Jay Shafer October 2013

**Unit Plan**

**Unit Topic**: Imperialism

**1.** **Unit Context**

Subject/Content Area: Social Science

Schedule: Unit 3, beginning 12 weeks into semester 1

Grade Level: 9-10

Length of Unit: three weeks (15 class days)

**2.** **Facts About the Learners**

* Number of students: 43
* Demographic Information: 21 female students and 22 male, mixed ethnicities, freshman and sophomores, about 40% low socioeconomic status based on free and reduced lunch program, about 30% speak Spanish in addition to English
* 1 SE with IEP, 6 ELLs (3 Early Advanced, 2 Intermediate, 1 Beginner)
* Developmental Needs: Students need to develop note-taking skills and knowledge of an academic vocabulary. ELs especially need support with academic language. Gifted students need assignments that require planning and strategic thought which is hard to give during a PPT presentation. Emphasis will be put on differentiated questioning so that each student builds confidence based on material suited to their learning profile.

### Individual Student Information and Differentiation Strategies

**Elena (TPA)**:

* Based on samples of her speech and writing she is an intermediate student on the CELDT scale
* 15 year old sophomore from Mexico
* About 2 years in United States
* Parents are well educated professionals
* Interests include family, dance
* Sometimes shy but well-liked and enjoys work in small groups
* Her reading and writing skills in Spanish aid her understanding of content. Because she is well educated in her native language she needs work that is aimed to improve her understanding of English before focusing on advancing her knowledge of the content. Elena can communicate her thoughts and opinions in her writing.
* Despite grammatical and spelling errors her meaning can usually be extracted relatively easily. She needs practice speaking English and listening. I should make sure I speak to her using concise and clear language.
* Visually presented directions would aid her understanding of the content. Making certain parts of the notes stand out with colors or bolding or underlining may aid Elena’s comprehension.
* To differentiate content for Elena, instruction will be given in several ways and there will be ample opportunity for clarification. Elena will always have the option of working with a student that she is comfortable with but not always a bilingual student or fellow EL. She needs to spend some time with English speakers to pick up their language techniques. To boost Elena’s confidence, I will ask for students to give her written constructive feedback after group work. I will select which pieces of feedback Elena sees to keep her confident but also hungry for improvement. To keep her from sectioning off with one part of the classroom I will change the seating arrangement throughout the year but I will always keep Elena near one fellow EL or a RFEP or bilingual student.
* To monitor Elena I will watch her interactions with students during class work and assess the level of improvement in her writing
* To help Elena I will try to incorporate activities that focus on family history and heritage and I will speak with her every week to determine her level of comfort

**Pepe (E4)**:

* Early advanced on CELDT scale
* 14 year old freshman with Hispanic heritage, Spanish spoken at home
* Born and raised in Oceanside, California
* Parents are skilled labourers
* Interests include video games, soccer
* Talkative and at times disruptive
* He struggles to follow instruction but it is unclear whether this is due to a language barrier or just a processing issue
* Speaks excellent English but sometimes seems lost during instruction and struggles with academic vocabulary
* Visually presented directions would aid his understanding of the content. Making certain parts of the notes stand out with colors or bolding or underlining may aid Pepe’s comprehension.
* To differentiate content for Pepe, instruction will be given in several ways and there will be ample opportunity for clarification. Pepe will sometimes have the option of working with a student that he chooses but not always because certain combinations might disrupt the learning process.
* To keep Pepe on-task and engaged he will always be placed near the front of the room but seats will change periodically to allow different students the opportunities to learn from one another
* To monitor Pepe I will watch him process instructions and assess the level of improvement in his ability to follow directions.
* To help Pepe I will try to incorporate activities that involve football and I will speak with him every day to determine his level of comfort with instruction

**Alex (TPA)**:

* IEP based on literacy issues which include sound/symbol relationships and word identification
* 15 year old sophomore
* Problems with reading and writing
* SE support in English only
* Very shy and has asthma
* Visually presented directions would aid his understanding of the content. Making certain parts of the notes stand out with colors or bolding or underlining may aid Alex’s comprehension.
* Repeating some academic language several times may reinforce the sound and meaning of the words for Alex
* Instruction will be given in several ways and there will be ample opportunity for clarification. Alex will sometimes have the option of working with a student that he chooses but because he is shy at times forced grouping may be necessary
* Alex will be offered additional time on all tests and access to all instructional material (mainly PPTs) before they are presented
* To monitor Alex’s understanding, he will be placed near the front of the room, I will watch him process instructions and assess the level of improvement in his ability to follow directions.
* I will sometimes offer paraphrased content for Alex if I think it may aid his understanding
* If Alex responds well to these differentiation strategies I will stay the course but if he is not improving I will devise a new avenue of differentiation

