

## Unit Title: Mercantilism and Colonial America

**Subject/Topic Area: Grade Level(s):** Civics/ Economics, United States History and World History- Grades 9-12

**Designed By:** Melissa Campbell, Christine Colihan, Cristina Kalesse and Amy Vitcusky

**Time Frame:** One week

**Date:** March 5, 2009

**Brief Summary of Unit** (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

The goal of this unit is to introduce the concept of mercantilism to high school students. This unit would work best in a United States history curriculum, although mercantilism also works well in any Economic study of trade and its effects and the study of imperialism in World History. This unit is broken down into three lessons that will allow students to see the benefits and costs of mercantilism from both the British and American colonists' viewpoints.

### Stage 1: Desired Results

(Determine What Students Will Know, Do and Understand)

**Delaware History Content Standard** (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

**History Standard Two: Students will gather, examine and analyze historical data. 9-12- Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.**

(Note: There is an emphasis on economic standard grades 9-12- standard four- international trade- students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment patterns of international trade)

**Big Idea** *(This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)*

The big idea of this unit is to allow students to understand the relationship between a parent country and their colonies- besides in the political sense. Students tend to only understand the concept of imperialism through government and political control. This unit addresses the fact the countries who are subjected to imperialist rule are often at the mercy economically of their parent country. The main goal of mercantilism was to increase the wealth and power of the mother country by creating a balance between trade and domestic manufacturing. Colonies were vital to this system. This unit explores the cost and benefits of this system. This unit also allows students to explore and develop interpretations of mercantilism positive and negative affects on the American colonies and globally.

**Unit Enduring Understandings** *(This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: All sources contain some level of bias.)*

**Unit Essential Question(s)** *(This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at [http://www.doe.k12.de.us/ddoe/files/pdf/History\\_Clarifications.pdf](http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf) for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)*

1. How do people's perceptions and beliefs influence how they analyze primary and secondary sources?
2. How can mercantilism be both a benefit and a hindrance to both the parent country and the colony?
3. How did triangular trade reflect the ideas of mercantilism?
4. How did British policies on the American colonies affect the American colonial economy?
5. How and why did British mercantilist policies effect countries and groups of people differently?

**Knowledge & Skills** (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources.)

It should also include what students will eventually be able to do as a result of such knowledge and skill  
Ex: analyze a primary source document, .)

*Students will know....*

- The origins of the theory of mercantilism
- Parent Country and Colonists perception of mercantilism
- The effects of smuggling on mercantilism and the relationship between parent country and colony
- The primary goals of mercantilism in Colonial America,
- Triangular trade reflected the idea of mercantilism
- The British government implemented restrictions on the mercantile economy to protect their wealth.
- The effects of mercantilism on international trade

*Students will be able to...*

- Differentiate between fact and interpretation
- Analyze sources from different perspectives
- How to look at primary sources and arrive at different conclusions
- Formulate interpretations based on own research and synthesis

## Stage 2: Assessment Evidence

### (Design Assessments To Guide Instruction)

(This should include evidence that will be collected to determine whether or not the Desired Results identified in Stage One have been achieved? [Anchor the unit in a performance task that requires transfer, supplemented as needed by other evidence –quizzes, worksheets, observations, etc.]

**Suggested Performance Task(s)** (Strive for an authentic task that will yield evidence of student mastery of the targeted benchmark. Ex: a book or movie review, closing statement, a Photo Story documentary, a student composed section of a history text, a timeline.)

**Goal-** Students will be creating a pamphlet from the perspective of a parent country (England) on how to best achieve a lasting mercantile relationship with your colony.

**Role-** You are an economic advisor to the English crown.

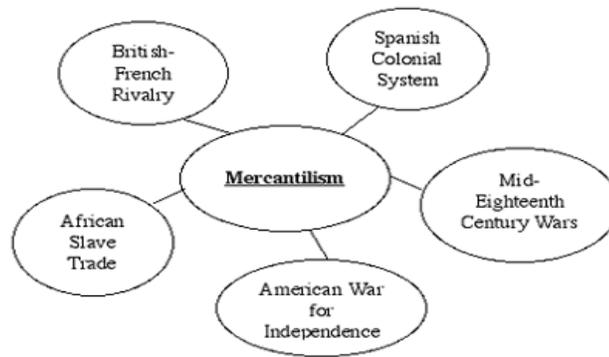
**Audience-** The crowned heads of Europe and their economic advisors

**Situation-** The monarchy has asked you to create a pamphlet to be distributed around Europe to other monarchies to discuss the benefits, drawbacks and possible problems a country may have if they establish a mercantile relationship between themselves and their newly formed colonies.

**Product-** A pamphlet, that first expresses the goals of mercantilism, the benefits to the parent country, the drawbacks for the parent country and the possible problems (i.e. smuggling etc)

**Standard-** The Pamphlet should include research based on your own and from the primary source documents we used in class. You should be writing from the perspective of the English, not the colonists. Colonists' interpretations of mercantilism should be included only when discussing the possible problems the crowned heads of Europe may have to deal with in their colonies- because of the lack of economic freedom due to mercantilism.

