to understand and be able to explain the same set of information. A divide-and-conquer approach (where one person handles politics, another handles society, and another handles economics, etc.) **will not serve you well for this project**. The goal is for each of you to understand your country/empire, be able to talk about it fluently, not get bogged down in unnecessary details, but be able to give us the big story about what was going on in this place around this time.

2. You will be provided with some background readings on your country/empire on googleclassroom. In addition to what you are given, it is important that you use LHS Library Databases to seek out additional information. Above all internet resources, the "World History in Context" database (to be found under InfoTrac) should be your #1 stop. **HOWEVER, You MUST present information that is within the chronological time period as detailed above!** We want to get a better idea how *industrialization* impacted global power structures and drew a line between the 'pre-Industrial era' and 'Industrial-era' in modern world history.

3. By Friday (H Block) / Monday (E, F & G Block), your group will have completed a Google Slides presentation that you can share with other groups of two. As a tour guide, you will show us the **four places or objects** that best illustrate the political, social, economic, cultural circumstances in your country/empire around the year 1800. Using those objects as a starting point, you will then provide us with a "big picture" sense of what your country/empire was like roughly two hundred years ago.

4. On Friday (H Block) / Monday, we will "jigsaw" into twelve groups of two and have **four** mini-presentation sessions of 10 minutes where, for example, the tour guides of Japan and China will meet and present to each other using their googleslides. In the second session we will rotate and the Japan tour guides will then present info and BE presented info by the Russia tour guides, and so forth. Remember that the goal is to be interesting, informative, and creative!

FOLLOW UP MINI ESSAY- ASSESSMENT (10 PT QUIZ) DUE ON GOOGLECLASSROOM TUESDAY BEFORE CLASS (1/12)

After each group of two has met with the three other regions of the world, we will have a very brief mini-lecture on Great Britain, India & Africa (Ethiopia & Congo). Your assignment will be to write a two paragraph essay using the notes you took from your peers in the presentation, explaining:

A.) (first paragraph) which country / empire will become the global powerhouse (i.e. economically, politically, socially strong) in the 19th century

&

B.) (second paragraph) which country / region will be left behind.

This short essay will be assessed based on two criteria:

1.) The amount of historical detail within your two paragraphs

2.) The clarity / sensibility of your writing

SUGGESTED TEMPLATE

1. **Introduction** - stating title, group members, course/teacher, and date (1 slide)
2. **Background Slide** introducing brief, big picture info about your country/empire (how long had the government been in power, had there been any big changes in the prior hundred or so years, any major wars, etc.) (1 slide)
3. **Map** showing size of country/empire around 1800 and how its size had changed over (relatively recent) time (1-2 slides)
4. **“Big picture statement”** explaining the overall story you are going to tell us about your country/empire. You should boil down to 1-2 clear, concise sentences your group’s answer to the essential question. (1 slide)
5. **Four places or objects** that best illustrate the political, social, economic, and cultural circumstances in your country/empire around the year 1800. These could include historic sites, buildings, memorials/statues, parks, paintings, artifacts, etc. (These places/objects must, of course, be specific to your country/empire and time period; they should not be general images taken from another time and place.) Each place or object should address the big idea from that particular section and be used as a starting point/summation of the ideas you want to convey. You are allowed to have more than one place/object per topic, but you should not have more than two. (2 – 4 slides)
6. **Assessment** of how powerful your country/empire seemed at the time. You can/should consider this from multiple perspectives, including how powerful they felt at the time and how historians today assess their power at the time. You could also include an assessment of how their power seemed to have grown/decreased compared to previous eras. (1-2 slides)
7. **Bibliography** including proper citations of all sources—a minimum of 4.

REMINDERS ABOUT SLIDES

- Limit text to most essential words or phrases (never use complete sentences, limit each slide to 3 or 4 bullet points, each bullet should be a concise, clear phrase). In the jigsaw groups on Friday, your voice will provide all additional/crucial words. You should not try to get them all on the slides.
- All slides (perhaps with the exception of the “big picture statement”) should include clear, compelling visuals. This is a visual presentation! Make each slide beautiful and informative.
- Choose fonts and backgrounds that are plain, simple, and easy to read—this is not the place to get creative! Fonts and backgrounds should be consistent throughout the presentation.

CONTENT—use these questions as guides to think about the “big picture” story of your country/empire around the year 1800. You might find others that are more interesting, too—go for it.

GEOGRAPHY:

- 1) How large was the country/empire?
- 2) What territory was under its control?

POLITICS:

- 1) Who was in charge?
- 2) How was the government run?

SOCIETY:

- 1) Who lived there?
- 2) What were the different social groups?
- 3) Was the population diverse? (Had the country/empire incorporated diverse groups as it grew?)

ECONOMICS:

- 1) What was the economy like?
- 2) What goods did they grow/produce?
- 3) Was there still a focus on farming/agriculture?
- 4) Was there much trade with other nations/regions/empires?

CULTURE:

- 1) What was the nature of intellectual, cultural, and/or religious life?
- 2) Was scientific learning/thinking a high priority?

POWER/PLACE IN THE WORLD:

- 1) Did this country/empire seem powerful at the time?
- 2) Did they (the leaders and/or the people) think they were powerful?
- 3) What was the source of that power (or lack thereof)?
- 4) In what ways did your country/empire seem “advanced”? In what ways did it seem less “advanced”?

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