**Puff (SE, IEP)**:

* IEP based on literacy issues
* 14 year old freshman
* No SE support person
* Interested in the military, member of ROTC
* From a military family
* Likes video games, friends
* Very friendly and quiet but seems to enjoy class and the content
* Maintains average grades, presumably due to his effort
* Seems to get nervous in big groups unless he is working exclusively with people he is familiar with
* Struggles with academic English
* Visually presented directions would aid his understanding of the content. Making certain parts of the notes stand out with colors or bolding or underlining may aid Puff’s comprehension
* Repeating some academic language several times may reinforce the sound and meaning of the words for Puff
* Instruction will be given in several ways and there will be ample opportunity for clarification
* When working in groups Puff will be offered the opportunity to select his partners before class then gradually throughout the year this opportunity will be removed (for example, Puff may first get to choose all 3 of his group members, then just 2, then 1, then an entirely assigned group)
* Puff will be offered additional time on all tests and access to all instructional material (mainly PPTs) before they are presented
* Puff will rotate throughout the classroom like any other student, he does not seem to have an issue with processing information and with the supports in place he should follow along quite well
* I will sometimes offer paraphrased content for Alex if I think it may aid his understanding
* I will use differentiated questioning to build Puff’s confidence
* If Alex responds well to these differentiation strategies I will stay the course but if he is not improving I will devise a new avenue of differentiation

**Luca (SE, Gifted)**:

* 14 year old freshman
* Content comes easy and he writes at a level far surpassing that of his peers
* Plays soccer for the school, enjoys the sport as a follower and player
* Wants to get straight As
* Looks very disorganized but never misses and assignment
* Humble, hard-working and competitive
* Speaks infrequently but seems well-liked and happy in class
* Luca would benefit from advanced analytical instruction like looking at a period specific political cartoon and writing a response to it
* I will move Luca’s seat as I would move any other student but I will try to keep Luca near at least one other gifted student so he has someone nearby to compete with
* I will always differentiate questioning for Luca and leave him with tough questions that require higher order thinking
* I have a planned extra credit assignment that I will offer to the class but that I really want to push on Luca
  + - * Imperialism extra credit assignment will involve studying the demographics of an imperialist nation and how ethnic relations in this nation convey the imperialist past. For Luca I will suggest that he traces the path of football players (like his favourite player Lionel Messi) from once colonized nations to the former imperialist motherlands (in this case from Argentina to Spain).

**3. Unit Calendar**

**(Imperialism Week 1)**

**EQs**:

What motivated imperialism?

What is freedom?

What characteristics unite people as a nation?

Is there such thing as a completely unbiased history?

How do geography and location affect historical events?

Who should have political power?

What should an effective government provide to its people?

Do the ends justify the means?

What is the legacy of imperialism?

**Enduring Understandings**:

Students will understand that imperialism transforms the political, economic and cultural systems of both imperial countries and those colonized.

Students will understand that nationalism may unify some nations and have benefits but historically it comes at the cost of devastation elsewhere.

Students will understand that history is inevitably biased.

Students will understand that the age of imperialism continues to shape conflict around the world today.

Day 1 - October 28

**Standard**:

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)

10.4.2. 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.

**ELD**: Interpretive

5. Listening (Expanding)

Actively demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.

**Objective**:

Students will be able to name at least two reasons the imperialist powers chose to pursue “their” specific territories by completing their vocabulary cards and participating in the introductory activity. (Cognitive)

**Student Activity**: Students will complete vocabulary cards for the terms imperialism and colony following the guidelines of the Vocabulary Cards lesson. Students will then complete the Imperialism Hook activity that involves some students in the class playing the role of colonized nations while other students will play the role of the imperialist nations. Students playing the imperialist nations will try to attract the students playing nations in Africa and Asia set to be colonized. The activity will simulate the “land grab,” that characterized the latter half of the 19th century. Students will then listen to a debriefing of the activity and answer questions based on the activity.

**Assessment**:

Informal, formative

Vocabulary cards worth a maximum of 10 points each (see rubric).

