

Annotation

This development of the lesson is devoted to the problem of personality development in the framework of multicultural education, it reveals the issues of colonization of Eastern States by the West for several centuries.

It will help students of the 7th grade, to understand the damage caused by Western European powers to India and Indonesia in comparison, as well as to study the features of the development of these two States XVII-XVIII centuries.

The development of the lesson is addressed to teachers as an exchange of experience like conducting such a lesson in their classes.

Explanatory note

Developing a lesson " States of the East: India and Indonesia. The beginning of European colonization "was created within the framework of the cultural and educational project "Russia-Indonesia: dialogue of educational systems".

Modern education does not include the problem of colonization of Indonesia, and school textbooks do not mention it at all. In the methodological developments which study this period, there are no Parallels in the study of the colonization of the East. This state was colonized by the Same Western colonizers as India, and was severely affected by them. Therefore, looking at these pages of the history of Indonesia and India, we can rate the horrors of colonial oppression of Europe on the Eastern States, conduct a comparative analysis of the impact of the same colonizers on different territories and will be able to comprehend the socio-moral experience of previous generations.

Lesson development

Subject: history of Modern times grade 7

Lesson topic: Eastern States: India and Indonesia. The beginning of European colonization.

Lesson type: the Lesson of "discovery" of new knowledge

The purpose of the lesson: to study the features of India and Indonesia XVII-XVIII centuries.

Activity goal: to develop abilities to self-construction of new ways of action on the basis of the method of reflexive self-organization.

Educational objective: to expand the conceptual framework by including new elements.

The formation UUD:

Personal actions: to gain experience of emotional and value attitude to the events of the past; to comprehend the social and moral experience of previous generations.

Regulatory actions: the Ability to independently determine the goals of their studying, to set and formulate new tasks in learning and cognitive activity for themselves, to develop the motives and interests of their cognitive activity.

Cognitive actions: to establish cause-and-effect relations, to set and solve problems correctly, to create generalization and to draw conclusions.

Communicative actions: raising questions, ability to express your thoughts with sufficient accuracy and completeness in accordance with the objectives and conditions of communication.

Equipment of the lesson: blackboard, chalk (marker),

Organizational moment

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Hello guys! Sit down! Let's check the class.

Sit down, listen to the teacher.

Updating knowledge

7-10

I suggest you working with tasks of different levels of difficulty

Group 1-passes the test;

1. Under what Sultan the Ottoman Empire reached its maximum power:

A) Selime I

B) Suleymane II

C) Selime II

2. Bulgarian and Serbian partisans who fought against the Turkish conquerors were called

A) Hazuki

B) Haiduks

C) Huguenots

3. The power of the Empire rested on

A) religion

B) a well-organized army

C) the violence by the warlords

4. Ottoman Turks conquered

A) Iran

B) England

C) Afghanistan

5. Sultan's power in the Ottoman Empire

A) was limited by the nobility

B) was unlimited

C) was limited by religion

Group 2 Add missing elements to the text;

Paste the missing elements into the text.

By the end of the 16th century it has become one of the largest powers in the world. The most extensive conquests were associated with The power of the army was based onForce army constituted on..... However, towards the end....centuries expansion has slowed. In ... year the Turks were defeated by the Austrian and Polish troops.

Students choose a task, perform the task, and then can check and evaluate their knowledge.

1 group performs:

1. B
2. B
3. B
4. A
5. A

Group 2 performs:

Ottoman empire;

Suleiman II the Magnificent;

Army;

Janissaries;

XVI century;

1683.

Group 3 solves the puzzle:

1. What religion was prevalent in India?
2. A society governed by tradition?
3. What was the name of the "samurai code", formed in the XVII century?
4. The land of the rising sun?
5. Religion Of Japan?
6. What was the doctrine of Confucius?
7. Greeks called this country magical, it is famous for treasures and beckoned conquerors. The population in this country is divided into castes.

Group 3 performs:

1. Buddhism
2. Traditional
3. Bushido
4. Japan
5. Shinto
6. Confucianism
7. India

Keyword: Indonesia

Statement of educational tasks

Guys, you correctly solved the crossword puzzle, and what is the key word you got?

Right, what do you think we're going to learn in class today?

And only Indonesia we will study today or maybe another country?

That's right, today we will study another country, which the Greeks called magical, which was famous for treasures and in which the population is divided into cash. Which country is this?

Do any of you remember what the "colony" is?

And how are the colonies connected to India and Indonesia?

Correct! Try to formulate the topic of the lesson.

And what will be the purpose and objectives of our lesson? (the teacher writes on the board the students answers)

What do you think will be the main question of our lesson?

Activities of students

Indonesia

They assume and come to the conclusion that they will study Indonesia and India.

The answer is that the colonies are cities formed by one state within another.

They're believed to have been colonized.

Formulate the theme of the lesson "States of the East: India and Indonesia. The beginning of European colonization".

Purpose: to study the features of India and Indonesia in the 16-18 centuries.

