**Jay Shafer**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title**: Imperial Perspectives | **Curriculum Area and Grade**: World History, Unit 3: Imperialism, Grades 9-10 | | **Date**: To be given in the fourth week in a 5-6 week unit on imperialism. (12/2/13 – 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.”  1. “Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).”  2. “Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.”  3. “Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.”  4. “Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.” | | **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).  C. Productive:  9. Presenting (Expanding)  “Plan and deliver a variety of oral presentations and reports on grade – appropriate topics that present evidence and facts to support ideas using growing understanding of register.”  **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.”  [ELA Literacy RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/): “Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.” | |
| **Big Idea**:  Students will understand that history varies based on the perspective and biases of historians and it is their job as a history student to decipher these biases | | **Essential Questions**:  How did imperialism impact the world?  Do the ends justify the means?  What is the legacy of imperialism? | |
| **Objectives**:  Students will be able to do basic academic research on a historical subject (in this case imperialism, frameworks standard 10.4) by working through the steps presented on the Research Record Form. These steps will include identifying multiple reputable sources and determining how to use these sources. [Cognitive, psychomotor]  Students will be able to describe a historical event from two differing perspectives by completing the journal portion of this assignment where the students write two mock journals from opposing colonial viewpoints that draw on evidence gathered during research (CCSS ELA Literacy RH9-10.1. [Cognitive, affective]  Students will be able to plan and deliver an oral presentation using language appropriate to the academic setting of the classroom (ELD standards for adapting language choices and presenting) by organizing their research into a rough script for this purpose. [Cognitive] | | **Assessment**:  Students will be graded on:  Their completion of the Research Record Form (formative, informal)  The journal entries from two different perspectives (summative, formal)  Their contribution to a short presentation of what their group discovered from the research (summative, informal)  See rubric for details…  **Vocabulary**:  Students will need to be familiar with many terms related to this period which include:  Colonialism, colony, imperialism and nationalism  These terms will have just shown up on a quiz that took place at the end of the week before this lesson and we will go over the answers to that quiz, and thus the definitions to these terms just prior to starting this lesson. | |
| **Prediction of Likely Difficulties**: I expect there may be difficulties with some students figuring out how to use the technology necessary to complete the research. I also expect students to struggle with the concept of differing perspectives of the same events.  Based on the difficulties I anticipate I would consider actually demonstrating every step of the research process from turning on the computer to determining the academic integrity of a source taken from the internet. I believe that most students will be somewhat familiar with using computers and basic internet navigation but it might be nice to just assume that no student has any background knowledge so that if one student was lacking in this experience he or she could get the full outline of how to complete the assignment. This does have the drawback of possibly boring several students that are far more advanced in their technological knowledge and experience doing research.  As far as direct content, many students will struggle to understand the disparity between the two perspectives. For many students history has always been presented in black and white without the input of different perspectives and alternate histories of the same events. Getting students to understand the concept of perspective and the gray area of history as it relates to colonialism and other events is an enduring understanding that I hope the students will take away from the lesson. To encourage my students to reach this understanding I will use a line of questioning meant to tease answers the answers from my students and I will check in with any struggling students repeatedly during the activity. I will also be using SDAIE strategies to work my EL students thorough the steps of the activity during the instruction time, again when I model the assignment and yet again as they work independently. | | | |

|  |  |
| --- | --- |
| **Instructional Strategies**:  **1. Anticipatory Set**: Teacher will begin class in the library with an image of African territories just prior to WWI in 1914 on the projector. Students will then be shown a slide with the flags of 10 of these territories while they were under the control of an imperialist power and a side by side image of the current flag of the regions. The colonial regions will be as follows the Democratic Republic of the Congo (Belgian Congo), Ghana (Gold Coast), Nigeria, South Africa, Sudan (Anglo-Egyptian Sudan), Madagascar, Mali (French West Africa), Namibia (German South-West Africa), Libya and Mozambique (Portuguese East Africa). The corresponding imperial powers include Belgium, Great Britain, France, Germany, Italy and Portugal. The students will be asked to identify any of the similarities and differences between the two sets of flags. About 5 minutes will be allotted for this activity.  **2. Instruction**:Students will then be arranged into 10 groups of 4 each. The groups will be predetermined to benefit the learning. Then the teacher will assign each group to a colonial region and an imperial power. For example, one group of four students would get Madagascar and France. Students will be informed that they will be graded on three steps to the project. The first step will be completing a research log that asks the students to identify several aspects related to their colonial region including the location and flag of the colony, the evolution of the flag between 1850 and present day and the significance of any colors or symbols on the modern flag. The research log will be formatted like a graphic organizer that the students are used to using for the class. The second step will be making a poster in the shape of the colony that presents motifs from the flag, the name of the modern day country that was once a colony and the modern day capital of the country. The third step will be a pair of historical journal entries. Each student will be asked to write 2 paragraphs in the first person for each journal. One journal will be written from the perspective of a European imperialist of the nation that the students were assigned. The other journal will be written from the perspective of an indigenous colonized person from the colony in Africa assigned to the group. The journals should demonstrate the take-away from the research and consider such factors as the reasons for imperialism, the pros and cons of the practice and the effects of indirect and direct rule. When the project is finished students will present their learning with the rest of their group. The lesson will span the course of 5 class periods. All of these instructions will be listed on a handout given to the students and they will be directed again at each step of the way. Approximately 15 minutes will be used to present these instructions for the first time.  **3. Guided Practice**: Teacher will model the activity with an example that the students should all be at least slightly familiar with. The example will use the United States as an imperial power and Hawaii as the colonial possession. Teacher will briefly take the students through researching Hawaii and filling out a research log with critical information. Then teacher will show 2 brief perspective pieces, one from the U.S. perspective hailing the acquisition of the islands and one from the native Hawaiian perspective illustrating the grief that the colonial relationship has created. Around 10 minutes will be allowed to get through this guided practice with the students.    **4. Independent Practice**: Teachers will roam about the classroom answering any questions, monitoring progress, giving feedback and pointing any struggling students or groups in the right direction during the time designated for the students to complete their research. If students need to see another example of how a writer can write from a specific perspective we will look at passages from Joseph Conrad’s *Heart of Darkness* to guide the process. This independent practice will be split over the course of two class periods and students will have about an hour and twenty minutes to use the computer to get the necessary information.  **5. Closure**:Teacher will guide the students to reunite with their group, share their data and complete the poster portion of the assignment. Then teacher will listen to each presentation and grade the students using a rubric designed for the activity. This process will take place over the course of two class periods and about an hour and twenty minutes will be set aside for students to complete and present their posters.  **6. Transfer**: Teacher will discuss the scars left by imperialism throughout the world with an emphasis on Africa. To illustrate African disdain for the colonial period the teacher will show the flags of each country assigned to a group for research. As a class we will identify how aspects of each of the flags comment on the age of imperialism and the African bloodshed that resulted from the practice. The flag of every nation selected for this assignment makes a negative reference to the imperialist period and celebrates the end of colonial rule. This discussion should last for about 20 minutes. | **Student Activities [Time]** **and (Rationale)**:  **1. Anticipatory Set**: Students will view the image of African territories and flags and point out the similarities and differences between the sets of flags.  [5 minutes]  (The anticipatory set will get students thinking about the topic and attract their attention)  **2. Instruction**: Students will form groups as directed and then listen to initial instructions on the three steps to the assignment.  [10 minutes]  (The instruction will require that the students pay attention for several minutes but it is necessary because it will give the students an overview of what they are expected to do, it should also develop their listening skills)  **3. Guided Practice**: Students will follow teacher’s example and ask questions if clarification is necessary at any point along the way.  [10 minutes]  (The guided practice will reinforce the instruction and should give students a better picture of what is expected of them during the activity, it should also improve their listening skills and it is an important bit of scaffolding for many students in the class)  **4. Independent Practice**: Students will each begin research on their region in the computer lab and fill out their research log. If any student finishes filling in the research log early, they will begin work on the two journal entries. The research log will ask that the students identify the location of the region and the current flag of the region as well as the flag of the colonial power that was in charge. Students will be required to describe any preexisting knowledge they have about the flags or countries involved. Students will identify the research question that they want to answer. Students will explain the steps of their research and cite a minimum of 2 sources. Then students will explore the significance of the colors and symbols on the flag before looking at the evolution of the flag from colonial times to the present day. Students will determine which aspects of the current or past flags make reference to the independence movement of their region and the colonial period before that. Finally students will explain how the information the recorded answers the research question that they devised at the beginning of the lesson.  [80 minutes]  (The period of independent practice forces the students to use critical thinking skills and develop their proficiency in reading, writing and following direction. Although students will be encouraged to get through the process with the aid of the group there will be additional support if any students need it. The independent practice should not be too slow for advanced students or too fast for ELs and special needs students that require additional instruction)  **5. Closure**: Students will collaborate with their group to develop a presentation from the material they researched. The students will be synthesizing the data from four different group members into one coherent presentation. Along with this synthesis and presentation of information the students will be asked to make a visually appealing poster for the class to view as they present. Each member of the group will speak or contribute something to the presentation.  [80 minutes]  (The closure activities force the students to work together and use their collaboration and communication skills to contribute to a coherent presentation on the topic they researched)  **6. Transfer**: Students will understand that the effects of imperialism are ongoing and issues that we have discussed in class related to the age of imperialism have not gone away. Students will come to this conclusion by answering questions on the symbolism of different aspects of African flags and listening to what their peers have to say about these flags.  [20 minutes]  (The transfer activity is intended to get all of the students thinking about how the learning continues to impact regions of the world today and why it is relevant to their lives) |
