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| **Title**: Writing an Introduction (imperialism unit) | **Curriculum Area and Grade**: World History, Unit 3: Imperialism, Grades 9-10 | | **Date**: To be given approximately two weeks into a three week unit on imperialism (11/15/13) |
| **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 explain their educated opinion on the practice of imperialism by working through the steps of the introductory paragraph. This will result in a satisfactory introduction paragraph for their essay on imperialism. | | **Assessment**:  Informal formative assessment based on how students respond to my questioning  Formal summative assessment will come after the essay is written in class on 11/19/13  Essay will graded on a rubric, see attached | |
| **Prediction of Likely Difficulties**:  Students may have difficulty putting their ideas into words and may be tempted to just copy my examples verbatim. To compensate for this problem, students will be informed that when we grade their essays we will be looking for original ideas and writing. Students may also have trouble remembering the three parts of the introduction. To avoid this issue the students will be asked to go over these parts several times within the day’s instruction. Finally students may have difficulties in relating imperialism to the present day for their conclusion. To point them in the right direction, I will offer a few examples of modern day imperialism accompanied by pictures. | | | |
| **Instructional Strategies**:  **Anticipatory Set (“Into”)**:  When students enter the class they will see a slide with the agenda for the day on it and they will immediately begin preparing for a brief quiz. A map of Africa will be presented on the projector and the quiz will ask for students to identify several areas of North Africa (Cairo, Egypt, Libya, Algeria and Morocco). It will also ask them to identify the three parts of an introduction paragraph, which will be the focus of the instruction for the day.  **Instruction (“Through”)**:  After students finish grading their quiz I will delve into the introductory paragraph. First I will go over the three parts of the introduction that the ECHS history department uses. Those parts are as follows: context, blueprint and thesis statement. After we speak briefly about these parts I will go over the context portion of the introduction. I will ask that the students give me the who, what, when and where for the context. Then I will model an exceptional contextual sentence. After this modeling we will discuss what made that sentence exceptional. In doing this we will come to a broad answer to the questions of who, what, when and where in relation to the imperialism essay. From there we will move on to the blueprint portion of the introduction. I will explain what I am looking for in the blueprint and then model an appropriate blueprint sentence. I will be sure to explain that my ideas stem from the matrix and outline we completed in class yesterday. Next we will start to talk about the thesis. I will explain the three types of thesis and what differentiates an exceptional thesis from a basic one. This process will involve me modeling several different thesis statements, starting with a basic thesis and building into an exceptional one. After we finish discussing the thesis we will again go over the three parts of the introduction. I will show the students the rubric we will use to grade their introduction paragraph and then model a couple of introduction paragraphs, one good one and one exceptional one. Before moving on to the conclusion we will go over the three parts of the introduction for a third time and I will convey my expectations of the students on the introduction.  **Guided Practice (“Through”)**:  As stated in the instruction, I will model the three parts of the introduction as we go through each part individually. After we finish getting through the three parts I will model a couple of full introductory paragraphs, one basic introduction and one exceptional one.  **Independent Practice (“Through”)**:  Students will be offered several opportunities for independent practice. After I outline the parts of the introduction I will have the students take some time to write-up the part we just discussed.  **Closure (“Beyond”)**:After we finish discussing the introduction paragraph, we will go into the conclusion. The first two parts of the conclusion will be related to the parts of the introduction (restating the thesis and facts). The last part of the conclusion (relating imperialism to today) will be discussed next.  **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. To get students thinking about how imperialism connects to today (which is a component of their conclusion paragraph), I will offer several examples of how imperialism continues today. Each of these examples will be accompanied by a picture to help the students remember. I will then ask if the students can think of any other examples of modern day imperialism. I will show a neo-colonialism video on YouTube (<http://www.youtube.com/watch?v=D56E6DZgjxI>) if time permits. | | | **Student Activities [Time]**:  **Anticipatory Set (“Into”)**: Students will enter class and briefly review their map before putting away their notes and completing the short quiz [5 minutes].  Visual  **Instruction (“Through”)**:  Students will take notes on the parts of the introduction paragraph introduced via the PPT lecture and look at the rubric. [20 minutes].  Auditory, visual  **Guided Practice (“Through”)**: Students will review the pieces of the introduction modeled by the teacher and will try to use that as a framework to build their own introduction [10 minutes].  Auditory, visual  **Independent Practice (“Through”)**: Students will write drafts of each part of the introduction after those parts are discussed [10 minutes].  Auditory  **Closure (“Beyond”)**: Students will view the slides and listen to the similarities between the introduction and the conclusion and take brief notes on what is expected of their conclusion [5 minutes].  Auditory, visual  **Transfer (“Beyond”)**: Students will listen to the explanation of how colonial relationships continue to influence the world and make the connection that these ideas can be used in the conclusion of the imperialism essay. If time permits, then students will 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 where necessary. If students struggle I will try to reach all of them individually during the independent practice.  **Process** – Because this lesson is very heavy on text and slides full of writing, I will try to question my ELs quite often so that I can be sure they are getting the main points of the instruction. I will also highlight key words and verbally emphasize important pieces of information  **Product** – As students start to work on their own I will try to visit each EL so that I can be sure they are on the right track and get something down on paper. I will explain that rather than trying to go to the top of the rubric some students may be better off staying closer to their comfort zone. I will spend some time with Feliciano to make sure he at least gets a basic thesis down. | | | **Differentiation for SNs**  **Content** – The combination of auditory instruction, written instruction, images, and modeling should give Alex ample opportunity to extract the basics of the assignment. Looking at the rubric should get Kirra and Luca thinking about how to max out on points and they will likely work ahead. They know they are welcome to do so.  **Process** – I will differentiate my questioning so that if I question Alex, he will get a straight-forward question whereas Kirra or Luca would be asked to get analytical.  **Product** – I will visit Alex and make sure he is on the right track and I will ask Kirra and Luca to go above and beyond because I know they are capable of writing a high level essay with relatively little effort. |
| **Materials**: projector (for instructor), 3 by 5 note cards, notebook paper, pen and PPT (WH U3 D9revised) | | | **Reflection**: To be completed after lesson |