

Unit Plan
The New Imperialism
1800-1914

Kevin Peloquin

Unit Topic:

The New Imperialism: 1800-1914

Major Standards:

- HP1(9-12)-1 Students act as historians using a wide variety of tools (e.g. artifacts and primary and secondary tools.
- C&G3(9-12)-2 Students demonstrate an understanding of how individuals and groups exercise, or are denied, their rights and responsibilities

Learning Goals:

- Effectively analyze primary source documents
- Demonstrate an understanding of the importance of point of view
- Effectively provide sound reasoning based in historical information and data for specific opinions

Objectives:

- Students will demonstrate a firm knowledge of cases of European Imperialism in India, Africa, China, and the Middle East
- Students will determine whether 19th century Imperialism was overall a positive or negative experience for imperialized nations

Overview:

Western Imperialism from 1800-1914 is an essential topic in the study of Western Civilization due to the immense scope of its impact. Ultimately, cultures from Britain, France, Africa, China, India, and the Middle East were all profoundly impacted as a result of western imperial interests. Whether this impact was generally beneficial or harmful was dependent largely on which particularly countries are being discussed. Ultimately, this question is still largely debated by historians today, and indeed can and should be debated by students in today's classrooms.

Through the implementation of this unit, I hope that students will walk away with a better understanding of how western cultures have influenced, both negatively and positively, a wide range of unique cultures. Too often, the cultures of Africa, China, India, and the Middle East are neglected in the classroom at the hands of a particularly Euro-centric view of history. Thus, I hope to open students eyes to the wealth of other cultures in the world, and to how these cultures and peoples interacted, and still interact, with our more familiar western culture.

My hope is that students will come to this increased understanding through the learning and practice of two major skills. The first skill is the proper reading, understanding, and analysis of primary source documents. Due to antiquated language and the difficulties of interpreting biases, reading primary sources can be a challenging skill to learn. As a result, I have tried to expose students to a wide variety of primary sources, including legal documents, small articles, and engravings, and I have provided scaffolding to help them properly analyze these documents. The goal is that through this repeated exposure to primary sources, students will become more comfortable in using them as advantageous sources of historical information. Students will be able to demonstrate this ability to properly read and analyze primary sources through both the questions provided with each of the primary sources, as well as through their application of primary sources to back up and defend their opinions in the final debate. This final debate also

incorporates the second skill I hope students will learn through this unit - how to properly debate. Involved in this skill is the smaller stepping stone of how to properly present and defend one's opinions through the use of historical facts and evidence. The major goal with the debate then is not necessarily to see which team wins, but to see how students use the evidence and information available to them to properly back up their opinions. This ability to defend one's opinion with sound reasoning is ultimately an essential life skill.

With this in mind, I have utilized several primary sources throughout the unit. Among these primary sources, I have also utilized a technological resource in the WebQuest supported by PBS, which provides several primary sources in the form of 19th century engravings. In addition, I used the school selected text book as a general layout for my guided notes. Lastly, I consulted several sources for suggestions on lesson planning, such as Barry Lane's *Wacky We-Search*, and a website regarding proper debate format for classroom debates.

In regards to assessment, I rely heavily on formative assessment throughout the unit. It is imperative to always be checking on student progress and understanding. Without formative assessment, this would be impossible. Thus, I provide opportunities such as journaling, question and answer series, chalk talk, and class wide discussions as a means to judge how much my students have learned. As I gather this information during these activities, I can then adjust my instruction as needed to focus on students' weak points. In addition to this formative assessment, I also included several rubric-based assessments. These include the RAFT on British Imperialism in China, and the stations project. Lastly, the large summative assessment is the class wide debate on the overall effects of Imperialism, which calls on students to integrate and synthesize the information that they have obtained throughout the unit to either support or refute an argument.

