

CONTENTS

Preface: Hindsight vs. Foresight	v
----------------------------------------	---

Introduction

Overview.....	1
The <i>Decision Making in World History</i> Series	1
How to Use This Book.....	2
Lesson Components	2
What Is Decision Making? (<i>Student Handout 1</i>).....	4
P-A-G-E (<i>Student Handouts 2 and 3</i>)	6
Strategies.....	8
Evaluation Tips for Student Handout 5 (<i>pages 24–25</i>).....	8
Evaluating Students	11
Sources	12
Student Handout 1: Guide to Thoughtful Decision Making.....	15
Student Handout 2: P-A-G-E Analysis for Decision Making	17
Student Handout 3: P-A-G-E Explanations and Examples	18
Student Handout 4: Decision-Making Log	23
Student Handout 5: Evaluating Decision Making	24

Lesson 1: The Ottoman Empire

Teacher's Guide.....	27
Sources	34
Vocabulary	35
Student Handout 1: An Expanding Empire.....	36
Student Handout 2: Outcomes of an Expanding Empire.....	41
Student Handout 3: War Crisis, 1720	45
Student Handout 4: Outcomes of the War Crisis.....	48
Student Handout 5: Turkish Letters of Ogier Ghiselin De Busbecq.....	51

Lesson 2: India and the British East India Company

Teacher's Guide.....	53
Sources	60
Vocabulary	61
Student Handout 1: The Bengali Perspective	62
Student Handout 2: The British East India Company Perspective	65
Student Handout 3: Outcomes of the Black Hole and British Reaction.....	67
Student Handout 4: Parliament and the British East India Company	70
Student Handout 5: Outcomes of the Relationship between Parliament and the British East India Company	73
Student Handout 6: A Letter about the Black Hole of Calcutta	75

Lesson 3: Peter the Great

Teacher's Guide.....	77
Sources	86
Vocabulary	87
Student Handout 1: Will You Take Lands on the Baltic Sea-Gulf of Finland?	88
Student Handout 2: Outcomes of Taking Baltic Lands	91
Student Handout 3: War or Negotiation?.....	93
Student Handout 4: Taxes, the Economy, and Social Matters	94
Student Handout 5: Outcomes of Peter's Foreign and Domestic Policies (<i>Handouts 2 and 4</i>)..	99
Student Handout 6: Peter the Great Reforms Beards and Dress	105

Lesson 4: Early Industrialization in Britain

Teacher's Guide.....	107
Sources	116
Vocabulary	118
Student Handout 1 (Short): Government Perspective	119
Student Handout 2 (Short): Outcomes of Government Policies	120
Student Handout 3 (Complex): Government Perspective.....	122
Student Handout 4 (Complex): Outcomes of Government Policies.....	125
Student Handout 5: A Worker's Perspective	129
Student Handout 6: Outcomes for Workers	131
Student Handout 7: An Owner's Perspective	134
Student Handout 8: Outcomes for Owners.....	137
Student Handout 9: Testimony to the Factory Commission, 1833.....	140

Lesson 5: Crisis in France

Teacher's Guide.....	141
Sources	151
Vocabulary	152
Student Handout 1: Will You Help the American Colonies?	153
Student Handout 2: Outcomes of Helping the American Colonies	154
Student Handout 3: Debt Crisis in France, 1787	155
Student Handout 4: Perspectives on the Debt Crisis	158
Student Handout 5: Outcomes of the Debt Crisis in 1787.....	164
Student Handout 6: The King and the Estates General	166
Student Handout 7: Outcomes for the King and the Estates General.....	169
Student Handout 8: Cahier of the Third Estate of Paris, 1789	172

Lesson 6: Revolutionary Government in France

Teacher's Guide.....	175
Sources	182
Vocabulary	183
Student Handout 1: What Will You Do about the Debt Crisis?	184
Student Handout 2: Outcomes of the Debt Crisis	186
Student Handout 3: War Crisis, 1792	188
Student Handout 4: Outcomes of the War Crisis.....	190
Student Handout 5: Speech by Robespierre in 1794.....	194

Lesson 7: Catherine the Great and the Enlightenment

Teacher's Guide.....	195
Sources	204
Vocabulary	205
Student Handout 1: What Decisions Will You Make for Russia?.....	206
Student Handout 2: Outcomes of Catherine's Decisions.....	210
Student Handout 3: Foreign Policy from the Russian Perspective	212
Student Handout 4: Foreign Policy from the Turkish Perspective	215
Student Handout 5: Outcomes of Foreign Policy	217
Student Handout 6: Questions on the Russian-Turkish Conflict	220
Student Handout 7: Answers to Questions on the Russian-Turkish Conflict.....	221
Student Handout 8: Catherine's Instructions to the Commissioners for Composing a New Code of Laws, 1767	226

LESSON 3: PETER THE GREAT

Teacher's Guide

INTRODUCTION

■ Overview

Peter the Great was an important leader in Russian history as his name—the Great—implies. In this lesson, students have the opportunity to make decisions as Peter. Many of these decisions will show to have significant positive and negative long-term unintended consequences.

