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| **Title**: Imperialism Contest | **Curriculum Area and Grade**: World History, Unit 3: Imperialism, Grades 9-10 | | | **Date**: To be given near the end of the first week in a three week unit on imperialism |
| **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” | | **CA ELD Standards (Grade 9-10)**:  Collaborative:  3. Supporting opinions and persuading others (Expanding) “Negotiate with or persuade others in conversations (e.g., to provide counter arguments using a growing number of leaned phrases (*I see your point, but…*) and open responses to express and defend nuanced opinions.  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).  **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 the conditions of imperialism set the stage for world conflict and apply that knowledge to future discussions of present day conflicts | | **Essential Questions**:  What characteristics unite people as a nation?  What should a government provide to its people?  Do the ends justify the means?  What is the legacy of imperialism? | | |
| **Objective**:  Students will be able to identify at least two of the major reasons for 19th century imperialism by completing the activity and listening to the presentations of their peer. (Cognitive)  Students will feel a connection to the reason they argued for and also to the reason they voted for. (Affective)  Students will be able to relate an image from the text or from the mind of one of their peers to the concepts of imperialism. (Cognitive)  Students will develop a period and subject specific knowledge of about seven terms including imperialism, colonialism, militarism, industry, religion and White Man’s Burden. (Language) | | **Assessment**:  Assignment will be worth 100 points, it will be informal and formative and points will be delegated as follows:  25 points – Does each member give a solid effort and contribute to their group  25 points – Do students stay on task within their group (5 points will be deducted for each time teacher catches students off task)  50 points – Does the conclusion made match up with the evidence provided  Extra credit: 10 bonus points will be given to the team that makes the most effective argument based on the work of all five members of that group, class will vote on which group did best (no group can vote for themselves)  Total: 100 points | | |
| **Prediction of Likely Difficulties**: Students may have difficulty navigating through the textbook in their search for evidence and images pertinent to the lesson, students may struggle with the definition of ‘imperialism’ in relation to the activity. To avoid these issues students will be given a guide showing page numbers of each key concept and definitions for imperialism and colonialism will be written on the board and in the power point and discussed if necessary. The group assigned arguing that imperialism came out of the desire for exploration will have the hardest case to prove so the students selected for this group will be higher level thinkers. | | | | |
| **Instructional Strategies**:  **Anticipatory Set (“Into”)**: Teacher will begin class with three visuals (map of African territories under European rule, an image of the Pear’s white man’s burden soap advertisement and a cartoon showing nations cut up the globe as if it were a piece of meat)  Visual  **Instruction (“Through”)**: Students will be asked to arrange into 8-9 groups of 5 each. The groups will be predetermined to benefit the learning. Then the teacher will review the major reasons for imperialism. Students will already be familiar with the acrostic “empire” which suggests economics, militarism, political factors, ideological beliefs, religious beliefs and the urge to explore as the major reasons for imperialism. Each group will be responsible for one reason and at the end of the lesson they will present their learning in a very brief presentation (each student will say one sentence about their role in the group). There will be five roles in each group. One student will be responsible for defining their term in relation to imperialism, a second student will find a picture in the textbook or sketch an image that shows the practice of their term, a third student will find a passage related to their term, a fourth member will write one or two sentences arguing why their term played the most significant role in imperialism and the fifth member will come up with a modern day link to their term. Teacher will instruct students that after all presentations students will vote on which group was most convincing  Auditory, kinesthetic  **Guided Practice (“Through”)**: Teacher will model the activity with an example from a related subject that students should have some background knowledge on (teacher will provide additional information if necessary). Teacher will use an example of one of the reasons for imperialism that students will not be responsible for. The importance of militarism and strategy in the last half of the 19th century will be discussed. Five parts of the assignment will be offered by the teacher: **definition** (militarism: during the age of imperialism militarism meant establishing bases and zones that would increase the power of a nation), **picture** (see power point), **passage** (page 336 explaining colonies used for military advantage), **main reason** (the 19th century emphasis on global strength made militarism the main reason for imperialism) and **link** (US bases in Philippines, Cuba, and Turkey)  Auditory, visual, kinesthetic  **Independent Practice (“Through”)**: Teacher will roam about the classroom answering any questions, monitoring progress, giving feedback and pointing any struggling students in the right direction  Auditory, visual, kinesthetic  **Closure (“Beyond”)**:Teacher will count votes to determine which group had the most convincing argument, that group will get modest extra credit points. Then class will discuss that there was no right answer and like many historical issues how the information is presented is as important as the information itself (historical biases)  Auditory, visual, kinesthetic  **Transfer (“Beyond”)**: Teacher will discuss the continued effects of colonialism in the U.S. and throughout the world. Will briefly introduce the idea of neo-colonialism and how the relationships between former imperialist nations continue to this day. Will use example of world’s best African and Latin American soccer players going on to play for clubs in the nation that colonized their home country in the age of imperialism (Lionel Messi)  Auditory, visual | | | **Student Activities [Time]**:  **Anticipatory Set (“Into”)**: Students will view the images and ready their materials [2 minutes]  Visual  **Instruction (“Through”)**: Students will form groups as directed and then listen to initial instructions [8 minutes]  Auditory, kinesthetic  **Guided Practice (“Through”)**: Students will follow teacher’s example and ask questions if clarification is necessary [5 minutes]  Auditory, visual  **Independent Practice (“Through”)**: Students will select which member of the group will complete which of the five tasks [2 minutes]. Students will work on their respective tasks [15 minutes]. Students will present their findings [2 1/2 minutes per group].  Auditory, visual, kinesthetic  **Closure (“Beyond”)**: Students will vote on which team best presented the material and was the most convincing [3 minutes]  Auditory, visual, kinesthetic  **Transfer (“Beyond”)**: Students will link the years of imperialism in the end of the 19th century to modern occurrences and learn from teacher’s example then hopefully think of more examples on their own [5 minutes]  Auditory, visual | |
| **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, could improve on written English, 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 * 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 | | | **Info About SNs**:  *SEs:*  Alex P.   * 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 SEs and more analytical responses from gifted students. | |
| **Differentiation for ELs**  **Content** – The students will learn through verbal instruction, written instructions, one teacher led demonstration that includes images, written definitions and a link to present day and several student led demonstrations that include images, definitions, and links to present day  **Process** – The opportunity to choose a learning method from several options and 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 vying for extra credit against the rest of the class. Teacher will provide monitoring aimed at ELs to ensure each student gets a task they are suited to and have ample opportunity for clarification before completing the assignment | | | **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 students will be offered a variety of instruction that will appeal to auditory and visual learners. The teacher’s example of satisfactory work should keep any students from getting stuck and the option of how to participate will give students the opportunity to decide how they could best contribute to their group.  **Product** – The students should benefit from selecting their part of the assignment. 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 | |
| **Materials**: projector (for instructor), poster paper, notebook paper, pen, pencil, markers and PPT ([.\Clinical Practice\Imperialism Contest Lesson.pptx](../Clinical%20Practice/Imperialism%20Contest%20Lesson.pptx)) | | | **Reflection**: To be completed after lesson | |