Ultimately, through this lesson I hope that students will understand how all people and cultures are deeply interconnected. The decision of one country or culture to come in contact with another, whether this contact is violent or non-violent, ill-intended or well-intended, can have incredibly wide ranging effects. In addition, I hope that students will come to understand the power that historical sources and information can have in supplying support for an argument. Learning how to properly support arguments with factual data and primary sources is a skill that goes far beyond the field of history, and will be beneficial to each and every student in all walks of life.

Teacher: _____ **Date(s):** _____

Lesson #1

Subject: The New Imperialism 1800-1914 Grade/Level: 11th Duration: 48min

Population: 21 Students, no IEPs or 504 Plans

Topic/Lesson Title: What is Imperialism?

Essential Question: What is imperialism, and were its effects overall good or bad?

Lesson Goal: Effectively analyze primary sources regarding the benefits and ailments of imperialism.

R.I. Professional Teaching Standards: Teachers... **2.2** design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island’s learning standards; **3.3** create age-appropriate lessons and activities that meet the variety of developmental levels of students within a class; **5.5** use tasks that engage students in exploration, discovery, and hands-on activities; **6.3** provide and structure the time necessary to explore important concepts and ideas; **10.1** solicit feedback from students, families, and colleagues to reflect on and improve their own teaching

National Standards in Historical Thinking: SS2 Differentiate between historical facts and historical interpretations; SS3 Consider multiple perspectives

R.I. GLEs/GSEs: C&G1(9-12)-2 Students demonstrate an understanding of sources of authority by identifying how actions of a government affect relationships involving the individual and HP1 (9-12)-1 (b.) Students act as historians using a variety of tools by explaining how historical facts and historical interpretations may be different, but are related

Common Core: 12.WHST.9 Students draw evidence from informational texts to support analysis, reflection; 11.RH.1 Students cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

DOK Levels: Level Two: Use Context Clues Level Three: Cite Evidence, Hypothesize, Investigate Level Four: Synthesize, Analyze

Objectives/Student Learning Competencies: What will your students know and be able to do as a result of this lesson?

- 1) Students will be able to read and analyze two contrasting primary sources regarding 19th century Imperialism.
- 2) Students will be able to define and describe the “New Imperialism” of the 19th century.

- 3) Students will be able to describe and explain the various forms of 19th century Imperialism.

Instructional Materials and Resources: What materials, manipulatives, visuals, technological resources (full citation using MLA or APA style), etc. will you need for this lesson? (Please provide copies of any ancillary materials you will be using to your observer.)

Ellis, Elisabeth Gaynor., Anthony Esler, and Burton F. Beers. "Chapter 5: The Enlightenment and the American Revolution." *World History: Connections to Today : The Modern Era*. Upper Saddle River, NJ: Prentice Hall, 2003.

Leroy-Beaulieu, Paul, *De la colonisation chez les peuples modernes*, 4th edition (Paris, 1891), pp. 841-846, 705-706, 712-718, 737-740. Slightly adapted.
<http://www.mtholyoke.edu/acad/intrel/beaulieu.htm>

Twain, Mark. "Returning Home." *Mark Twain on Imperialism - HistoryWiz Primary Source Imperialism*. New York World, n.d. Web. 01 Dec. 2012.
 <<http://www.historywiz.com/primarysources/marktwain-imperialism.htm>>.

Instructional Sequence: What instruction and learning is going to take place? How is each activities connected to the objectives? How long will each activity take to be completed? Explain your rationale for each of your choices.

ACTIVITIES

TIME

RATIONALE

ACTIVITIES	TIME	RATIONALE
<p>Introduction: Elicit & Engage Phase</p> <p>- “Every empire seeks as its imperialistic mission not to plunder and control but to educate and liberate.”</p> <p>- “The truth is that imperialism was never idealistic. It has always been driven by economic or strategic interests.”</p> <p>Which of these two passages do you find to be most true?</p> <p>Students will begin the class</p>	<p>5min.</p>	<p>This activity serves multiple purposes. First, it immediately captures the students in a writing activity so that they are focused and writing from the moment that they walk into the classroom.</p> <p>Secondly, the two quotes direct the students to begin thinking about one of the overarching themes of the unit – was the New Imperialism more beneficial or more injurious overall to non-Western nations? With this in mind, this journal entry will serve as an excellent initial formative assessment, judging what students may know about this overarching question before they are presented with the facts to properly answer it.</p>