**Alternate Performance Task:** *Mercantilism Propaganda Poster*



*In teams of two you will be creating a poster that either promotes or criticizes the policy of Mercantilism. This poster should clearly reflect your team's views on whether mercantilism had a positive or a negative impact on European conquest and trade from the 1500's-1700's. The poster should include the following:*

1. A clear position on the policy of Mercantilism. This should be substantiated with at least 3 supporting details.
2. Seven additional facts about Mercantilism in general. These should be broad in nature and give the viewer a clear understanding of the major tenets of mercantilism.
3. A minimum of three graphics that are directly related to mercantilism. These can either be hand drawn or copied from a source, but they must be easy to read and understand. Any copied pictures must be cited.

*The students will have two class periods to work on their poster. The posters will be presented to the class as a whole and the students will be asked questions about their poster to check for understanding. A portion of the students grade on the poster will come from their ability to answer questions about their position, information and pictures.*

**Rubrics for Performance Task** (Be sure to align your rubric to the benchmark. A student should not be able to score well on a rubric if he or she has not mastered the standard/benchmark itself.)

**Rubric for Pamphlet-**

3- Pamphlet was well researched using primary sources from the perspective of the parent country, included interpretations from the parent country, included concept of mercantilism, benefits, drawbacks and problems for parent country. Pamphlet was organized and creative, correct grammar and spelling

2- Pamphlet lacked in well thought out research and missed one of the following- concept of mercantilism, benefits, drawbacks and problems. Pamphlet lacked creativeness and organization

1- Pamphlet was not well researched, missed two or more of the following- concept of mercantilism, benefits, drawbacks and problems. Many spelling, grammar errors, no creativity

**Other Evidence** (This could include tests, quizzes, prompts, student work samples, and observations used to collect diverse evidence of student understanding.)

See lessons, all formative assessments activities

**Student Self-Assessment and Reflection** (This should include opportunities for students to monitor their own learning. Ex: reflection journals, learning logs, pre- and post-tests, editing own work.)

Complete this question in your journal:

Do you think mercantilism will contribute to the problems the American colonists are going to have with their English monarchy and parliament? Could these issues have been avoided?

## Stage 3: Learning Plan

(Design Learning Activities To Align with Goals and Assessments)

### Key learning events needed to achieve unit goals

(You might consider this the “Procedures” section of your unit plan. Be very specific in describing the procedures you want followed. A unit should consist of 3-5 lessons. This should include instructional activities and learning experiences needed to achieve the desired results (Stage 1) as reflected in the assessment evidence to be gathered (Stage 2).

#### Lesson # 1

#### The Concept of Mercantilism

Author(s) Melissa Campbell and Cristina Kalesse

#### Lesson Description:

The primary goal of this introductory lesson will be to introduce the characteristics that define mercantilism and its connection to triangular trade. During the anticipatory set students will be responsible for analyzing a primary source quote from Philipp Wilhelm von Hornick, the man credited with defining the perimeters and goals of mercantilism (see attached Document 1). They will use this quote to brainstorm two possible, plausible effects of mercantilism that would be positive as well as two that could be seen as negative. Students will then be given the nine tenets of mercantilism as defined by von Hornick (see attached Document 2). They will think-pair-share with the person next to them to break down and define these tenets into student-friendly language. This will then be discussed whole-group to ensure clarity and understanding of mercantilism.

**Time Required:** This lesson will take approximately one to two class periods(57 minutes)

#### Essential Question Addressed:

What was the primary goal(s) of mercantilism?

#### Enduring Understanding:

Mercantilism was the dominant school of thought from the sixteenth to eighteenth centuries. It's benefits and costs need to be weighed and analyzed from varying points of view in order to determine

how successful a policy it was overall.

**Materials:**

Document 1: Handout: Phillip Wilhem Hornick Quote

Document 2: Handout: Nine Tenets of Mercantilism

Document 3: Handout Frayer Sheet on Mercantilism

Chart Paper with the Nine Tenets Written at the top

Markers

**Procedures:**

1. Concept Formation Activity:

Identify a concept that you plan to teach (Mercantilism).

Create 4 examples of the concept using a plus sign (+) or a smiley face to indicate that it is an example of the concept.

(+) Government imposes very strict controls on a colonial economy

(+) Discourages Colonies from producing manufactured goods

(+) Encourage to buy goods from the mother country

(+) Trade with other countries is restricted

Create 3 non-examples of the concept using a negative sign (-) or a frowning face to indicate that it is a non-example.

(-) Government doesn't control the economy but does regulate to make sure everyone participates fairly

(-) Individual free to produce whatever they want

(-) Individuals free to buy from any country

(-) Free Trade

Present examples and non-examples one at a time in alternating progression.

Have the students guess what the concept is as each example or non-example is presented.

Do not reveal the concept until all examples and non-examples have been presented.

Use the positive examples to flesh out the qualities or definition of the concept.

2. Students will analyze a quote from Philipp Wilhelm von Hornick in order to gain a further understanding of the concept of mercantilism. This can be done on an overhead or LCD projector, ELMO, or using an individual hand out depending on available materials. They will read the quote and then be asked to brainstorm two positive and two negative characteristics/results of mercantilism. This will then be discussed as a whole-group so that students can hear one another's ideas.

3. Teacher will then tell the students that this concept, called mercantilism, will be the focus of the next unit. It will be researched and discussed using different historians' work to figure out how it worked and to determine whether it was a positive or negative (or both) foreign policy.

4. Teacher will hand out a copy of the "Nine Tenets of Mercantilism" worksheet. These nine characteristics of mercantilism were written by Philipp Wilhelm von Hornick and give a detailed description of mercantilist' beliefs.