Imperialism Hook Activity will be worth a maximum of 50 points, points will be delegated as follows:

Participation in the activity will be worth a maximum of 25 points. If a student is caught off task 5 points will be deducted from their participation score.

A reflection on the activity will be worth a maximum of 25 additional points. The reflection should explain a few reasons that the imperialist nations chose to acquire territories around the world.

Extra credit: 10 bonus points will be given to the group that creates the strongest coalition.

Day 2 - October 29

**Standard**:

10.4.1. 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).

**ELD**: Collaborative

1. Exchanging information/ideas (Expanding)

Contribute to class, group, and partner discussions, sustaining conversation on a variety of age and grade- appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional relevant information, and paraphrasing key ideas.

**Objective**:

Students will be able to give a brief overview of the history of imperialism and navigate to relevant sections of their textbook by completing the gallery walk activity. (Cognitive)

**Student Activity**:

Students will complete a gallery walk activity where they will preview the entire text of the imperialism unit. Students will break into 11 groups of four. Each group will create a “poster” on a standard page of printer paper with a picture, a one-sentence summary and 6 bullet points from their section of the text. On the back, each student will write what they contributed to the group. They will then share their posters with one student spending time to present the poster while other students take notes on the posters of other groups. Students will rotate around and share information until all sections have been covered and they have a page of notes on the unit.

**Assessment**:

Informal, diagnostic

Students who participate and complete a poster with their team will be awarded a maximum of 10 points; 5 points will be deducted for any students that get off-task before their poster is completed. Students who do not contribute to their group will receive no points. A completed page of notes on the sections of the text will be worth a maximum of 10 points and will be the ticket out the door.

Day 3 - October 30

**Standard**:

10.4

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).

**ELD**:

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.

**Objective**:

Students will be able to identify at least two of the major reasons for 19th century imperialism by completing the Imperialism Contest activity. (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 by contributing to their group and listening to the presentations of other groups. (Cognitive, Language)

Students will exhibit their argumentative and decision making skills to their classmates by presenting the importance of their reason in the context of imperialism.(Affective)

**Student Activity**:

Students will complete the Imperialism Contest activity where they will work as a team and share several responsibilities that include drawing, finding relevant passages, putting definitions into their own words, developing an argument and identifying inferences.

**Assessment**:

Informal, formative

Assignment will be worth 100 points, 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)

Day 4 - October 31

**Standard**:10.4

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.

**ELD**: Collaborative

2. Interacting via written English (Expanding)

Collaborate with peers to engage in increasingly complex grade–appropriate written exchanges and writing projects, using technology as appropriate.

**Objective**:

Students will be able to compare how influential imperialists felt about colonialism with how the average person in a colonized nation felt about colonialism by looking at imperialist writings and the writings of colonized peoples.

Students will be able to argue for and against colonialism by weighing the costs against the benefits. (Affective)

**Student Activity**:

Students will complete vocabulary cards for the terms protectorate and sphere of influence following the guidelines of the Vocabulary Cards lesson. Students will then listen to a brief lecture before writing two journal entries. One from the perspective of an influential member of the colonial power like a general, industrialist or missionary and the other from the perspective of a menial member of the colonized nation like a subsistence farmer.

**Assessment**:

Informal, formative

Each journal entry will be worth a maximum of 25 points. The entries must reflect knowledge covered in the notes and lecture that presented the reasons for imperialism and the costly consequences of the practice. Extra points will be rewarded for exceptional creativity. See rubric.

Day 5 - November 1

**Standard**:10.4

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.

**ELD**: Interpretive

6. Reading/viewing closely (Expanding)

a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence–based argument) based on close reading of a variety of grade–appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain–specific words.

**Objective**: Students will be able to identify and discuss one independence movement that resulted from imperialism by completing their vocabulary cards, listening to a lecture and beginning a one-pager. (Cognitive)

**Student Activity**:

First students will complete vocabulary cards for the terms empire and assimilation following the guidelines of the Vocabulary Cards lesson. Students will then listen to a brief lecture that gives an overview of the independence movements that were a reaction to imperialism.Toward the end of the period, students will begin a one-pager on the independence movement of a colonized nation like China, India or one of the African territories. The students will select which nation is the topic of their one-pager from a selection of nations that pushed for independence following years of imperialist rule. The assignment will include quotes, essential information and images. It will also have one or two main questions and will offer the opinion of the student. If the assignment is not completed in class it will be assigned as homework.