<p>by journaling on these two seemingly contradictory quotes and the question above.</p>		
<p>Explore Phase: Chalk Talk Activity: Reading of Primary Sources</p> <p>- The students will be broken into pairs. Half of the pairs will read the primary source regarding “The Desirability of Imperialism” by Paul Leroy-Beilieu. The other half will read Mark Twain’s brief piece condemning Imperialism. They will work together to answer the questions provided.</p>	<p>15min.</p>	<p>These documents will provide the students with their reasoning for answering the chalk talk question. As this is an initial, formative assessment, they presumably will not have much other outside information to rely on besides what they read in the article. This is understood and intentional. Theoretically, due to the opposing nature of the two articles, they should produce somewhat contradictory thoughts from the students. Students will use markers to highlight major ideas.</p>
<p>Chalk Talk Activity Continued:</p> <p>After reading their documents in pairs and discussing the questions provided, they will be asked to come to the board and answer the following question which will be posted on butcher paper “Would you support Imperialism? Why or why not?” They can write comments, questions, etc. and will be encouraged to have mini-discussions through their writing on the butcher paper. As the teacher, I will also be involved, writing my own comments and questions along the way, when necessary.</p>	<p>15min.</p>	<p>Once again, this activity serves as a brainstorming session that introduces the students to the overarching question of the unit. However, at this time, they will not have all of the information they will learn over the course of the unit. Rather, they will have to rely solely on what they have read in the primary source to provide their reasoning. Thus, I will post this piece of butcher in the classroom for the rest of the unit, so that students will be able to see the progress they have made in their arguments for or against imperialism.</p>

<p>Explain Phase:</p> <p>Now that the class has brainstormed, participated in hands on activities, and worked together, I will utilize this portion of the class to provide guided notes that present the students with the necessary factual information needed to continue through the unit. The focus questions of this guided notes section will be:</p> <ul style="list-style-type: none"> -What is Imperialism? -Where did Imperialism occur? -What are the forms of Imperial rule? <p>Furthermore, I will engage students throughout this fifteen minute section with questions to encourage deeper thinking and ensure understanding.</p>	<p>10min.</p>	<p>Using a guided notes sheet requires students to write and internalize key terms while not concerning the students with writing and understanding every word in the presentation. This will help those students who may write slower, as well as students who struggle to process auditory information.</p> <p>A copy of the guided notes is attached below.</p>
<p>Assessment:</p> <p>Students will take the final 3 minutes of class to fill out their exit slips individually.</p>	<p>3min</p>	<p>The exit slip is an important part of most lessons for a reflective teacher. While I will be able to reflect on the lesson myself, it will be helpful to see anonymous student input on what worked and what did not. Therefore, I will ask students to take the final few minutes to briefly reflect on the lesson and any questions they may have. The exit slip is attached below.</p>

Provision for Individual Differences: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

The theorist Howard Gardner articulated seven unique learning strengths in students. Of those seven individual learning preferences, I have incorporated three of them into my lesson plan. These three preferences are articulated below.

Bodily-Kinesthetic: The Chalk Talk activity should grab the attention of bodily-kinesthetic learners. These students learn best through hands on activities that involve movement. Thus, moving about and making the arguments for or against imperialism tangible on the butcher paper during the Chalk Talk activity should appeal to them.

Interpersonal: Having students work in pairs when reading the primary sources encourages the discussion of thoughts and ideas. Interpersonal students learn best when discussing with other students their knowledge and feelings towards a topic, thus working in pairs in this activity caters well to them, as it allows them to discuss their knowledge and feelings about the historical perspectives provided, as well as ask questions directed towards one another.