5. Students should review the nine tenets and then think-pair-share the main ideas behind each one in a group of three to five students. (Nine groups total)

6. Graffiti Groups:

In the groups of 3-5 each student gets one of the nine tenets on a large piece of poster paper and marker (if possible give each group a different color marker). Present the following instructions: *"Each group will be given 3-5 minutes to brainstorm then write their interpretation of the Nine tenets of mercantilism on the poster papers. After time elapses (or each group writes one response), the poster paper will be circulated to the next group. Each group is asked to come up with a different response and add it to the paper or make a comment on the other groups responses. When groups receive their original tenet back with responses from every group, they are to summarize or synthesize the responses and present their summaries to the rest of the class."* Each group is given 3-5 minutes to discuss and contribute. Groups switch papers and repeat until all group have commented on each of the nine tenets of mercantilism.

7. Evaluate and synthesize: As each class receives the original tenet with responses from all the other groups, they are to evaluate and synthesize the information. Have them answer the questions *"What may be accurate, credible or naive about the responses? What might be some of the big ideas about mercantilism that have emerged?"*

**Debrief:**

Each group presents its synthesis briefly to the rest of the class. Teacher can hang posters around the classroom and encourage students to add additional responses to the posters as they learn more about mercantilism.

**Formative Assessment:**

Fray Model- Concept Map

**Documents for Lesson One:**

**Document One: Primary Source Quote- Lesson One**

*Mercantilism Quote background: Philipp Wilhelm von Hornick stated what he considered to be the nine principles of Mercantilism. Using the quote below as an anticipatory set students should brainstorm two positive and two negative results of mercantilism for all parties involved (the mother country, colonies, etc.)*

Instructions: Analyze the quote below on mercantilism by the famed Austrian theorist Philipp Wilhelm von Hornick. Think about what mercantilism might be based on the quote. After doing this, brainstorm two positive and two negative results of mercantilism on the colonies and the mother country using the chart below.

**Quote:**

*“If the might and eminence of a country consist in its surplus of gold, silver, and all other things necessary or convenient for its subsistence, derived, so far as possible, from its own resources (colonies and conquered territories included) , without dependence upon other countries, and in the proper fostering, use, and application of these, then it follows that a general national economy (Landes-Oeconomie) should consider how such a surplus, fostering, and enjoyment can be brought about, without dependence upon others, or where this is not feasible in every respect, with as little dependence as possible upon foreign countries, and sparing use of the country's own cash.”*

-Philipp Wilhelm von Hornick

*Austria Over All if Only She Will*

<b>Positive</b>	<b>Negative</b>
The colonies involved	The colonies involved
The mother country	The mother country

## **Mercantilism Document Two: Nine Tenets of Mercantilism- Lesson Two**

Below are the Nine Tenets (rules) of Mercantilism as stated by Philipp Wilhelm von Hornick. Read through these rules as a class and discuss each to ensure understanding of mercantilism and its policies.

### **NINE PRINCIPAL RULES OF NATIONAL ECONOMY**

*-Philip Wilhelm von Hornick*

**One:** First, to inspect the country's soil with the greatest care, and not to leave the agricultural possibilities or a single corner or clod of earth unconsidered. Every useful form of plant under the sun should be experimented with, to see whether it is adapted to the country, for the distance or nearness of the sun is not all that counts. Above all, no trouble or expense should be spared to discover gold and silver.

**Two:** Second, all commodities found in a country, which cannot be used in their natural state, should be worked up within the country; since the payment for manufacturing generally exceeds the value of the raw material by two, three, ten, twenty, and even a hundred fold, and the neglect of this is an abomination to prudent managers.

**Three:** Third, for carrying out the above two rules, there will be need of people, both for producing and cultivating the raw materials and for working them up. Therefore, attention should be given to the population, that it may be as large as the country can support, this being a well-ordered state's most important concern, but, unfortunately, one that is often neglected. And the people should be turned by all possible means from idleness to remunerative professions; instructed and encouraged in all kinds of inventions, arts, and

trades; and, if necessary, instructors should be brought in from foreign countries for this.

**Four:** Gold and silver once in the country, whether from its own mines or obtained by industry from foreign countries, are under no circumstances to be taken out for any purpose, so far as possible, or allowed to be buried in chests or coffers, but must always remain in circulation; nor should much be permitted in uses where they are at once destroyed and cannot be utilized again. For under these conditions, it will be impossible for a country that has once acquired a considerable supply of cash, especially one that possesses gold and silver mines, ever to sink into poverty; indeed, it is impossible that it should not continually increase in wealth and property. Therefore,

**Fifth:** The inhabitants of the country should make every effort to get along with their domestic products, to confine their luxury to these alone, and to do without foreign products as far as possible (except where great need leaves no alternative, or if not need, wide-spread, unavoidable abuse, of which Indian spices are an example). And so on.

**Sixth:** in case the said purchases were indispensable because of necessity or irremediable abuse, they should be obtained from these foreigners at first hand, so far as possible, and not for gold or silver, but in exchange for other domestic wares.

**Seventh:** such foreign commodities should in this case be imported in unfinished form, and worked up within the country, thus earning the wages of manufacture there.