**Assessment**:

Informal, formative

Vocabulary cards worth a maximum of 10 points each (see rubric).

The one-pager will be worth 50 points, points delegated as follows:

10 points – Effort, essentials (name, title, date, period) and format

10 points – Relevant quotations or textual evidence

10 points – Essential information and images

10 points – Student opinion

10 points – Main question(s)

**4. Week of Lesson Plans**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title**: Imperialism Hook Activity | **Curriculum Area and Grade**: World History, Unit 4: Imperialism, Grades 9-10 | | **Date**: To be given on the first day of a three week unit on Imperialism |
| **CA Content Standard**: Standards 10.3 (Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States), 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) | | **CA ELD Standard (Grade 9-10)**:  Productive: 11. Justifying/arguing (Expanding)  a) Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge | |
| **Big Idea**:  Students will understand that imperialism was practiced to benefit a few ruling nations largely at the expense of the regions they acquired. | | **Essential Questions**:  Why did countries practice imperialism?  Do the ends justify the means? | |
| **Objective**:  Students will be able to identify at least two of the major reasons for 19th century imperialism by completing the activity, listening to the debriefing and writing a reflection. (Cognitive)  Students will be able to explain their initial opinion on the practice of imperialism by completing the activity, listening to the debriefing and writing a reflection. (Cognitive) | | **Assessment**:  Participation in the activity will be worth a maximum of 25 points. If a student is caught off task 5 points will be deducted from their participation score.  A reflection on the activity will be worth a maximum of 25 additional points. The reflection should explain a few reasons that the imperialist nations chose to acquire territories around the world.  Total: 50 points  Extra credit: 10 bonus points will be given to the group that creates the strongest coalition. | |
| **Prediction of Likely Difficulties**: Students may have difficulty interacting with their peers and getting motivated to take the activity seriously. Students may also struggle to see the relevance of the activity and explain their opinion in a brief reflection. On top of these issues the rules for the activity may confuse students. To motivate the students I will notify them that the assignment is worth a decent amount of points. I will also mention the possibility of extra credit for the group that forms the strongest coalition. The relevance of the activity will be explained in the debriefing of the students and I will tell the students that they will hear the reason for completing the activity as soon as we finish. Students that struggle with the reflection will be offered guiding questions written on the power point. The rules of each portion of the activity will be explained verbally and presented on the projector so the students do not get lost. | | | |
| **Instructional Strategies**:  **Anticipatory Set (“Into”)**:  When students enter the class their desks will be arranged into 6 groups. There will be 4 groups of 6 students labeled England, France, Germany and Italy, one in each corner of the room. There will be 2 groups of 10 students labeled Africa and Asia in the middle of the room. As students enter class they will be asked to sit in certain locations based on their learning profile. An image of the world will be on the projector. Teacher will begin passing out note-cards to each student as they sit down. There will be four types of note-cards. One group of cards (12) will be labeled with an industry. A second group of cards (8) will be designated with information about the military power of a nation. The third group of cards (4) will designate a person the ruler of their nation (England, France, Germany or Italy). The final and most populated group of cards (20) will list one natural resource each. Each card will have a picture. For example, one note-card labeled with an industry would say “textile manufacturing” and have a picture of a loom in a factory, one natural resource note-card would say “coal” and have a picture of loose coal, and one military note-card would say “big enough navy to protect 3 raw materials” and have a picture of warships. The teacher will explain that the students are to stand up and form 4 groups, one in each corner of the classroom. The 6 students in each of the European groups (England, France, Germany and Italy) must stay together and will have control of their corner of the room designated for their group. The students in the groups for Africa and Asia will join in one corner of the room with one of the European nations. The students will be told the corner of the room that forms the strongest group will receive extra credit and that the strength of the group has to do with what is on the cards that each student is holding. Written instructions explaining this process will appear on the power point.  **Instruction (“Through”)**:  When groups are finished forming each student will be asked to mark their name on a paper for their corner of the room. The students will then be asked to select a set of the natural resource note-cards coming from the Africa, Middle East and Asia groups that they will protect with their military. The students with the military cards will be responsible for making the final selections but should receive input from everyone in their corner of the room. For example, the student in the England corner with the navy note-card that says “big enough navy to protect 3 raw materials,” will select 3 students with natural resource note-cards (like coal, cotton and iron) to protect. The students selected will hand their cards to the student with the military card that will hold onto them. After all four corners of the room have selected the students to protect and set aside those cards, students will be asked to find a seat anywhere in the room. Directions for this process will be displayed on the power point.  **Guided Practice (“Through”)**:  The four leaders will then be responsible for making some calculations to determine which group won. They will count the number of students that joined their group as 1 point each. They will then collect the natural resource cards that the students with military cards decided to protect. Each card selected by the military that matches with one of the industry cards will be worth 3 points. For example, if a group had 10 students join them that would be 10 points. If the people with military cards in that group selected 2 natural resource cards that matched up with an industry (i.e. cotton for textile industry) that would be worth an additional 6 points. This group would receive a total of 16 points. The group with the most points will receive extra credit. A list on the power point will show which raw materials match up with which industries. Instructions for calculating the points will also be posted on the power point.  **Independent Practice (“Through”)**:  Teacher will instruct the students to respond to a set questions based on what they saw from the activity. The questions will be as follows:   * Name one factor that made imperialism an attractive option for European nations in the 1800s * Name one thing the colonizing nation (in this case England, France, Germany or Italy) needed to protect the natural resources of their colony * Explain how much of a say the regions getting colonized had in the process in comparison to how much control the colonizing nations had in the process * Explain how having an abundance of colonies could benefit the ruling nation   **Closure (“Beyond”)**:Teacher will debrief the students to explain the purpose of the activity. The explanation will hit several major points. One, that the industrial economy was a major factor for the wave of imperialism in the 1800s. Two, that military power was necessary to ensure the natural resources of a colonized region could be extracted to the mother country. Three, that the regions getting colonized had little control over the situation. Finally, that having an abundance of regions was beneficial even if the mother country had no industry to profit from the natural resources of those colonized regions. The benefit is twofold. On one hand the resources could be sold or traded to countries that could use them and on the other hand the monopolization of resources took power away from other imperialist powers. This rationale will be posted on the power point with relevant images.  **Transfer (“Beyond”)**: Teacher will discuss the continued effects of colonialism throughout the world. Will briefly introduce the idea of neo-colonialism and how colonial relationships continue to be a detriment to the people of colonized nations while the colonizers extract vast amounts of wealth from the region. Will show neocolonialism video on YouTube (<http://www.youtube.com/watch?v=D56E6DZgjxI>) | | | **Student Activities [Time]**:  **Anticipatory Set (“Into”)**: Students will form groups in the four sides of the classroom based on the labels of their note-cards [5 minutes].  Auditory, kinesthetic, visual  **Instruction (“Through”)**: Students will mark their names on the paper for their corner of the room and students with military note-cards will select students with natural resource note-cards to protect (all students should give their input during this selection) [5 minutes].  Auditory, visual, kinesthetic  **Guided Practice (“Through”)**: Students will follow the instructions to calculate the point totals for their group/corner/nation [3 minutes].  Auditory, visual  **Independent Practice (“Through”)**: Students will write short answers to the four questions listed on the power point [10 minutes].  Auditory, visual  **Closure (“Beyond”)**: Students will listen to the debrief given by the teacher, look at the power point images and take brief notes on the details of imperialism [10 minutes].  Auditory, visual  **Transfer (“Beyond”)**: Students will listen to the explanation of how colonial relationships continue to influence the global economy and then watch a 2 minute video explaining neo-colonialism [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 and written instructions and the teacher will give a demonstration or example if necessary. ELs will be grouped with friends and fellow ELs because this tends to make them more comfortable when doing group work.  **Process** – Each group will be designed so that any struggling ELs have competent ELs or bilingual students within their group to give them direction. Instruction will have plenty of visuals and concise sentences without superfluous language to benefit ELs. Questions will be differentiated so that ELs get questions suited to their learning profile.  **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 while completing the activity and the reflection. | | | **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 students will be given note-cards based on their abilities. Academically gifted students will be given note-cards that require more analysis (like the military cards that must select which resources to protect) while SE students will receive note-cards that require less analytical thinking (like the raw material cards).  **Product** – In the debriefing teacher will pose a variety of questions and select students to answer the questions. More clear-cut questions can be offered to SE students while more analytical questions can go to the gifted students. |