Objectives: to compare the features of colonization of India and Indonesia in the 16-18 centuries.

Why were India and Indonesia colonized?

"The discovery of new knowledge"

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we have correctly identified the objectives of our lesson, and now we can go to the enchanting Eastern land of spices and riches.

For this you will need: textbook Udovsky A. I "History of the New age", p. 289-290 and additional material (Vasilyev L. S. History of the East. 2T. / L. S. Vasiliev. M.: High school, 1994), which is on your tables (Appendix 2), lecture by I. A. Aleynikov

"The era of colonialism. New story" (Annex 3).

We need to compare the stages of colonization of these two countries, what were the similarities and differences.

Line comparison India Indonesia

The beginning of the colonization, the penetration of European colonialists in India started from the XVI century. In Indonesia Colonial expansion was started in the XVI century.

Countries colonizers Portugal → Holland → France → England Portugal → Holland → England

Features of colonization before the East India company, **the Portuguese** captured several bases on the Malabar coast, but did not move inland;

The Dutch: exported a large number of spices, engaged in trade, did not interfere in the lives of Indians. **Portuguese:** they established control on international sea routes and established their outposts on the coasts of many Islands, with the help of which they tried to monopolize the spice trade.

East India company 1600 the British founded the East India company, which established trading points in different parts of India. The company acquired large land holdings, which were managed by the

Governor-General. For their protection fortresses were built and troops were created. The military unit consisted of mercenary soldiers-Indians (sepoys), armed and trained in the European manner. These troops were under the command of British officers. In 1757. the British captured Bengal, which marked the beginning of the systematic conquest of the whole country by the troops of the East India company, its possessions turned into a real colonial Empire. **Holland:**
Foundation of the company in 1602

At the turn of XVI–XVII centuries. the Dutch became stronger, and from the mid-seventeenth century the monopoly of the Dutch East India company on the spice trade and generally for the whole Indonesian international trade has become almost universally accepted. The East India company was rapidly expanding its political control in the country, seizing some territories and placing the rulers of others in vassal dependence on themselves. The Dutch not only monopolized the spice trade, but also regulated the production of their exported products, without stopping before the destruction of plantations, if the rapidly increasing number of precious export products threatened to reduce their prices.

In 1800 the company was liquidated, and soon after that Indonesia for several decades was under the power of England.

Goods exported from the countries Malay pepper and Indian cotton fabrics. Cloves, peppers, cinnamon, nutmeg.

What are the similarities between the colonization of the two countries? What are the differences? What conclusion can be made?

Work independently with the text of the textbook and additional material in groups (2 groups), each group fills in the information on the country that is in their job. Upon completion of the task, the groups share the result and add the missing information.

Formulate conclusions.

Primary fixation

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You have coped well with the task, and now let's check how well you have learned the material. Answer the question:

- 1) When did the colonization of India and Indonesia begin?
- 2) What European countries colonized the East?
- 3) Why were India and Indonesia colonized?

Guys, let us remember what Sinequan and how to make one is to make Sinquan with the words Indonesia and India

Answer questions

Recall the rules and make up. Example:

- 1.India
- 2.Big, mysterious.
- 3.Raster, thriving, conquered.
- 4.The country of unforgettable bright impressions.
5. Country of contrasts.

Reflection of activity.

5

how do you assess your work in class?

What did you guys learn in class today?

What was interesting?

What difficulties did you experience during the lesson?

Active-inactive.

Summary of lesson

3

Grading

Homework

1

P. 29-30, Disassemble China and Japan, determine the differences in the colonization of these countries.

They record homework.

Annex 2

Vasilev L. S. History Of The East. 2T. / L. S. Vasiliev. - Moscow: Higher school, 1994.

Dutch India (Indonesia)

Colonial expansion was started in the XVI century by the Portuguese, who established control on international sea routes and created on the coast of the many Islands their outposts, with which they tried to monopolize the spice trade.

Portuguese rule in Indonesia did not last long, however. At the turn of XVI–XVII centuries, it was strengthened by the Dutch, and from the mid-seventeenth century the monopoly of the Dutch East India company on the spice trade and generally for the whole Indonesian international trade has become almost universally accepted.

As it was in India, the Dutch East India company quickly and vigorously expanded its political control in the country, capturing some territories and putting in vassal dependence on the rulers of others. The Dutch not only monopolized the spice trade, but also regulated the production of their exported products, without stopping before the destruction of plantations, if the rapidly increasing number of precious export products threatened to reduce their prices.

Since the XVIII century. Dutch East India company began to weaken and decline. In 1800 the company was liquidated, and soon after that Indonesia for several decades was under the power of England, waging

war with Napoleon and with the allied with him Batavian (in the territory of the Netherlands) Republic.

The British occupation of the Dutch colonies in Indonesia in 1811 led to a number of reforms aimed at creating favorable conditions for the penetration of private capital into Indonesia, including English. However, the abolition of monopolies and tax reform has not led to significant change in the position, at least from the point of view of industrial commercial development of Indonesia's private foreign capital.