■ Vocabulary

- absolutism—the philosophy that government should place all power in a single ruler or small body of rulers, reserving no power for the people
- czar—a king or supreme ruler of Russia
- entrepreneurs—business people
- literacy—the ability to read and write
- nobles—people with high rank in society who usually owned land that others maintained
- parasites—people who live off the work of others
- peasant—poor farmer
- Peter I—ruler of Russia from 1682 to 1725, known as Peter the Great
- poll tax—a tax on each individual adult
- Russian Orthodox Church—the dominant religion in Russia
- serfs—people who were forced to work on land owned by others
- subsidies—government help for businesses
- Table of Ranks—a list of positions in the Russian government that could be gained by one's achievements, not just family background
- tariff—a tax on imports
- turnpikes—roads that charge tolls

■ Decision-Making Skills Emphasized

- Identify underlying problems
- Consider other points of view
- Ask questions about context
- Ask questions about historical analogies
- Establish realistic goals
- Play out the options
- Predict unintended consequences

LESSON PLAN A: IN-DEPTH LESSON *(50 minutes)*

■ Procedure

Handouts 1, 2, and 3 are on foreign policy. Teachers who use Handout 1 will probably want to follow up with Handout 2, which contains an outcome of the decision on taking land and then follows that up with a new problem on whether and how to continue with the war. Handout 3 is an optional handout to help students think through their decision in Handout 2.

Distribute Handout 1 and have students read it. Tell them to decide whether they will take land around the Baltic Sea-Gulf of Finland and risk war with Sweden. After students individually write out their choices, have them pair up and discuss their choices. Circulate around the room to answer questions or clear up misunderstandings. Bring the class back together and ask them to vote on whether to take the land and risk war. After a discussion of the pros and cons of taking the land or not taking it, have students revote. Did many students change their votes? If so, why?

After Handout 1 has been discussed and voted on, distribute Handout 2, with the outcomes of Peter the Great's decision, along with a new problem of how to proceed with the war against Sweden after a major loss in battle. Repeat the procedure used for Handout 1: Students decide, they discuss their choices in pairs, they vote, they discuss the choices as a class, and they revote. Teachers can decide whether to use Handout 3, which provides more specific guiding questions to help students think through their decision. Teachers might use this handout if they noticed their students were not focusing enough on underlying problems, goals, or unintended consequences.

For Handout 4, follow the same procedure used for Handout 1. This handout consists of three problems: taxes, economy, and social matters. The teacher can decide whether to discuss and vote on all three problems at once or one at a time. When Handout 4 has been discussed and voted on, distribute Handout 5, with the outcomes of both Handout 2 (continuing the war) and Handout 4 (taxes, economy, and social issues). Have students read Handout 5 and answer the "Questions for Analysis" at the end of the sheet.

1. Did Peter the Great make good decisions regarding the war with Sweden and internal Russian affairs (taxes, economy, social matters)? Explain what he did well or where he went wrong.

Answers will vary, but some students may notice the oppressive taxes and forced labor resulting from the war.

2. Does Peter the Great deserve that title?

There should be some disagreement on this question, depending on whether students emphasize Peter's accomplishments or his oppressive, authoritarian leadership.

3. What did you do well or poorly in these decision-making problems?

Answers will vary.

4. What was the most important decision-making skill in this problem (for example, identifying assumptions or setting realistic goals)?

Answers will vary.

Option for Primary Sources: When students finish discussing the outcomes in Handout 5, distribute Handout 6, about the controversy on beards and Western-style dress. Have students read the document and answer the "Questions for Analysis."

1. Why were beards and dress so important to Peter the Great and the Russian people?

The importance of beards and dress were symbolic for both sides. Peter wanted Russia to modernize. On the one hand, many Russians considered beards and dress representing traditional ways of life important, including their traditional Russian Orthodox religion. On the other hand, it is interesting to see how readily other Russians made the changes, on the other hand.

2. Did Peter make a mistake in enforcing Western ideas of dress and no beards on Russians?

Answers will vary. This was one of the most controversial changes that Peter made. Although some Russians resisted, many others made the changes.

3. How reliable is this history as a source?

It is a secondary source, since the author (although a contemporary) was never in Russia. In order to answer this part of the reliability, students would have to ask if the author saw Peter give the order or saw people react to the order. Being French, the author had a perspective that may have led him to exaggerate the backwardness of Russians (reason to lie). The French thought of themselves as more advanced than the Russians. They liked the idea of Peter the Great westernizing Russia and may have felt that Russians who were resisting the changes were standing in the way of progress. The title of the source says it is a "history," which implies that the author is trained in writing history. The writing itself seems objective. It is difficult to discern the author's point of view.

Lesson 3: Peter the Great | Student Handout 1

WILL YOU TAKE LANDS ON THE BALTIC SEA-GULF OF FINLAND?

Peter I and
Baltic Sea-Gulf of Finland

1695 1700 1705 1710 1715 1720 1725 1730 1735



A portrait of Peter I, who was 6 feet, 8 inches tall

The year is 1700, and you are Peter I, czar of Russia. Currently, Russia has very little trade with other countries. There is one port, at Archangel (see Map A), but it is frozen over in the winter, and when the ice melts, ships still have to go around Finland and Norway lengthening every trip.

If Russia could secure a warm-water port—one that would remain open all year round—Russians would be able to greatly increase their nation's trade. Furthermore, Russia could become a naval power, increasing her prestige on the world stage. The only logical place for a warm-water port



Map A: Russian Expansion

is on the Baltic Sea-Gulf of Finland. It is frozen part of the year, but much less than Archangel. Currently, Sweden controls this entire area. Sweden is a powerful country, with a strong, well-trained army. But Sweden is weak right now, according to your advisers. It has a young and inexperienced king. In addition, Swedish troops have to be sent across the Baltic Sea; there is no land connection between Sweden and the area it controls near Russia (Map B). With the advantage of geography and more experienced leadership, Russia should be able to take the area on the Baltic Sea-Gulf of Finland. If Sweden chooses to fight, the Russians should be able to win easily.

Lesson 3: Peter the Great | Student Handout 1



Map B: Russian Expansion

Will you order the Russian army to invade and take the land around the Baltic Sea-Gulf of Finland, and thereby risk a war with Sweden?

- A. Yes. Take the land and risk war. If there is a war, Russia will probably win.
- B. No. Don't take the land and risk war with Sweden.