**Jay Shafer**

|  |  |  |
| --- | --- | --- |
| **Title**: Imperial Perspectives (Final Day-Revised) | **Curriculum Area and Grade**: World History, Unit 3: Imperialism, Grades 9-10 | **Date**: To be given at the end of the fourth week in a 5-6 week unit on imperialism. (12/6/13) |
| **CA Content Standards**: 10.4: “Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.”**CCSS (Grade 9-10)**: [ELA Literacy RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1): “Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.” | **CA ELD Standards (Grade 9-10)**: A. Collaborative: 4. Adapting language choices (Bridging) “Adjust language choices according to the task (e.g., group presentation of research project), context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counter-arguments), and audience (e.g., peers, teachers, college recruiter). |
| **Big Idea**: Students will understand that it is their job to take factual information and interpret their thoughts  | **Essential Questions**: How did imperialism impact the world?What is the legacy of imperialism? |
| **Objectives**:Upon completing this lesson students will be able to express an opinion, supported by factual evidence, on the extent to which imperialism impacted the world. They will achieve this by fusing information from their notes and completed assignments together with their own ideas about imperialism. | **Assessment**: Students will be graded on: Their completion of the Research Record Form (formative, informal)The journal entries from two different perspectives (summative, formal)The journal entry from the perspective of a person in a world where imperialism never occurred (formative, informal)The S-O-S Statement half page response (summative, informal) |
| **Prediction of Likely Difficulties**: Some students will likely struggle with imagining a situation where imperialism never happened. The students are not frequently asked to be this hypothetical and it will require a significant amount of contemplation to come to an idea of how to approach what we are asking them to do. To minimize this issue, I plan to give the students several scenarios that they can build on to get started. From my experience with this class, several students will be ready to go immediately and will come up with all kinds of creative ideas on their own. Other students are uncomfortable with the extent of original thought we are asking for and they will feel stuck after the directions. Giving them an example to get started should get them thinking and hopefully it will allow them to get writing and start incorporating some of their own ideas into the assignment. |
| **Instructional Strategies**: **1. Anticipatory Set**: Teacher will begin class by asking students to take out their activity notebooks for an end of unit check. Around 10 to 15 minutes will be allotted for this check.**2. Instruction**:Teacher will instruct students to write a journal from the perspective of someone in a world where imperialism never happened. This instruction will reference the two journals that students were asked to write as homework last night. I will inform students that I will give them ideas to get started after we all have an idea of what is being asked. The initial instruction will take around 2 minutes.**3. Guided Practice**: Teacher will model the activity by giving examples of possible situations in a world where imperialism never happened. I will also give the students a few ideas of how to get started. The students that are able to will be encouraged to work ahead and be creative and the students that need a little more direction will be offered the ideas to get them going. This process will take between 5 and 10 minutes.**4. Independent Practice**: Teachers will be available to give students further direction or ideas if they are still stuck while writing their journal entry. Students will be given about 15 minutes to finish the journal entry.**5. Closure**: Teacher will discuss the journal activity with the aim of getting students to think about how much imperialism changed the world. Certain students will be called upon to read aloud their journal entry and then we will discuss as a class the impact imperialism had on our world. This should take around 10 minutes.**6. Transfer**: Teacher will instruct students to give their opinion on the extent to which imperialism changed the world supported by evidence. The S-O-S worksheet is made for this purpose and will be given to the students. Teacher will explain that much of studying history involves taking factual evidence to interpret and come up with a conclusion that combines that evidence and personal beliefs. Students will have about 15 minutes to complete their S-O-S worksheets. | **Student Activities [Time]**: **1. Anticipatory Set**: Students will enter class and take out their activities notebooks and materials so that they can be checked. [10-15 minutes]**2. Instruction**: Students will listen to preliminary instructions on writing the journal in a hypothetical world where imperialism never happened. [2-3 minutes]**3. Guided Practice**: Students will follow the teacher’s model journal entries. If they feel prepared they will begin writing quietly and if they need more direction they will follow along during the examples. [5-10 minutes] **4. Independent Practice**: Students will write the journal entry from the perspective of someone in a world where imperialism never happened. [10-15 minutes]**5. Closure**: Students will listen as the teacher will discuss the journal activity with the aim of getting students to think about how much imperialism changed the world. Some students will read aloud their journal entries and we will speak as a class about how a world without imperialism might have looked. [5-10 minutes]**6. Transfer**: Students will complete the S-O-S worksheet. This entails putting what we are asking into their own words, selecting an opinion on the topic (agree or disagree) and then searching for evidence that supports their opinion. [5-10 minutes] |
| **Differentiation for ELs**The main focus of my differentiation for ELs comes in the way I will model the assignment during the guided practice. I know many ELs will be unable to get started because this is a frequent problem in the classroom. Anticipating this problem I intend to offer several starts to the journal and hopefully one of these possibilities will either get a spark going that the student can build from or bring to mind another idea that they can incorporate in the journal entry. Other strategies like speaking slowly, deliberately and with hand gestures and expression will also be adhered to. I will also repeat all instructions more than once so that the students have multiple chances to process the information.  | **Differentiation for SNs**The ability for students to be as creative as they would like in the writing of the journal should be enjoyable for gifted students and they should be able to really run with the assignment as it weighs so heavily on their ability to tap into their creative thoughts. Tasks like this are rarely offered in a history class but I know from this unit that several of my gifted students are itching for the opportunity to express their original thoughts. As with ELs, the sentence starters and ideas to get started on the journal should get the ball rolling for SE students that may be unprepared to tap into this creative thought entirely on their own. |
| **Resources/materials**: projector (for instructor), poster paper, notebook paper, pen, pencil, student spiral notebook (contains notes and other activities from the unit), research record form, flag research project instructions, flag research project rubric and S.O.S. half page worksheet (see below) | **Reflection**: The lesson went fairly well but I underestimated the amount of time several of the activities would take for some students. What was scheduled to take one day, took about two full class days. Because the some students finished in the scheduled time but others were still working, I had the students that finished make vocabulary cards for their terms in this unit while the other students caught up. I felt I needed to have the students complete the activities in class to get the full benefit of the lesson, so I sacrificed my lesson plan for the next day which was somewhat repetitive anyways. |