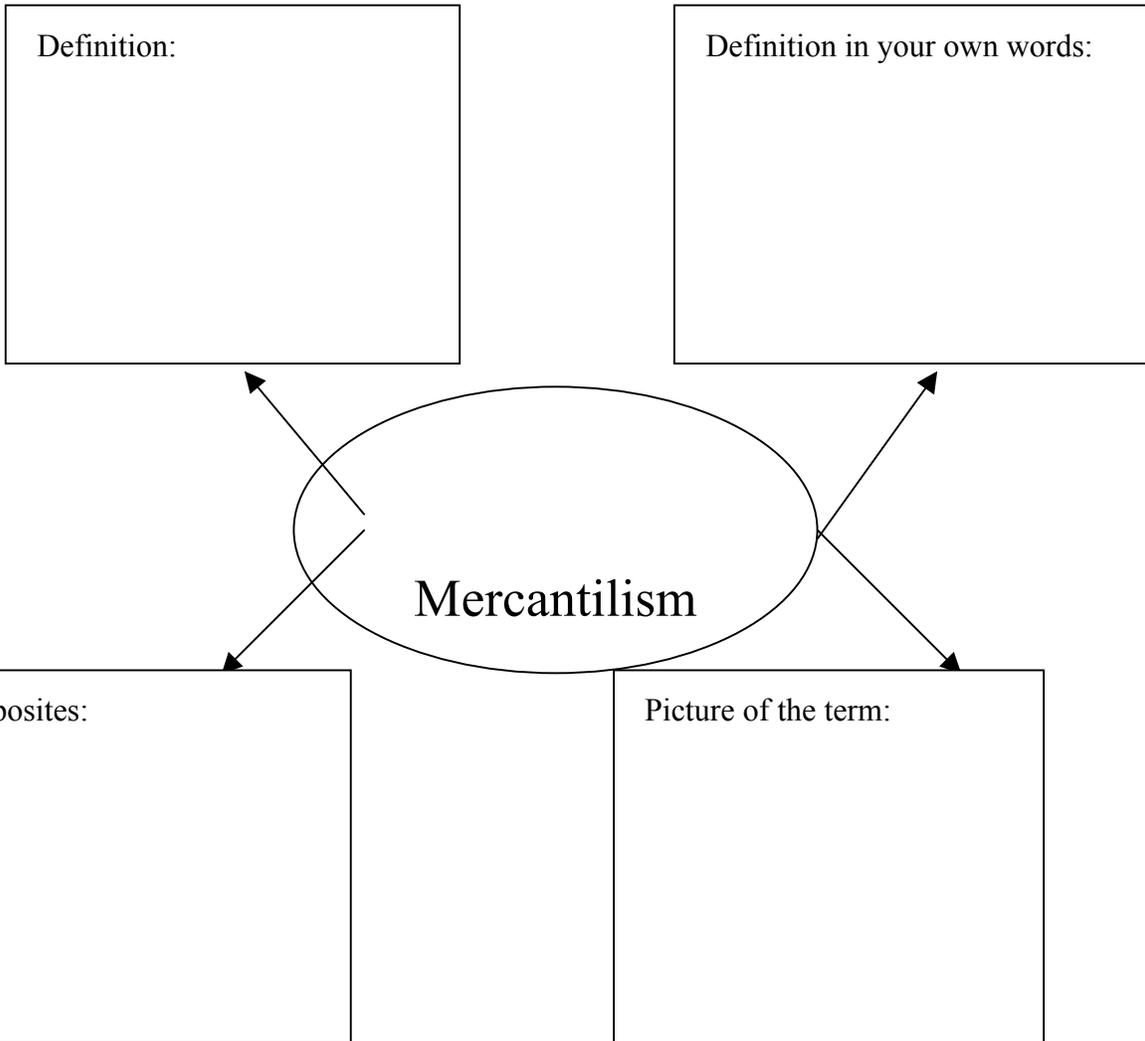
**Eighth:** opportunities should be sought night and day for selling the country's superfluous goods to these foreigners in

manufactured form, so far as this is necessary, and for gold and silver; and to this end, consumption, so to speak, must be sought in the farthest ends of the earth, and developed in every possible way.

**Ninth:** except for important considerations, no importation should be allowed under any circumstances of commodities of which there is a sufficient supply of suitable quality at home; and in this matter neither sympathy nor compassion should be shown foreigners, be they friends, kinsfolk, allies, or enemies. For all friendship ceases, when it involves my own weakness and ruin. And this holds good, even if the domestic commodities are of poorer quality, or even higher priced. For it would be better to pay for an article two dollars which remain in the country than only one which goes out, however strange this may seem to the ill-informed.

**Document Three- Frayer Model- Lesson One**

**Check for Understanding  
Modified Frayer Sheet**



**Lesson#2:**  
**Triangular Trade**  
**Authors: Cristina Kalesse and Melissa Campbell**

**Lesson Description:**

Students will examine the Triangular Trade routes during the colonial American period and how they promote the ideas of mercantilism

**Time required:** One class period

**Essential Question Addressed:**

How did triangular trade reflect the ideas of mercantilism?

**Enduring Understanding:**

Triangular trade reflected the idea of mercantilism by bringing in resources that both the colonies and England had to create a global economy.

**Materials:**

Document 1: Triangular Trade Charts

Visual 1: Triangular Trade Charts

Document 2: Check for Understanding (Triangular Trade)

**Procedure:**

1. Review with students tenets 6-9 and ask "*How do these tenets encourage trade amongst the mother country and her colonies?*" Students should make the connection that when a nation does not have all the resources available they are to import the raw materials and make a product that can bring them economic wealth. In this case the American colonies allow England to import and trade materials without necessarily importing from other nations. Colonies provide the resources for England they would have gain elsewhere by international trade.

