

Lesson Title: Opium Wars –Free Trade or the first Drug Cartel?

Class and Grade level(s): High School

Goals and Objectives

The student will be able to: understand the interaction between the British East India Company and the Chinese Government that led to the Opium Wars and use this understanding to make arguments.

Time required/class periods needed: 2 classes or 2 hours

Primary source bibliography:

Letter to Queen Victoria from Lin Ze Xu <http://media.bloomsbury.com/rep/files/Primary%20Source%2013.0%20-%20Lin.pdf>

Other resources used:

The Opium War and Foreign Encroachment – Columbia University reading
http://afe.easia.columbia.edu/special/china_1750_opium.htm

Podcast of lecture of Opium and the Opium Wars – Harvard University 49 minutes
http://cm.dce.harvard.edu/1999/01/83101/L23/seg1/index_FlashSingleAudioOnly.html

British Raj: Occupied India and the Chinese Opium Wars part 2 – video 7 minutes
<http://www.youtube.com/watch?v=MVfCqUWs9mo>

song about trade war – video 3 minutes
<http://www.youtube.com/watch?v=KwUebaoCd-4>

STEAM PUNK free trade – video 3 minutes
<http://www.youtube.com/watch?v=sS4Kj0AJGfo>

Required materials/supplies:

Auxiliary materials included with this lesson

Vocabulary:

Understand Economic terms - Trade Deficit, Favorable Balance of Trade, Free Trade, drug cartel

Procedure:

This lesson uses the Socratic Seminar approach.

Socratic Seminar Guidelines

- 1) Read the material before participating in the seminar.
- 2) Create answers for the Grounding and Initiating questions. Mark the novel with post it notes. Your answers should include lines/quotes with page numbers from the resources.
- 3) Everyone must answer the Grounding question and speak at least TWO other times.
- 4) Avoid side conversations. You could lose points this way.
- 5) Engage in active listening strategies. (eye contact, non-verbal responses)
- 6) Let a minimum of TWO others speak before you speak again.
- 7) Avoid being a conversation-hog.
- 8) Raising hands is not needed unless someone is monopolizing the conversation and you can't get word in edgewise.
- 9) The seminar does not need to be or stay focused around the Initiating questions. Other questions and topics related to the text are encouraged.
- 10) Responses to other's comments should always be respectful even if you disagree with or question what was said.

Grounding Question: (everyone shares an answer to this question)
Should businesses be governed by moral codes?

In preparation for the seminar—generate 2 or 3 questions of your own that could propel the discussion forward or in another direction. Questions should be Levels 3-5 and not answered directly in the resources.

What happened after...?

Why was it that...?

Describe what happened at...?

What is...?

What do you think could happen next...?

Why do you think...?

You will receive a score points for:

- The quality and frequency of your contributions.
- The quality and accuracy of your written responses.

Step 1: Students will be asked the question "Were the Opium Wars in China an expression of Free Trade or the beginnings of a Drug Cartel by the British East India Company?"

Step 2: Students will learn about the causes of the Opium Wars through video selections, writings and lecture. They will need to annotate, mark up and take notes over the resources they had access to.

Step 3: At the end of the lesson they will be asked to form a circle and proceed to argue, using the Socratic Method, the central question about the justification of the Opium Wars.

Alternate method: Straight lecture and assigned readings followed by a class discussion about the Opium Wars after which students will write a 5-paragraph essay DBQ style to express their point of view.

Assessment/evaluation

Standard methods for Socratic Seminar, marking text, annotated note taking