| **Materials**: projector (for instructor), 3 by 5 note cards, notebook paper, pen or pencil, and highlighter optional  [.\Clinical Practice\Imperialism Intro Lesson.pptx](file:///C:\Users\Jay\Documents\CSUSM\Clinical%20Practice\Imperialism%20Contest%20Lesson.pptx) | | | Reflection: To be completed after lesson |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title**: Vocabulary Cards | **Curriculum Area and Grade**: World History, Grades 9-10 | | | **Date**: To be assigned daily throughout the year |
| **CA Content Standards**: Vary, all of grade 10 standards addressed throughout the course of the year (example given for History and Social Science Standard 10.4 [“Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought”])  **CCSS**: Reading Standards for Literacy in History/Social Studies, Grades 9-10, Craft and Structure – 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.” | | **CA ELD Standard (Grade 9-10):**  Interpretive: (Emerging – 6. Reading/viewing closely)  “a) Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence – based argument) based on close reading of a variety of grade – appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain – specific words.” | | |
| **Big Idea**: varies (example given for Unit 1, Section 1-2)  Students will understand that the styles of rule practiced by Hebrews, Greeks and Romans all played into the formation of modern democracy and will apply that knowledge to future discussions of the English, American and French revolutions. | | **Essential Questions**: vary (examples given for Unit 1, Section 1-2)  How did the practices and beliefs of the Hebrew people contribute to democracy?  How did Athens and Greece contribute to democracy?  How did the Ancient Greek philosophers Socrates, Plato and Aristotle contribute to democracy?  How did the Roman state contribute to democracy? | | |
| **Objective**: This lesson will be used to teach and reinforce essential vocabulary terms as well as to prepare students for studying  Students will be able to identify the definition of a word by finding the word in the text and putting a given definition into their own words  Students will recognize a link between the word and the outside world by completing an inference  Students will be able to relate the word to an image from the text or from their imagination after they sketch that image on the vocabulary card | | **Assessment**:  Assignment will be worth 10 points per card, points will be delegated as follows:  2 points – the student makes an effort to correctly format the card with the student’s name, the unit, the section and the class period all listed on the front of the card  2 points – a definition of the word is offered in the words of the student  2 points – an estimate of the historical period is given  2 points – the student draws a picture related to the term  2 points – a relevant inference is given  Extra credit:  5 bonus points will occasionally be given to students who participate and shine in the anticipatory guessing game  10 bonus points will be given to the one card of the day in each class  Total: 10-20 points depending on the number of cards | | |
| **Prediction of Likely Difficulties**: Students may have difficulty putting the definition of terms into their own words. To compensate for this problem students will be asked to share their definition with a partner and students will be able to reassess their definition upon hearing that of their partner and the other students around them. Students may also have trouble coming up with the historical period or a picture for the term. To avoid this issue the students will be offered the exact page numbers in the text that the term appears on. If they cannot think of a picture they will be allowed to sketch one from the text. Finally students may struggle with coming up with an inference for their term. To minimize this problem we will go over inferences as a class for each term and students will be allowed to build their inference from the inferences of their classmates if they wish. | | | | |
| **Instructional Strategies**:  **Anticipatory Set (“Into”)**: Teacher will have one to two images displayed on by the projector as students enter the class. The images will correspond with the vocabulary word(s) of the day. Teacher will ask for students to make guesses as to what words the images correspond to. Occasionally extra credit will be offered to the students who participate by making good guesses. To make a guess, students will be instructed to stand up. The first person to stand after the bell rings will be offered the first guess but each student gets only one guess.  **Instruction (“Through”)**: Teacher will instruct students to take out their notes and materials for the new vocabulary terms. Teacher will remind the students of the essential components of the vocabulary card. These components are as follows:   * Each card will have proper format with student name, unit, section, class period and the actual term listed first. * Each card will have an inference drawn from the term written under the term on the front of the card * Each card will have a definition of the term in the words of the student. * Each card will give a rough estimate of the historical period and year the term pertains to in the context of the lesson. * Each card will have a picture drawn by the student that helps them remember the term.   **Guided Practice (“Through”)**: Teacher will provide a sample vocabulary card for one or two words that pertain to the lesson but are of lesser importance. The terms will be presented on the projector. The students will be asked to jot down the word(s) in their notes but will not need to make a separate 3 by 5 card for these terms.  