
LESSON PLAN FOR RELATIONS VIDEO: “HOW WERE THE EUROPEANS CHANGING GLOBAL TRADE?”

Lesson Overview

This lesson plan analyzes the causes and motivations for European colonization of the Americas. This historical context sets the stage for a more in-depth discussion of one specific voyage: Captain George Vancouver's journey to the Pacific Northwest Coast from 1791-1795.

Resources:

- Video “How were the Europeans changing global trade?”
- Video worksheet

Lesson Learnings

Inquiry Questions:

- What were the motivations behind the European colonization of the Americas?
- What were, and continue to be, the impacts of colonization on Indigenous peoples?

Learning Objectives:

- Sequence European exploration events leading up to the Pacific Northwest Coast expeditions in the late 1700s.
- Identify factors and worldviews that motivated Europeans to sail to and colonize the Americas.
- Critique and compare multiple perspectives of the same colonization events.

Activate Prior Knowledge

Use any of the following questions for group discussion or as think-pair-share. Students could draw a mind map to keep track of words and ideas.

- What is exploration?
 - What does it mean to explore a place?
 - Would you say you've ever explored somewhere? Why or why not?
 - Extension activity: When thinking of explorers, what or who comes to mind? Ask each student to bring in a picture and short write-up of an explorer. Post them around the class and have students engage in a gallery walk, looking at all the examples. What's similar amongst the explorers? Who's present in the examples, and who is missing?
 - Can you think of any current examples of explorers? What are they trying to do? (examples: space exploration; deep-sea exploration).
- What is colonization?
 - People take over another part of the world, often because they want more space, more stuff, or more power.
 - Imagine if we were out on the playground, and another school came with their school mascot and stuck a flag in the ground claiming our playground was now theirs. They said we could still play, but only on the swings.
- What is the difference between colonizing a playground versus going to explore a playground?

Watch *Changing Perspectives* Video

Resource: accompanying review questions worksheet

Watch the video "How were the Europeans changing global trade?" as a class.

Video Worksheet

Ask students to answer the following questions, as written answers using the worksheet or as think-pair-share. These questions build from direct recall to active critical thinking.

Possible answers in red.

1. For centuries, trade with Asia for spices and cloth had gone along the Silk Road. To increase their profits, the Europeans began looking for a sea route.
2. Which two countries agreed to divide the world between them?
 - a. Spain and Portugal

3. List two reasons why Europeans wanted to explore overseas.
 - a. Trade goods and find new trade routes
 - b. Land and resources
 - c. Profit
 - d. Religious views
 - e. Competition among the European nations
 - f. The pursuit of knowledge
4. How did Europeans treat the people and places they met?
 - a. Treating it like it's empty
 - b. Attitudes of superiority over other cultures
5. Captain James Cook was a British navigator and explorer. His goal was to find the Northwest Passage.
6. List two examples of conflict and two examples of cooperation in this video.
 - a. Conflict: War, unfair trade, unfair labour, displacement of Indigenous peoples, unfair treaties, land disputes
 - b. Cooperation: Fair treaties, peaceful trade, support from religion and monarchy

Analysis Prompts

These additional prompts challenge students to further analyze what they've learned from the video. These questions ask students to reflect on the practice of history and incorporate evidence to justify their claims. In some cases, students may benefit from further resources to explore these questions.

1. This video covers nearly three hundred years of western European overseas exploration and colonization, from the late 1400s to the late 1700s. Did this period of history bring more harm than good?
 - a. Explain why or why not from your perspective.
 - b. Thinking historically, would anyone from this time period have disagreed with your perspective? Why? (e.g. European explorer, enslaved African, Indigenous peoples).
2. Is it accurate to say that Captain Cook made “discoveries”? Why or why not? Consider what the word “discovery” means and different perspectives.
3. What is the relationship between the movement of goods and the movement of people?
4. In your opinion, were European explorers heroes, or villains, or somewhere in between? Explain why. Who do you think may have a different opinion than your own?
 - a. Extension: For an English connection, introduce the concepts of “anti-hero” and “anti-villain” using examples from contemporary literature.
5. Why was mapping so important to the British?
 - a. From the British point of view, drawing a detailed map was the first step in claiming the land as their own. It supported their claim of the land by showing others that

they knew it well. It was their way of putting their name on the land, like a stamp. The maps could also help if they had to use force to keep others out.

- b. However, the British were not the first to map these regions. Since time immemorial Indigenous people have mapped territories through their stories, songs, and other oral records. They are familiar with the same areas the British were mapping for the first time.

Wrap-Up Discussion

Wrap up your lesson with a reflective discussion. Ask students to give answers to the following questions, either as a class, in small groups, or as an independent writing exercise.

- Why do you think it is important to learn about this period of European colonization?
- How has this lesson changed your opinion about exploration?

Creative & Inquiry Project Ideas

Expand on learning with an inquiry-based or creative project, such as:

- If you could tell one of the explorers in this video one thing, what would it be?
- Create a collage about history in the Americas during the 1400s-late 1700s. Include a written paragraph explaining your picture choices.
- Provide a list of monuments/street/place names local to your community. Research the origins of these names. Provide an argument for why it should or should not be named this. What are the implications of renaming places/streets/areas after Europeans? How did the renaming process affect Indigenous peoples in the Pacific Northwest Coast?