

Component	Description
<p><b>Title of Lesson</b></p> <p><b>Content/Subject Area</b></p>	<p><b>Globalization Circa 1780: Philadelphia’s Trade with China</b></p> <p>US History</p>
<p><b>Context</b></p>	<p>American trade with China began in 1784 with the first American merchant ship, the <i>Empress of China</i>. Robert Morris, a Philadelphia financier, was the principal investor. The ship was to leave Philadelphia for Canton, but poor weather conditions caused the <i>Empress of China</i> to leave from New York. Thus begins America’s independent trade with China and the beginnings of the long, ongoing process of the nation’s financial, cultural, and industrial globalization.</p> <p>Initially, China showed an interest in purchasing three items from American merchants: Spanish bullion, ginseng from the Appalachian Mountains, and furs, particularly sea otter pelts. Bullion, also known as specie, was usually in the form of Spanish silver mostly mined in Latin America. The Chinese were quite particular about their imports. They had a high regard for Spanish bullion and acquired a great deal of silver as result of trading with American merchants. Silver, used as a commodity and not a currency, was not charged an import fee and also made it more desirable for Americans to use for exchanging goods. European traders pressured Canton officials to make bullion a duty- free import. However, by the second decade of the 19<sup>th</sup> century opium became the most desired commodity for import by the Chinese.</p> <p>American ships traveled long and dangerous routes to deliver their goods, so they made certain to return with cargo. The extraordinary travel risks along with the reality of pirate attacks (for the bullion cargo) were constant. Nevertheless, it was the selling of Chinese goods that apparently made this trade venture exceedingly profitable. American demand for Chinese tea, cottons, silk, lacquer ware, fans, furniture, porcelain, and other Chinese goods made the risk financially worthwhile and, in fact, highly lucrative. However, it would be tea that keeps the early trade continuously active over the sixty years. Tea was the preferred drink for all Americans and China was its major source for this important commodity.</p> <p>America’s trade with China was the very beginning of international trade for the U.S. Today we purchase many different types of goods from China. They cater to our particular styles and requests. The same existed in the early trade. Products were made specifically for the</p>

<p><b>Duration</b></p>	<p>American market and the goods varied in cost and quality. The Chinese learned about the new American country and its people while Americans learned about the Chinese due to this continuous trade.</p> <p>Philadelphia businessman, shipbuilder, banker, humanitarian, Stephen Girard, played a major role in the early trade with China. Girard was French-born, but after nine years as a sailor, he found his way to America. He then found his way to the city of Philadelphia at the beginning of the Revolutionary War. Philadelphia's shipbuilding industry was expanding and Girard, a former sea captain who understood sailing and ships, was placing orders for the construction of an advanced fleet of ships. His ships sailed regularly to China. As a tribute to his homeland's philosophers he named his ships Rousseau, Voltaire, Montesquieu, and Helvetius.</p> <p>By 1793 Girard's business was international and his China trade business was of major importance in making him one of the few millionaires in America. It was he who helped establish the First Bank of America in Philadelphia. Girard was so wealthy that he was able to loan the U.S. government \$1.5 million during the War of 1812.</p> <p>After the War of 1812, most Philadelphia merchants followed the British lead and changed their cargo to opium. Opium was the most profitable commodity and the supply and demand was constant. It was, in fact, illegal and immoral by Chinese standards to buy and sell opium. Yet, there was a never-ending demand by the Chinese, particularly when it was to be smoked. The Americans purchased opium from Turkey cheaply and then clandestinely sold it to Chinese vendors along the Pearl River, before entering the port of Canton .</p> <p>1-2 class periods</p>
<p><b>Objective</b></p>	<p>SWBAT determine the importance of the 18th-century China trade ITO understand the basis of early globalization.</p>