| **Info About ELs:**  *E4s:*  Edgar   * good English skills, * academically proficient, likes math * works well with others * likes soccer, football, movies   Perla   * excellent spoken English skills, writes in English at a high level, likes math * clever and talkative, likes students she sits near * likes hands on work * likes animals, swimming   Nathan   * seems to struggle to follow along despite decent English skills * writing looks good, likes math * likes to joke around * does better when working with others * likes soccer, video games   *E3s*  Ivonne   * good spoken English but writing could improve * seems to have several friends within the classroom but is mostly quiet * sometimes speaks with Nathan and Alex * favourite subject is math * likes friends, phone and internet   Alex M.   * good English skills * speaks frequently with Nathan, needs to work on writing skills * competent speaker but could improve writing * likes soccer   *E1*  Feliciano   * very quiet, speaks with his partner (Norma) on rare occasion * takes a long time to complete activities but seems to do better with English than his CELDT results would suggest * written English looks satisfactory but it takes extremely long for him to write a few sentences * likes soccer, video games   As a group: All students with one exception (Feliciano) have presented good spoken English skills. The group needs to improve their writing and presumably their reading skills too. Math is a common favourite subject, the boys all like soccer and these students like to work with their friends and fellow ELs. All of these ELs are familiar with one another and get along well. In the past having these students work together or with bilingual students in group assignments has proven beneficial. | **Info About SNs**:  *SEs:*  Alex P.   * has a listening disability and an IEP designed to give him better access to the material presented in class * quiet but usually appears focused * history is his favourite subject * satisfactory writing skills * seems to enjoy the disruptions caused by students around him but never disrupts the class on his own * in ROTC with ambition to join Army Rangers, also likes BMX and skateboarding   *Gifted:*  Luca   * quiet and humble * focused and rarely off task * does well with memorization and writing * plays soccer * frequently speaks quietly with the students around him * well spoken * looks disorganized but never misses an assignment   Kirra   * speaks frequently with the students around her, often because she is quick to finish her own work * does well with talking to those around her without disrupting students still working * great writing * likes to read   As a group: All SNs students seem to like working with others but have vast differences as far as their ability to stay on task. All students could benefit from differentiated questions demanding more content based knowledge from Alex and more analytical responses from Luca and Kirra. In the past, putting all of these students in groups that also has ELs has worked out well. Alex gains from the SDIAE strategies directed at the ELs like slow speaking, repetition, prominent use of visuals and previewing material. On the other hand, Luca and Kirra naturally take a leadership role and direct the learning of the whole group which benefits everyone involved. The group members get a better understanding of the content and Luca and Kirra learn by teaching. |
| **Differentiation for ELs**  **Content** – The students will learn through precise and deliberate verbal instruction, written instructions and a teacher led demonstration that includes images, written definitions and a link to present day.  **Process** – The requirement to be responsible for the achievement of the group members will encourage the students to listen, speak and check for understanding with peers in their group. Each group will be designed so that any struggling ELs have competent ELs or bilingual students within their group.  **Product** – Students will benefit from working within a group setting that takes their EL status into account. Students will be motivated by the members of their group to succeed since group members will include friends. Teacher will provide monitoring aimed at ELs to ensure each student gets a task in the presentation they are suited to and have ample opportunity for clarification before presenting. ELs will be offered the chance to go last so that they can use the other student presentations as a guide. | **Differentiation for SNs**  **Content** –The visuals and promise of group work should appeal to all SN students because they find joy in working with others.  **Process** – The requirement to be responsible for the achievement of the group members will encourage the gifted students to direct the understanding of the peers in their group. Because the SN students will be paired with a gifted student, they will have someone to rely on for support and direction.  **Product** – The students should benefit from the hand selected group designed to give them either a leadership role or a role with ample opportunity for support from group members. Academically gifted students will be recommended a more analytical role while other SN students will take on a role more devoted to understanding the basic content. Each student’s individual work will show what that student probably learned best from the activity but the work of all students within the groups and even of other groups will be at least familiar to the students after completion of the lesson. |
| **Resources/materials**: projector (for instructor), poster paper, notebook paper, pen, pencil, markers, access to computers with internet, research record form, flag research project instructions and flag research project rubric (see below)  Conrad, J. (1899) *Heart of Darkness*. London: Blackwood’s.   * This is a famous story from the colonial era that dramatizes colonialism and questions what separates the civilized and the uncivilized. I will use passages from this book to model how a writer can write from two different perspectives to show the reader the vast discrepancies between two parties.  Hochschild, A. (1998) King Leopold's Ghost—A story of greed, terror and heroism in colonial Africa. London: Macmillan.  * This book examines the wave of destruction that a group of imperialist leaders, mainly King Leopold of Belgium, brought to Africa. It questions why these atrocities have been largely forgotten despite the horrendous nature of the crimes against humanity and the immense death toll. I will use my knowledge of this book to ask the students why they think some atrocities are forgotten by Western cultures like these in Africa, while others like the Holocaust are ingrained in the mind of everyone.  Snow, D. (2013, October 8) DR Congo: Cursed by its natural wealth. *BBC News*. Retrieved from <http://www.bbc.co.uk/news/magazine-24396390>.  * This article explains how colonialism continues to deprive Congo of natural wealth and causes war to rage on in Africa. I will use information from this article as we discuss the implications of imperialism today and why what we have been learning affects the students in the classroom. | **Reflection**: To be completed after lesson |

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. | | | | |