2 Students understand the connection of mercantilism and triangular trade. Display on transparency or distribute Document #4: Triangular trade charts. Have students examine the chart and write a brief description on what is happening in each of the charts Display Visual #1: Triangular Trade Charts,

**Debrief:**

Review the concept of Triangular Trade with a *Concept Formation Activity*: Have students post on the board concepts that relate to triangular trade and concepts that do not. Next to the concepts that relate to triangular trade put a (+) and the ones that do not, place a (-).

**Formative Assessment:**

Check for Understanding: (Document #4)

What affect might triangular trade have on the colonial American economy?

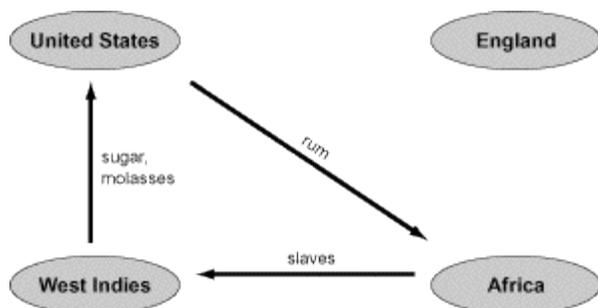
What affect might triangular trade have on the economy of England?

**Document One-Visual One- Lesson Two**

**Name:** \_\_\_\_\_

**Triangular Trade Chart**

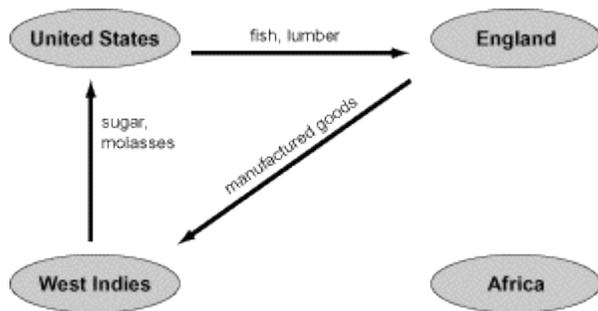
Direction: Use the charts below to document the flow of trade in the colonial American period. In your own words describe how goods flow from one point to the next.



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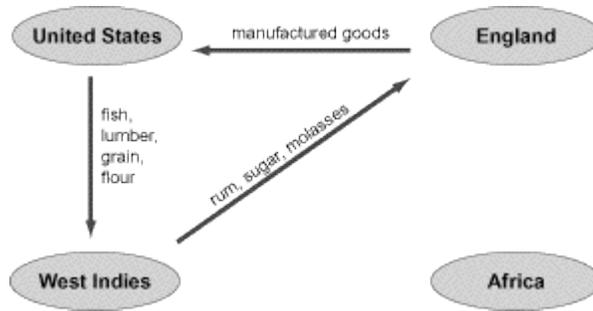
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**Document Two- Lesson Two**

**Triangular Trade  
Check for Understanding**

Name: \_\_\_\_\_

What affect might triangular trade have on the colonial American economy?  
 What affect might triangular trade have on the economy of England?

**Rubric**

**2** – This response gives a valid reason with an accurate and relevant explanation for choosing that reason

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation for choosing that reason.

**Triangular Trade**  
**Check for Understanding**

Name: \_\_\_\_\_

What affect might triangular trade have on the colonial American economy?  
What affect might triangular trade have on the economy of England?

**Rubric**

**2** – This response gives a valid reason with an accurate and relevant explanation for choosing that reason

**1** – This response gives a valid reason with an inaccurate, irrelevant, or no explanation for choosing that reason.

**Lesson 3:**  
**Government Influence in the Colonial American Mercantile Economy**  
**Author(s): Cristina Kalesse**

**Lesson Description:**

After students have gained an understanding of the system of mercantilism and the trade between the colonies and England, they are ready to see how the government plays a role in controlling the colonies to secure their economic wealth. In this lesson students will examine how the British government played an important role in the American colonial economic system.

**Time Required:** One 45 minute period

**Essential Questions Addressed:**

How did British policies on the American colonies affect the American colonial economy?

**Enduring Understanding:**

Students will understand that the British government implemented restrictions on the mercantile economy to protect their wealth.

**Materials:**

Visual 1: The Navigation Acts

Document 2: Handout Advantages and Disadvantages of the Navigation Acts

**Procedures:**

1. With the success of the American colonies under the Triangular Trade system England begins to regulate colonial trade. The English government wanted to protect their economic wealth within the colonies. The English government passed a series of acts to regulate trade. These were called the Navigation Acts. Display Visual #1: Navigation Acts

2. Distribute Document #2: Advantages and Disadvantages of the Navigation Acts. Students examine the advantages and disadvantages to these laws both for England and for her American Colonies. (More advanced classes can also examine how this will impact trade with other nations) If necessary, review with students. See: [www.sagehistory.net/colonial/topics/britishempire.htm](http://www.sagehistory.net/colonial/topics/britishempire.htm) for more detail on the Navigation Acts

3, Now that students have an understanding of triangular trade and the one way the English government tried to regulate the colonial market, they will divide into small groups and look at other ways the government got involved in the colonial American economy.

