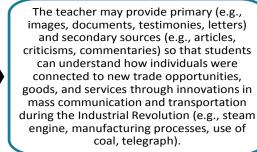
## Instructional Unit Title: How Much is That Colony in the Window?

The teacher may bring in primary sources (e.g. images, diaries, documents) and secondary sources (e.g., articles, criticisms, commentaries) so that students can review the characteristics of everyday life (e.g., agrarian, cottage industry) in the eastern hemisphere during the Middle Ages (up to the Industrial Revolution).



The teacher may engage students in a trade simulation so that students can explain the transition from cottage industries to increased specialization, productivity, and trade.

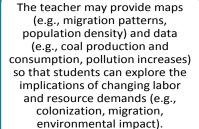




The teacher may present different types of maps (e.g., trade patterns of goods) and trade data (e.g., who traded what commodities), so students can demonstrate how trade increased the distribution of and access to goods, thereby increasing economic interdependence in the global market (e.g., colonialism, open and closed market systems).



The teacher may present various primary sources (e.g., letters, eyewitness accounts, images) so students can evaluate problems with labor practices (e.g., child, women, cheap) that occurred as a result of Industrialization and technological advances.



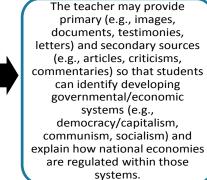
The teacher may provide primary (e.g., images, documents, testimonies, letters) and secondary sources (e.g., articles, diagrams) so the students can investigate how global technological innovations (e.g., fossil fuels, vaccinations, factory equipment, power loom) facilitated interdependence, competition, and globalization.

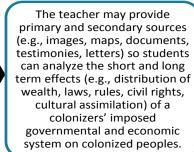


The teacher may provide primary (e.g., documents, testimonies, letters) and secondary sources (e.g., articles, criticisms, commentaries) that illustrate competition, cooperation and innovation (e.g., British textiles industry), so students can determine how competition for resources drives production and efficiency.



The teacher may provide primary (e.g., images, documents) and secondary sources (e.g., articles, commentaries) so that students can examine governmental and societal responses to issues/problems created as a result of the Industrial Revolution.







PERFORMANCE ASSESSMENT: The G7 countries (Russia, United States, Canada, France, Germany, Italy, Japan, and United Kingdom) are key actors in international economic relations, and as such they carry great responsibility for creating reliable, sustainable and viable global economic conditions. You have been asked to represent your country at the next G7 Global Economic Summit. At this summit, you will be discussing the issues (e.g. poverty, labor practices, free trade, resource availability) affecting the global economy, including the historical roots of those issues. The outcome(s) of this summit include: a timeline illustrating the historical roots of the issue, a written rationale for why the issue should be addressed at the Summit, and a Memorandum of Understanding (MOU). The Memorandum of Understanding should include agreed upon steps to address the economic concerns listed above. Following the G7 Summit, each "summit group" will be presenting their MOU to the class.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <a href="http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples">http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples</a>.