Example:  *Front*  Jay Shafer  Unit 1, Section 2  Period 4  **Oligarchy**  Inference: Some people say the U.S. is run by a few very rich and powerful families  *Back*  Definition: Rule by a few  Period: Ancient Greece (~600BCE)  http://www.philebrity.com/wp-content/uploads/2012/01/monopoly-man.jpgPicture:  **Independent Practice (“Through”)**: Teacher will again go over the essential components of the vocabulary card until it is second nature to the students. These components are as follows:   * Each card will have proper format with student name, unit, section, class period and the actual term listed first. * Each card will have an inference drawn from the term written under the term on the front of the card * Each card will have a definition of the term in the words of the student. * Each card will give a rough estimate of the historical period and year the term pertains to in the context of the lesson. * Each card will have a picture drawn by the student to help them remember the term.   Students will then be asked to begin work on their vocabulary card(s). Teacher will put up the page numbers where each term appears in the text. Teacher will roam about the classroom answering any questions, monitoring progress, giving feedback and pointing any struggling students in the right direction  **Closure (“Beyond”)**:Teacher instructs students to share their card with a partner by reading aloud the definition, the inference, the historical period and showing their partner the picture they drew.  **Transfer (“Beyond”)**: Teacher will discuss the definitions, inferences, historical periods and sketches associated with the terms. Teacher will identify one aspect that links the term to present day. | | | **Student Activities [Time]**:  **Anticipatory Set (“Into”)**: Students will view the images and begin standing at any point after the bell rings to make a guess **[2 minutes]**  Auditory, kinesthetic, visual  **Instruction (“Through”)**: Students will take out notes, note card(s), writing utensils and prepare their cards **[2 minutes]**  Auditory  **Guided Practice (“Through”)**: Students will follow teacher’s example(s) and ask questions if clarification is necessary. They will record the essentials of the term(s) in their notes **[2-4 minutes]**  Auditory, visual  **Independent Practice (“Through”)**: Students will work on their cards writing down a definition, and inference, a historical period and a sketch. **[6-12 minutes]**  Auditory, visual, kinesthetic  **Closure (“Beyond”)**: Students will verbally communicate their definition, inference and historical period for the term(s). Then students will show and compare their sketches with a partner. **[2-4 minutes]**  Auditory, visual, kinesthetic  **Transfer (“Beyond”)**: Students will consider the term one more time and think about the link offered by the teacher **[2-4 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 new vocabulary through verbal instruction, written instructions and one teacher led demonstration that includes images, written definitions and a link to present day. The demonstration of their partner will also communicate information to the students that will include another image, definition and inference. The repetition and different avenues of learning should ensure the vocabulary term becomes familiar to the students.    **Process** – The opportunity to complete several different tasks that focus on the same term should ensure understanding. Hopefully one or more of the methods of learning will appeal to the student and motivate enquiry. Partners will be strategically placed together so that any struggling ELs have a competent EL, RFEP or bilingual partner.  **Product** – Students will benefit from working alone but then within a partner setting that takes their EL status into account. This will allow them to check their learning and if they struggle while working individually they can reach out for their partner’s assistance before the designated share time. The combination of styles and repetition should solidify their familiarity with the historical term(s) considered. | | | **Differentiation for SNs**  **Content** –The visuals and promise of student interaction should appeal to all SN students because they find joy in working with others and sharing their work. They should come away with knowledge of a historical term and why it matters to them.  **Process** –The students will be offered a variety of instruction that will appeal to auditory, visual and kinesthetic learners. The teacher’s example of satisfactory work and the constant interaction with other class members should keep any students from getting stuck and the variety of tasks will give SN students with different interests, different tasks to focus on.  **Product** – The students should benefit from the variety of skills the assignment assesses. Academically gifted students will be recommended a more analytical role, coming up with complex inferences and pictures, while other SN students will take on a role more devoted to understanding the basic content, mainly the definition of the word. Each student will take something different from the activity. Some students may focus on a drawing a picture while others may scour the text to reach a definition but the words assigned will at least be familiar to the students after completion of the lesson. | |
| **Materials**: projector (for instructor), 3 by 5 note cards, pen or pencil, colored pencils or markers and highlighter optional | | | **Reflection**: This lesson took awhile for students to get used to. The first few times we made vocabulary cards they needed a lot of support and direction. By the second week of using the lesson students were formatting and working on the definitions of their assigned word(s) like it was second nature. Still some students struggled to develop inferences and come up with something to draw for the terms. Some words were more of a struggle than others. For example many students were stumped on what to draw for due process, while everyone started drawing right away when the word was absolute ruler. Now, several weeks into using the lesson daily, students get through their cards quickly and frequently turn to them (on my suggestion) during any downtime in class. | |