|  |  |  |
| --- | --- | --- |
| **Name:** | **Date:** | **Period:** |
| **S-O-S Summary**Statement-Opinion-Supporting Evidence |
| **Read the following statement:**Imperialism greatly impacted the world. |
| **What does it mean?** *Write it in your own words* |
| **What is your opinion?** *Circle one* **I Agree I Disagree** |
| **Support your opinion with evidence:** |

|  |  |  |
| --- | --- | --- |
| **Name:** | **Date:** | **Period:** |
| **S-O-S Summary**Statement-Opinion-Supporting Evidence |
| **Read the following statement:**Imperialism greatly impacted the world. |
| **What does it mean?** *Write it in your own words* |
| **What is your opinion?** *Circle one* **I Agree I Disagree** |
| **Support your opinion with evidence:** |

Flag Research Project

Group Members:

Assigned Countries:

**Step 1:** Research Record Form (*Partner/Individual)*

With your partner research your assigned countries/ flags. Each person must complete their own *Research Record Form*.

Due:

**Step 2:** Africa Map (*Group)*

With your group complete the following:

1. Trace and cut out your African country
2. Display the following information on your cut-out:
	1. Name of country
	2. Capital of country
	3. A perspective piece (see example on back) demonstrating what you found in your research. Your perspective piece should how both a European imperialist and a native African viewed imperialism.