*If computers are available:*

Have students investigate one law that was passed by the government. Students will examine the regulation and how this is a continuation of previous laws and how they have changed over time as the colonies became more successful economically.

If computers are not available:

Handout different laws passed by the English government from the 1650s to the 1770s. Students will examine the regulation and how this is a continuation of previous laws and how they have changed over time as the colonies became more successful economically.

**Suggested Laws:**

1. *Staple Act of 1663*: stated that all European goods bound for the American colonies must first land at an English port and then be reshipped to America in English vessels
2. *Molasses Act of 1733*: Protected the West Indies planters; imposed high taxes on rum, molasses and sugar imported from the French or Spanish. There was no tax on British rum, sugar or molasses.
3. *Sugar Act of 1764*: (Modification of the Molasses Act) Placed a tax on sugar, molasses, and other products being shipped to the colonies.
4. *Townshend Acts of 1767*: Placed duties, or import taxes, on various goods brought into the American colonies, such as glass, paper, paint, lead and tea.

**Debrief:**

How did the involvement of the British government in the colonial economy change over the period of colonization? As a class trace the ways the English government continued and changed their supervision of the American colonial economy.

**Formative Assessment:**

Students will re-examine the Triangular Trade Charts. Looking at some of the laws that the English Government put in place from the 1650s to the 1770s they will explain what affect the laws have on the trade.

**Visual One- Lesson Three**

## Navigation Acts

1621	Virginia tobacco can be sold only in England. English tobacco crop prohibited.
1650-51	Navigation Acts forbid import of all goods except in English ships or ships owned by producing country (No third parties); foreign ships barred from the colonies. Acts are not anti-Colonial, but aimed at Dutch; Dutch War breaks out 1652; peace in 1654
1660	Provides for no goods in and out of colonies except in British ships or ships with 1/4 British crews; Certain goods (indigo, sugar, tobacco) may be shipped only to England.
1662	Goods may be imported in English-built ships only
1663	Staples Act: European goods bound for the colonies must go in English-built ships from England. Colonial governors may grant authority to naval officers.
1673	Duties are to be assessed at port of clearance to prevent plantation owners from evading laws; also, inter-colonial duties imposed on tobacco, sugar, etc.

1675	Charles II designates certain Privy Councilors as "Lords of Trade and Plantations"; seeks to make colonies more profitable; Lords of Trade handle virtually all colonial affairs.
1696	Act confines all colonial trade to English-built ships; toughens enforcement procedures to collect duties; voids colonial laws passed in opposition to the Navigation Acts; creates the Board of Commissioners for Trade and Plantations. The Board's 15 members provide centralized control.
1698	Wool Act. Prohibits export of colonial woolen cloth—raw wool only.
1732	Hat Act—no hats exported from colonies. Danbury, Connecticut, hit.
1733	Molasses Act—Protects West Indian planters; imposes duty on rum; virtually unenforceable in the colonies because of smuggling--Americans very adept. Duty on rum is very high.
1750	Iron Acts ban iron finishing in colonies; ensures sufficient pig-iron supply to England.
1764	Sugar Act. The beginning of the pre-Revolutionary acts:

*www.sagehistory.net/colonial/topics/britishempire.htm*

**Document 2- Lesson Three**

**Navigation Acts  
Advantages and Disadvantages**

	<b>Advantages</b>	<b>Disadvantage</b>
<b>England</b>		

<b>American Colonies</b>		
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**Lesson #4:  
Scenarios of Mercantilism  
Author: Melissa Campbell**

**Lesson Description:**

Students will be broken into groups of three and given five scenarios that relate to mercantilism (see attached Document 6). These scenarios will discuss mercantilism from five perspectives: A.) the mother country B.) a foreign country C.) a colonist D.) a lower class citizen E.) a producer of finished goods in the mother country (examples could include a cabinet maker, textile producer. etc.) Students will need to use the nine tenets of mercantilism to think of how this policy would effect each of these five people. This will then be discussed whole group to determine outcomes.

**Time Required:** One class period

**Essential Question Addressed:**

How and why did British mercantalist policies effect countries and groups of people differently?

**Enduring Understandings:**

Students will understand the policies passed by the British have an impact on colonial trade as well as on the global economy.

**Materials:**

Document 1: Handout: Five Scenarios Related to Mercantilism

**Procedures:**

1. Students should be broken into groups of three and given a copy of-the scenarios page (Document 1).
2. In groups the students should read the scenarios posed in document three; there are five total, and each talks about mercantilism from a different perspective. Each of these perspectives shines light on how mercantilism affected people differently based on their location, vocation and social status. This will help students to understand how mercantilism can be viewed as a positive or negative idea depending on whether it benefits the person speaking.
3. In their groups the students will answer the questions for each scenario; this is an excellent way for the teacher to check for understanding and to ensure students are seeing things from various perspectives.

**Debrief:**

have each group present their scenario.

**Formative Assessment:**

As an exit ticket for the class period: Students should write down on a piece of paper one way in which mercantilism changed the lives of one of the five groups discussed in class-this is to be handed in as the students leave the class.