Rubric

|  | 0 | 1 | 2 |
| --- | --- | --- | --- |
| Format | Student makes no effort to properly format card | Student makes an effort to properly format card but may be missing a few pieces of information | Student properly formats card with student’s name, the unit, the section and the class period all listed on the front of the card |
| Definition | Student fails to provide a definition of the word | Student makes an effort at providing a definition of the word but the | Student provides an accurate definition of the term |
| Historical Period | Student fails to provide the historical period for the word | Student attempts to provide an accurate historical period for the term but miss the | Student provides the accurate historical period for the term in relation to our class and gives a time frame accurate within 100 years |
| Picture | Student does not make an attempt at drawing a picture related to the term | Student makes an effort on a drawing but the picture is incomplete or has no connection with the term | Student provides a completed drawing relevant to the term |
| Inference | Student does not attempt to make an inference based on the word | Student makes an effort to provide an inference but it lacks relevance | Student makes a relevant inference |

Total: 10 points

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Title**: Imperialism Contest | **Curriculum Area and Grade**: World History, Unit 4: Imperialism, Grades 9-10 | | | **Date**: To be given on day three of the first week in a three week unit on imperialism | |
| **CA Content Standard**: Standards 10.3 (Industrial revolution), 10.4 (New imperialism) and 10.5 (World War I) | | **CA ELD Standard (Grade 9-10)**: Collaborative: 1. Exchanging information/ideas (Bridging) Contribute to class, group and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others and providing coherent and well-articulated comments and additional information | | | |
| **Big Idea**:  Students will be able to identify at least two of the major reasons for 19th century imperialism by completing the Imperialism Contest activity. (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 by contributing to their group and listening to the presentations of other groups. (Cognitive, Language)  Students will exhibit their argumentative and decision making skills to their classmates by presenting the importance of their reason in the context of imperialism.(Affective) | | **Essential Questions**:  What were the major reasons for the era of imperialism during the last half of the 19th century?  How did imperialism change both the imperialist nations and “their” colonies?  Today can we see any lasting effects from this period? | | | |
| **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  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, 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 | | | | | |
| **Instructional Strategies**:  **Anticipatory Set (“Into”)**: Teacher will begin class with three visuals (map of Africa carved up by European nations 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 explain there were 5 major reasons for imperialism. Five terms will be presented to the students as the five major reasons for imperialism (**nationalism**, the “**white man’s burden**,” **religion**, **militarism** and **industry**). 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 thinking of more examples [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, whiteboard, markers, pens, pencils, poster paper, notebook paper  [.\Clinical Practice\Imperialism Contest Lesson.pptx](file:///C:\Users\Jay\Documents\CSUSM\Clinical%20Practice\Imperialism%20Contest%20Lesson.pptx) | | | Reflection: To be completed after lesson | |

Future summative formal assessment: Week 2 of unit, short answer response to prompt

Future summative formal assessment: At end of Unit 3, matching, multiple choice test and short answer DBQ

## 5. Materials/Resources:

PPTs, World History textbook, pens, pencils, markers, 3 by 5 note cards, poster paper, notebook paper, document camera, proctor, computer, access to YouTube, white board

## 6. Reflection:

Several different strategies for differentiation will meet the needs of my students. In every lesson I will use differentiated questioning to build the confidence of some students and challenge the limits of analytical thinking of others. Heterogeneous grouping will also ensure that some gifted students get a chance to lead ELD and SE students. Both the gifted student and the ELD or SE student will benefit from this situation because the gifted student will learn by teaching and the ELD or SE student will get another look at the material from a different perspective. Assigning certain students to specific tasks will also serve as a method of differentiation where tasks that require extra logic and thought processes will be bestowed upon gifted students whereas tasks that require a basic understanding of the face-level content will be offered to struggling students.

The plan will support collective learning team building but the complicated instructions of some of the activities may take the students extra time to get used to. To compensate for this issue I gave students extra time to complete these activities for the first time. I may use similar activities after students have worked in that format and reduce the time offered.

In writing this unit plan I have started getting excited to take control of the classroom. Luckily, my favourite part of history, 19th century imperialism, lined up perfectly with my time to step into the lead role. I know I will teach this unit well because I am passionate about it and if there is one thing I have learned from my experience as a student, it is that a passionate educator can make anything, even watching paint dry, engaging and interesting. Upon completing my plan I now know how frustrating copying, pasting and formatting a document like this can be, so I hope it looks good at the least.