Due:

**Step 3**: Historical Journal (*Individual*)

You will write 2 journal entries from the perspectives of a European colonizer and an indigenous person in a colonized country. Consider the following when writing your journal:

* Reasons for imperialism (EMPIRE)
* Pros/Cons of imperialism
* Effects of indirect and direct rule
* Results from your flag research

Each journal must:

* Be a minimum of 2 paragraphs (5 sentences each)
* Be written in the 1st person
* Demonstrate your learning of the topics listed above

**Step 4:** Rubric (*Individual*)

Complete the *Grading Rubric* and staple to the following:

* Research Record Form
* 2 Journal Entries

Due:

|  |
| --- |
| Research Record Form |
| Name: | Date: | Period: |
|  | **Imperial Power** | **Colonized Nation** |
| **Country** |  |  |
| **Location**(give a brief description or drawing of where the countries are located) |  |  |
| **Flag**(sketch the current flag of each country, make sure to include the colors, patterns and symbols) |  |  |
| **Research** (you will be researching the flag of ONLY the colonized nation) |
| 1. Describe what you already know about the nation/ flag you are researching.
 |
| 1. Identify the research question that you want to explore.
 |
| 1. Explain the steps of your research:
* Where did you start?
* What resources did you find?
* Cite your sources (minimum of 2).
 |
| 1. Record the information that you discovered. Be sure to include:
* The significance of the colors and symbols on the flag.
* The evolution of the flag (What did it look like in 1850? How did it change over the years to what it looks like today?).
* Whether any aspects of the current or past flags reference the independence movement of the country or the relationship to their imperial past.
 |
| 1. Explain how the information you recorded above answers your research question.
 |

|  |
| --- |
| Flag Project Grading Rubric |
| **Name:** | **Date:** |
| **Topic:**  | **Period:** |
| **Research Record Form** |
|  | **10** | **8** | **6** | **4** | **2** | **Student Score** | **Teacher Score** |
| **Criteria** | All assignment criteria are clearly met | Most criteria are clearly met | Some criteria are missing or unclear | Few criteria are met or are unclear | Most assignment criteria are missing or unclear |  |  |
| **Accuracy** | All information is accurate | Most information is accurate with a few errors | Some information is accurate with many errors | Most information is not accurate | Information is not accurate |  |  |
| **Africa Map** Group Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | **10** | **8** | **6** | **4** | **2** | **Student Score** | **Teacher Score** |
| **Criteria** | All assignment criteria are clearly met | Most criteria are clearly met | Some criteria are missing or unclear | Few criteria are met or are unclear | Most assignment criteria are missing or unclear |  |  |
| **Accuracy** | All information is accurate | Most information is accurate with a few errors | Some information is accurate with many errors | Most information is not accurate | Information is not accurate |  |  |
| **Organization** | Information is to the point and clearly presented | Information is mostly easy to understand | Information is somewhat easy to understand | Information is difficult to understand | Information is not clearly presented |  |  |
| **Collaboration** | All team members participated equally | All members participated, but not equally |  |  | Member participation was unequal; 1 member did most of the work |  |  |
| **Historical Journal** |  |  |
|  | **10** | **8** | **6** | **4** | **2** | **Student Score** | **Teacher Score** |
| **Criteria** | All assignment criteria are clearly met | Most criteria are clearly met | Some criteria are missing or unclear | Few criteria are met or are unclear | Most assignment criteria are missing or unclear |  |  |
| **Accuracy** | All information is accurate | Most information is accurate with a few errors | Some information is accurate with many errors | Most information is not accurate | Information is not accurate |  |  |
| **Organization** | Information is to the point and clearly presented | Information is mostly easy to understand | Information is somewhat easy to understand | Information is difficult to understand | Information is not clearly presented |  |  |
| **Grammar and Spelling** | All grammar and spelling is correct | Most grammar and spelling is correct | Some grammar and spelling is correct |  | Grammar and spelling is poor |  |  |
| **TOTAL SCORE** | **\_\_\_/100** | **\_\_\_/100** |
| **Student Reflection** |
| On this assignment… (check all that apply)* I used critical thinking
* I gave my opinion
* I worked collaboratively with others
* I used creativity
* I met a deadline
 | * I gathered information from multiple sources
* I accomplished my learning objective
* I received feedback from a teacher or peer
* I demonstrated my learning
 |
| Explain what you learned from this assignment. | Explain what you would do differently on this assignment next time. |
| **Teacher Feedback** |
|  |
|  Incomplete Assignment: Please review the assignment, complete and turn back in. This assignment is considered incomplete. You will not receive credit until it is revised & returned. |