<p><b>Standards</b></p>	<p>PA Academic Standards        8.3.9.A A comparison the role groups and individuals played in social, political, cultural, and economic development of the U.S. 8.3.9.B compare the impact of historical documents and artifacts</p> <p>CCSS.ELA-LITERACY.RH.11-12.1        Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2        Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS&gt;ELA-LITERACY.RH.11-12.7        Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
<p><b>Anticipatory Set</b></p>	<ul style="list-style-type: none"> <li>•Brainstorm with the class a list of countries from which goods they use daily (clothing, school materials, electronics, household items, etc) come.</li> <li>• Discuss the term globalization as a class or in small groups. Follow the discussion with a brief YouTube video describing the concept of globalization, such as “Globalization Easily Explained”.</li> </ul>
<p><b>Direct Instruction</b></p>	<p>Teacher should provide background information for the document students will receive, an entry from the “Journal of the Continental Congress.” This was a letter of introduction from the United States to the officials in Canton introducing the ship, its captain, and its purpose. It also notes the treatment that it expects while in ports of China, and conversely, what the ships of China can expect if they arrive in the United States.</p> <p>Background:        In 1785, a group of six Philadelphia investors sponsored the first ship from Philadelphia to China. The ship was called the <i>Canton</i>, in honor of its destination, Canton, China. The ship’s captain, Thomas Truxton, was a Revolutionary War privateersman and commanding officer of the United States frigate, <i>Constellation</i>. The <i>Canton</i> made two round trip voyages to China from Philadelphia. The document in this lesson, from the Congressional record acknowledges the ship, the <i>Canton</i>, and Captain Thomas Truxton, as a citizen of the United States. This document addresses the second voyage of the ship.</p>
<p><b>Guided Practice (and/or Cooperative Practice)</b></p>	<p>Introduce and discuss types of primary source materials and their use. Display copy of ‘Document Analysis Worksheet’ and review sections for students to complete for their independent practice.</p>
<p><b>Independent</b></p>	<p>Provide students with a copy of the documents “Journal of the Continental</p>

<b>Practice</b>	<p>Congress, Dec. 30, 1785”  <a href="http://www.constitution.org/uslaw/cont-cong/30_journals_continental_congress.pdf">http://www.constitution.org/uslaw/cont-cong/30_journals_continental_congress.pdf</a>) and a primary source analysis worksheet  <a href="http://www.archives.gov/education/lessons/worksheets/document.html">http://www.archives.gov/education/lessons/worksheets/document.html</a>) for each student.  Students will read the document and complete the analysis worksheet independently or with a partner.</p>
<b>Closure</b>	<p>Teacher will discuss and review findings, as guided by the analysis worksheet, with the class.</p>
<b>Assessment</b>	<p>Exit ticket  Have students write a brief response to the question: Explain how the Philadelphia-China trade in the late 18th century was the early stage of globalization?</p> <p>Extension: Have students examine and interpret, then compare and contrast, the 1786 Treaty with Morocco: Treaty of Peace and Friendship  <a href="http://avalon.law.yale.edu/18th_century/bar1786t.asp">http://avalon.law.yale.edu/18th_century/bar1786t.asp</a>)  and the 1786 Treaty with Prussia; Treaty of Amity and Commerce  <a href="http://avalon.law.yale.edu/18th_century/prus1785.asp">http://avalon.law.yale.edu/18th_century/prus1785.asp</a>)  . Do such treaties exist today?</p>
<b>Key Terms</b>	<p>Globalization, primary source documents, Continental Congress</p>
<b>Resources and Materials</b>	<ul style="list-style-type: none"> <li>•Document Analysis Worksheet  <a href="http://www.archives.gov/education/lessons/worksheets/document.html">http://www.archives.gov/education/lessons/worksheets/document.html</a>)</li> <li>•Journal of the Continental Congress, December 30, 1785  <a href="http://www.constitution.org/uslaw/cont-cong/30_journals_continental_congress.pdf">http://www.constitution.org/uslaw/cont-cong/30_journals_continental_congress.pdf</a></li> </ul>