**Document One: Mercantilism Scenarios- Lesson Four**

*In groups of 3-5 (based on class size) students should apply what they have already learned about the basic mercantilism tenets to the situations below. Each group should read one of the assigned scenarios and answer the questions that follow. After each group has had time to read and answer the questions the small groups should get back together for a whole group discussion on the posed scenarios as well as each group's responses.*

**Scenario One:** You are a colonist living in one of the thirteen British colonies immediately following the French and Indian War. While you would like to import tea from China, and sell various products you have grown in your colony to other countries, it is forbidden by the mother country. Items can only be purchased if they are imported from England and raw goods from the colonies can only be sent there to be sold. This means that you must pay a price set by the mother country and sell your items for a price they determine as well.....

Questions to consider....

1. How does this mercantilist policy affect your personal income?
2. What might be a complaint you have regarding the ban on trade (both importing and exporting) with foreign countries?

**Scenario 2:** You are the "Mother Country". You rule a vast empire that includes various strategically placed colonies, which are utilized for their raw goods. You import the raw goods from your colonies and then process them into manufactured goods, which are sold for a high profit.

Questions to consider....

1. How does this mercantilist policy affect your national wealth?
2. How do you think you would feel if your colonists wanted to trade with other foreign powers?

**Scenario 3:** You are an African who has been forced to leave your native land to work on a Portuguese sugar plantation in South America. You are required to labor for many tiring hours, doing backbreaking work for no pay and poor living conditions. You are not seen as a person with rights; rather, you are an object exploited for the personal gains of the mother country.

Questions to consider.....

1. How does the mercantilism policy affect you as an individual?
2. What are some of the complaints (list 2) that you have about the mercantilism policy

**Scenario 4:** You are an Inca living in Peru. A strange foreigner has arrived from a land called Spain claiming control of your empire. These foreigners want all the gold and silver your empire has accumulated over many centuries. They are willing to fight for these things if necessary.....

Questions to consider...

1. How has mercantilism affected your way of life?
2. How do you feel about these European foreigners?

**Scenario 5:** You are the captain of a ship that smuggles goods that have been banned by the Navigation Acts into and out of the English colonies. You make a high profit off of these goods because they are in such high demand both in the English colonies as well as in other parts of Europe. You run the risk of being captured and imprisoned if caught, but the profit from smuggling is too high to pass up....

Questions to consider...

1. How has mercantilism affected you, both personally and professionally?
2. Do you want to see mercantilist policies such as the Navigation acts continue, or would you like to see them repealed by England?

## Lesson Five

### What Does Mercantilism Mean to Me?

Christine Colihan

Lesson Description: This lesson will allow students to develop a textbook entry about mercantilism in either a Colonial or English perspective.

Grade level: 10<sup>th</sup>

Time Required: one 90 minute class period

Benchmark Address: This lesson will address Standard #3 by students comparing and contrasting differing historical perspectives, beliefs and points of view in order to demonstrate how factors contribute to different interpretations.

Essential Question Addressed: What are benefits a parent country can gain from colonial territories? What are benefits a colony can gain from their parent country?

Enduring Understanding: Students should understand that the policy of mercantilism was established so England would benefit from all the American colonies had to offer. Students should also understand that this was an encroachment on the colonists' rights as individuals and capitalistic ideologies.

Materials: Instruction page

Handout A

Activity Sheet 1

Procedures:

1. Before the lesson starts, students should have an understanding of the establishment of the American colonies as well as England's role in colonization and trade with the colonies.
2. Hook: Write the following statement on the board for students to read at the beginning of class. This statement will get students thinking about England's role in the American colonies and mercantilism.

*The might of a country consists of gaining surpluses of gold and silver. The nation's strength is found in economic independence and the maintenance of a favorable balance of trade. We need to gain colonies both as sources of raw materials and as markets for our manufactured goods.*

3. Once read, students should answer the following question: Who might have released this statement in 1640? Answer: Any industrialist, explorer or government leader of a nation like England that is exploring and expanding with colonies.
4. After a discussion about why people might believe and follow these ideas, students will read an informational excerpt about Mercantilism – Handout A. Students will fill out the reading guide while they read the selection – Activity Sheet 1.
5. Once the students have finished reading and completed the reading guide, discuss their answers.
6. Hand out the instructions for the textbook writing assignment. Prepare pieces of paper with the words “Colony” or “England” written on them. Students will pick a piece of paper. Students will write a text book entry about Mercantilism through the perspective of the side they picked – Colony or England. The text book entry should include three to four paragraphs and a picture.
7. Once written, students should develop questions about their reading, like a textbook has “section review questions”.
8. Once the students are finished, they should team up with a student who had the opposite of them and share their entries and answer their section review questions.
9. Ticket-out-the-door – To be permitted to leave the classroom, students must answer the following question on a piece of paper:
  - Why would the perspective of English people be different then of American colonist in regards to mercantilist policies? Give an example.

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### **Instructions for Textbook Writing**

- Students will write a textbook entry of the perspective they have chosen about mercantilism. They will write 3 to 4 paragraphs about the topic.
- Students should also include a picture to help describe their perspective – printout or drawn – to be displaying with the entry.
- Students should develop questions about their text – like a section review.
- Students should then trade their text and questions with someone that has the opposite perspective and complete the questions.