### Single Subject Lesson Design Rubric

Partner feedback (Melissa) and self-evaluation

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| **Design Component**  **& Criteria** | **Approaching** | **Meets**  (includes the criteria for Approaching) | **Exceeds**  (includes the criteria for Approaching & Meets) |
| **Title, Curriculum Area & Grade Level**  5% | Provides a title that is related to the lesson activity | & addresses the unit it belongs to and in what curriculum area and grade | & describes where it fits within a unit plan, i.e. Third lesson in a 4-week unit on Colonization. |
| **Rationale: Big Ideas & Essential Questions**  10% | Describes the rationale for teaching this lesson (*big ideas, enduring understandings, essential questions*) … | & addresses how the instructional strategies and the student activities are suited to meet the standard and objective of the lesson… | & explains how the assessment is a valid (authentic) and reliable (consistent) way to assess student learning. |
| **Standards, Objectives & Assessments**  25% | Both CA Content and ELD Standards are identified and each is addressed in an objective that contains a condition, verb, and criteria and is assessed | & each objective is labeled by the type (*cognitive, affective, psychomotor or language*), the number of the standard it addresses and the type of assessment is labeled (diagnostic, formative or summative) | & expectations are clearly communicated to students (rubric, model or sample student work) |
| **Prediction of Likely Difficulties**  5% | Possible misconceptions or assumptions are identified | & the misconception or assumptions are identified as being in the content, process or product of the lesson | & the instructional strategies, student activities &/or the differentiation strategies work to avoid these misconceptions or assumptions. |
| **Instructional Strategies**  15% | Provides an *into*, *through* and a *beyond* activity for lesson… | & describes in detail the steps the teacher will take to implement the lesson and instructional materials (i.e. graphic organizer, ppt, model, rubric)… | & provides a written script for teacher and times for each activity. |
| **Student Activities**  10% | Describes what the students will do during the *into*, *through* and *beyond* activity of the lesson… | & each activity is student centered with multiple opportunities for the instructor to check for understanding… | & provides times for each activity. |
| **Student Information**  10% | Identify the names of the students that need differentiation (both ELL & Students w/ Sp Ed needs) | & describe each of the students readiness level, learning profile and interests | & includes prior successful differentiation strategies for each student. |
| **Differentiation**  10% | Describes the differentiation strategy for the ELL and the students with special education needs … | & labels the strategy (*content, process or product*) and the way it addresses the students identity and developmental needs (*readiness, interest or learning profile*)… | & provides how the strategy will be assessed for effectiveness and altered if needed. |
| **Resources**  5% | All instructional materials needed to implement the lesson are listed. | All instructional materials that are needed to implement the lesson listed and described. | & all materials listed for the unit are listed and provided, such as power point, graphic organizer, sample student work, assignment rubric, quiz... |
| **Reflection**  5% | Reflection is provided on the strengths, limitations, assessment and differentiation plan. | The reflection addresses all prompts and identifies what would be done next based on this reflection. | Reflection is complete and a new lesson is provided to address the concerns in the reflection. |
| **Self-Evaluation**  (10% will be deducted  if not included) | Provides a copy of the rubric with the lesson plan… | & highlights or circles the evaluated criteria for each lesson component… | & provides evidence for each criteria marked. |