Annex 3

The era of colonialism. New history.

Lecture I. A. Aleinikov, a teacher of history and law Kropiwnicki Economics and law Lyceum NVK No. 34

In the 17th century came the end of Spanish and Portuguese merchants who owned trade routes in the Atlantic and Indian ocean. This was due to the entry into India of colonizers from other countries, mainly from the Netherlands, which after independence became the largest Maritime and commercial power in Europe.

The Dutch took away from the Portuguese a number of colonies in India, including the island of Ceylon, in addition, the Dutch have created their own settlements in America and Southeast Asia.

Following the Dutch penetrated into India and the British, who created specifically for this purpose the East India company.

In the first half of the 17th century, they captured several cities on the East coast of the island of Hindustan, founded there a trading station, began an active struggle for penetration into the country. And since the end of the 17th century in the struggle for the colonies joined the French.

By the middle of the 18th century they managed to subdue their power in India territory equal to the area of France. However, not only India attracted European powers. Since the mid-17th century, the situation

in North America, which continued to be the object of colonial expansion of several States, has become very acute...

In just a hundred years, the Netherlands and Portugal have lost their status as the main colonial powers of the world. They were replaced by powerful colonial empires who did not hesitate to seize other people's territories, and even unleashed wars in the old world in order to get other people's colonies located in the new one.

The 17th century was a time of decisive turn of Holland and England to overseas trade, which not only supplemented, but also surpassed the huge profits of export and import trade on the old routes.

In its colonial policy, the Dutch and the British were not like the Spanish and Portuguese, they did not send overseas conquerors or missionaries or farmers, they sought to expand their possessions and extend to them their order and religion. The Dutch and the British occupied purely practical tasks of trade. They destroyed the fortresses taken from their rivals, but did not put new ones in their place, they did not interfere in local political disputes or wars, as the Portuguese did, but tried to conclude a profitable trade agreement.

Without seizing the territory, they were limited to the device offices at the intersection of important trade roads. In the early 17th century, the English and Dutch set their ways to the East. However, they failed to establish ties with Japan and China, because these ancient and highly developed civilizations simply closed their borders, almost completely prohibiting the entry of foreigners, but in politically fragmented India, where the once strong power of the Mughals fell into decline, they managed to penetrate without much difficulty. Replacing the weakening of the Portuguese from India, the British gradually expanded their trade in Asia.

In 1600, the East India company was established, which bought Malay pepper and Indian cotton fabrics for silver and sold them in Europe, too, for silver, but at the same time increasing the price several times. The relationship between the company and the British monarchy was

mutually beneficial, the company needed Royal charters and diplomatic support in the East, and in return it provided large loans to the crown.

In 1602 there was a Dutch East India company, but it never had the strength and power, which had its English competitor. The Dutch never controlled such vast territories as the British. The Dutch East India company took over the extraction of spicy products: cloves, pepper, cinnamon, Muscat, which were so highly valued in Europe. They directed all efforts to support the huge prices of rare products. The company introduced its monopoly in the most ruthless way, all Europeans washed removed from the Moluccas and Sunda Islands, called "spice Islands". The Dutch brutally killed the natives who did not agree to the conditions provided by the colonizers. On all the Islands, clove trees were cut down, except for the island of Seram, whose inhabitants were obliged to cultivate valuable plants and give the product at a certain price to the company. To exclude the possibility of smuggling, all spice trade concentrated in the newly founded city of Batavia (Jakarta) on the island of Java. The company's ships did not stop on the long way between Amsterdam and Batavia, they could neither pick up nor unload goods at any point on the road.

Since the beginning of the 17th century, England, France and Holland have resumed the long-gone slave trade, black people were captured on the West coast of Africa or bought for a song from local leaders and transported to America, where workers were required. The slave trade has become a constant and very important source of enrichment for English and Dutch merchants and merchants.

Introspection

My proposed development of a lesson on " States of the East: India and Indonesia. The beginning of European colonization " will help colleagues to form an overall picture on colonization of Eastern countries, to reveal all aspects of colonialism in the period XVII-XVIII

centuries., to show respect for the spiritual and moral values of the inhabitants of traditional society, to assess the historical events of the beginning of European colonization of the East.

List of literature and Internet sources

1. Vasilev L. S. History Of The East. 2T. / L. S. Vasiliev. - Moscow: Higher school, 1994.
2. Lecture I. A. Aleinikov, a teacher of history and law Kropiwnicki Economics and law Lyceum NVK No. 34 "the Era of colonialism. New history.»
3. Pozdeev V. A. Job development for General history / V. A. Pozdeev. - Moscow: WACO, 2016.
4. Standards of the second generation: the Approximate basic educational program of educational institution. Primary school / comp. S. E. Stepanov. - Moscow: Education, 2011.
5. Udovsky A. I. universal history. The history of the New time 1500 – 1800, grade 7: textbook for educational institutions / A. I. Yudovskaya, P. A. Baranov, L. M. Ivanushkina. - Moscow: Education, 2017.