### **Handout A**

#### **Colonial Mercantilism**

Even before the first boatload of Englishmen landed at Jamestown, Virginia, European countries had experimented with empire-building, engaging in the system of mercantilism. Although it was never a cohesive system, and changed from nation to nation, its variations had similar characteristics and, most important, a shared economic philosophy. First and foremost was state

control over human behavior: the belief that many aspects of a nation's economy had to be regulated. With the acquisition of colonies came the recognition that their purpose was to satisfy the needs of the mother country. The regulation of economic activities in the colonies, then, centered around the accumulation of wealth for the European powers, at the colonies' expense. The degree of control varied according to the nation. In the 1500s, Spain and Portugal exerted strict control over their colonial inhabitants. However, the British were more lax in governing their colonies.

For the first 150 years after the initial settlement at Plymouth, in Massachusetts, English control over the colonies was minimal. With all her involvement with European nations in wars of conquest, little energy or time was available to dictate the colonies' economic options. Three thousand miles of ocean made it difficult to monitor such a policy.

Nevertheless, as the colonies grew and became more prosperous, the English realized that the colonies could provide increased trade, if competition could be eliminated. Americans had established profitable trade with other countries, notably the Dutch. In order to increase her wealth, Britain tightened the economic noose around the neck of the colonies by implementing regulatory policies, thus changing in degree her relationship with the colonies.

From 1650 on, England instituted a series of laws of trade and navigation known as the Navigation Acts. Their purpose was to limit colonial trade to the British only. In order to accomplish this, all trade between colonists and the British was to be conducted on either English vessels or colonial-built vessels. If colonists intended to trade with any other nations, all goods had first to be shipped to England, giving her an opportunity to handle them and collect revenue from taxation. In addition, there were certain products that could be traded only with Britain, such as tobacco, sugar and cotton. As time went on, the list of enumerated goods grew -- continually decreasing merchandise that the colonists could sell to other nations.

In keeping with the general policy of mercantilism, England encouraged the colonists to specialize in the production of raw materials. English factories converted raw goods to products which were then shipped back to the colonies. This provided the British with a profitable market, free from competition. In order to discourage manufacturing, regulations governed certain industries that would have been competitive with the British, such as the woolen-garment industry, hat making, and the iron industry. Meeting domestic needs was permissible within the regulations; they were intended mainly to prevent exports.

Even though many of these restrictions were on the books, they did not cause havoc to the North American colonists, as was the case with those in the Spanish and Portuguese colonies. In fact, there were many advantages that the colonists received from this system, such as having a built-in market for their raw products. Also, trade regulations were not rigidly enforced.

With the culmination of the French and Indian War in 1763, the British were victors in the world struggle for commercial supremacy and their policies of mercantilism changed. Now they began to enforce their mercantilist policies, which led to intensified animosity between the English and their colonies.

Having tasted economic independence for too long a period, the American colonists had no desire to return to the mercantilist policies endured by the colonies of other European nations.

**Activity Sheet 1**

Name:

Double Entry Notes

Directions: In the left-hand column write three different quotes from the reading about Mercantilism. In the right-hand column answer the 4 questions for each of the quotes.

Direct Quote from the Reading

Thinking Questions

1.

1. This reminds me of...
2. I infer...
3. This is important because...
4. I wonder...

2.

1. This reminds me of...
2. I infer...
3. This is important because...
4. I wonder...

3.

1. This reminds me of...
2. I infer...
3. This is important because...
4. I wonder...

**Resources & Teaching Tips** (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**
- See above for primary source and secondary source information; incorporated into the lessons
- Alan Brinkley, “American History” A survey Volume I
  
- **What tips to teachers of the unit can you offer about likely rough spots/student misunderstandings and performance weaknesses, and how to troubleshoot those issues?**
- Students may have a hard time understanding the concept of mercantilism, so the best way to compare it would be with the economic concept of monopoly and the benefits for the business owner as well as the problems for the consumer

- Website References:

*[mars.wnec.edu/~grempe/courses/wc2/lectures/mercantilism.html](http://mars.wnec.edu/~grempe/courses/wc2/lectures/mercantilism.html)*

*[www.u-s-history.com/pages/h622.html](http://www.u-s-history.com/pages/h622.html)*

*[www.landandfreedom.org/ushistory/us3.htm](http://www.landandfreedom.org/ushistory/us3.htm)*

*[www.encyclopedia.com/doc/1E1-mercanti.html](http://www.encyclopedia.com/doc/1E1-mercanti.html)*

**Differentiation** (This should include a list or description of ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations/accommodations that are needed to meet the needs of **ALL** students, including students with disabilities. Ex: using reading materials at varying readability levels, putting text materials on tape, using spelling or vocabulary lists at readiness levels of students, meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.)

1. Some of the primary sources are difficult, and although most activities are with a partner, teachers should debrief with the whole class after each document, to increase understanding
2. Students can be given the resources for research i.e. the text book and internet sites to further gather information for performance task (see above)
3. Students can work in small groups or individually, based on ability level.
4. The use of graphic organizers helps to organize the information.
5. Advanced learners can take the evaluation of the colonial market beyond England and the American colonies by incorporating how other nations such as Spain, the Netherlands and France were affected by the English government's interaction with the the colonial economy.
6. Students can use computers to research the Navigation Acts (if available)

**Extension Activity for advanced learners:**

Have students create a chart that compares mercantilism with modern day economic systems (market economy, communism, etc.)

**Technology Integration**

1. Research web for performance task
2. Pamphlet could be created on computer using Microsoft Publisher

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**Content Connections**

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As stated above, this unit can also be taught in an economics classroom when discussing international trade.

Colonial America

Imperialism

Triangular Trade