

TEACHING AMERICAN HISTORY PROJECT

Lesson Title –Perspectives on Mercantilism

Grade - 11

Length of class period – 58 minutes

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?) The system of mercantilism was viewed by the British as being beneficial to both the colonists and the Mother Country. The colonists viewed mercantilism in a different perspective. What explains the differences in viewpoint and how did these differences led to revolution?

Objectives (What content and skills do you expect students to learn from this lesson?)

1. Students will be able to compare and contrast the different perspectives of mercantilism.
2. Students will explain how these differences led to the American Revolution.
3. Students will learn how to analyze primary source documents.
4. Students will compare and contrast the means of taxation and the products taxes by Great Britain in the colonies between 1760 and 1775.

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach) See the bottom of the page.

Activities (What will you and your students do during the lesson to promote learning?)

1. Students should be able to construct a chart that lists the benefits for Great Britain in one column and the advantages for the colonists in another column.
2. Students will create a bar graph showing the colonial exports to Great Britain in terms of: A. Quantity of goods over time
B. Value of goods over time
3. Students will be divided into two groups. One group will support the position that Britain benefited from mercantilism and the other group will support the position that the colonies benefited from mercantilism. Each student will be able to

decide which position they favor and there must be at LEAST 5 statements supporting their position. In class the students will form into their respective groups and they will debate the topic.

4. Each student will create a political cartoon representing their position.

How will you assess what student learned during this lesson?

1. Students will be graded on the mercantilism charts. There must be at least 5 statements for each position.
2. Students will be graded on their political cartoons- Originality, Color, Spelling, Accuracy.
3. Students will also be given a multiple choice quiz on the economics of mercantilism

Connecticut Framework Performance Standards –

initiate questions and hypotheses about historic events they are studying;

describe, explain and analyze political, economic and social consequences that came about as the resolution of conflict;

identify various parties and analyze their interest in conflicts from selected historical periods;

Declaratory Act

March 18, 1766.

WHEREAS several of the houses of representatives in his Majesty's colonies and plantations in America, have of late, against law, claimed to themselves, or to the general assemblies of the same, the sole and exclusive right of imposing duties and taxes upon his Majesty's subjects in the said colonies and plantations; and have, in pursuance of such claim, passed certain votes, resolutions, and orders, derogatory to the legislative authority of parliament, and inconsistent with the dependency of the said colonies and plantations upon the crown of Great Britain: . . . be it declared . . ., That the said colonies and plantations in America have been, are, and of right ought to be, subordinate unto, and dependent upon the imperial crown and parliament of Great Britain; and that the King's majesty, by and with the advice and consent of the lords spiritual and temporal, and commons of Great Britain, in parliament assembled, had, hath, and of right ought to have, full power and authority to make laws and statutes of sufficient force and validity to bind the colonies and people of America, subjects of the crown of Great Britain, in all cases whatsoever.

II. And be it further declared . . ., That all resolutions, votes, orders, and proceedings, in any of the said colonies or plantations, whereby the power and authority of the parliament of Great Britain, to make laws and statutes as aforesaid, is denied, or drawn into question, are, and are hereby declared to be, utterly null and void to all intents and purposes whatsoever.

[I.] For the increase of Shipping and incouragement of the Navigation of this Nation, wherein under the good providence and protection of God the Wealth Safety and Strength of this Kingdome is soe much concerned Bee it Enacted . . . That from and after . . . [December 1, 1660] . . ., and from thence forward noe Goods or Commodities whatsoever shall be Imported into or Exported out of any Lands Islelands Plantations or Territories to his Majesty belonging or in his possession or which may hereafter belong unto or be in the possession of His Majesty His Heires and Successors in Asia Africa or America in any other Ship or Ships Vessell or Vessells whatsoever but in such Ships or Vessells as doe truely and without fraude belong onely to the people of England or Ireland Dominion of Wales or Towne of Berwicke upon Tweede, or are of the built of, and belonging to any of the said Lands Islands Plantations or Territories as the Proprietors and right Owners therof and wherof the Master and three fourthes of the Marriners at least are English under the penalty of the Forfeiture and Losse of all the

l Question having arisen in regard to the definition of English built ships and English mariners in this act, these terms were further defined by an act of 1662, 14 Car. II., c. 11, sect. 5: " And that no Forreign built Ship (that is to say) not built in ally of His Majesties Dominions of Asia Africa or America or other then such as shall (bona fide) be bought before . . . [October 1, 1662,] . . . Goods and Commodities which shall be Imported into, or Ex ported out of, any the aforesaid places in any other Ship or Vessell, as alsoe of the Ship or Vessell with all its Guns Furniture Tackle Ammunition and Apparels . .

[III.] And it is further Enacted . . . that noe Goods or Commodities whatsoever of the growth production or manufacture of Africa Asia or America or of any part thereof . . . be Imported into England Ireland or Wales Islands of Guernsey or Jersey or Towne of Berwicke upon Tweede in any other Ship or Ships Vessell or Vessels whatsoever, but in such as doe truely and without fraude belong onely to the people of England or Ireland, Dominion of Wales or Towne of Berwicke upon Tweede or of the Lands Islands Plantations or Territories in Asia Africa or America to his Majesty belonging as the proprietors and right owners therof, and wherof the Master and three fourthes at least of the Mariners are English under the penalty of the forfeiture of all such Goods and Commodities, and of the Ship or Vessell in which they here Imported with all her Guns Tackle Furniture Ammunition and Apparell....

[IV.] And it is further Enacted . . . that noe Goodsor Commodities