Intrapersonal: While the reading of the primary sources is based on an interpersonal style of learning, this lesson also accommodates intrapersonal learners. The Chalk Talk activity, while in essence a class wide discussion, takes place in written form. Thus, it is a great way for those students reluctant to participate in class wide discussion due to their intrapersonal learning style to nonetheless participate. After all, ultimately they are solely responsible for what they write on the butcher paper.

My lesson also incorporates both higher and lower level learners.

For lower level learners, I have provided guided notes to help focus lower level learners. By only requiring them to fill in the important terms in the blank spaces provided, these terms will stand out most to them and they will not be distracted by trying to fill in other, less important information. However, this extra information will still be provided for them in the guided notes so that the important terms are connected in a meaningful manner.

For higher level learners, I will utilize my time during the Chalk Task activity to encourage higher learners to think deeper about the task. I will be participating, when necessary, in the activity. Thus, I can use this time to ask higher level learners more provoking questions to get them thinking about their analysis and if they have gone as deeply into the material as possible.

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson?

This particular lesson is based largely on formative assessment. The journal at the beginning is one means of formative assessment. In addition, the Chalk Talk activity will serve as a formative assessment. Lastly, students will hand in the question sheets regarding the primary sources. These questions sheets will not only allow me to see how well the students understand the concept of imperialism, but how well they can read and interpret primary sources.

Primary Source 1:

Paul Leroy-Beaulieu: On the Desirability of Imperialism (1891)

It is impossible not to consider imperialism as one of the tasks imposed on the civilized states for the last four centuries, more particularly on our age.

The present-day world is composed of four different categories in terms of types of civilization. First is that of Western civilization--our own part. A second part is inhabited by people of a different civilization, but organized in compact, coherent and stable societies and destined by their history and present character to govern themselves--the Chinese and Japanese peoples for example. In the third part live peoples advanced enough in some respects, but ones which have either deteriorated or ones that have not been able to.... Finally, a great part of the world is inhabited by barbarian tribes or savages, some given over to wars without end and to *brutal customs*, and others knowing so little of the arts and being so little accustomed to work and to invention that *they do not know how to exploit their land and its natural riches*. They live in little groups, *impoverished* and scattered, in enormous territories *which could nourish vast numbers of people* with ease.

This state of the world implies for the civilized people *a right of intervention* . . . In the affairs of the peoples of the last two categories.

Primary Source #1 Worksheet

Name: _____

Answer the questions below in complete sentences.

What are the four categories Beaulieu breaks civilizations into?

Describe the fourth and final category of civilization.

Does Beaulieu view imperialism as necessary? Why or why not?

Primary Source 2:

Mark Twain, Returning Home, an article in *New York World* (1900)

You ask me about what is called imperialism. Well, I have formed views about that question. I am unsure if our people are for or against spreading themselves over the face of the globe. I should be sorry if they are for it, for *I don't think that it is wise or a necessary development*. We have no more business in... any other country that is not ours. There is the case of the Philippines. I have tried hard, and yet I cannot for the life of me comprehend how we got into that mess. Perhaps we could not have avoided it -- perhaps it was inevitable that we should come to be fighting the natives of those islands -- but I cannot understand it, and *have never been able to get at the bottom of the origin of our resentment towards the natives*. I thought we should act as their protector -- *not try to get them under our control*. We were to relieve them from Spanish rule to enable them to set up a government of their own, and we were to stand by and see that it got a fair trial. It was not to be a government according to our ideas, but a government that represented the feeling of the majority of the Filipinos, a government according to Filipino ideas. That would have been a worthy mission for the United States. But now -- why, we have got into a mess, a quagmire from which each fresh step renders the difficulty of getting out immensely greater.

Primary Source #2 Worksheet

Name: _____

Answer the questions below in complete sentences.

Is Mark Twain for or against Imperialism? Why?

What are two aspects of U.S. Imperialism that Twain disagrees with?

Does Twain think that the United States acting as a “protector” of certain nations is acceptable?
Cite specific evidence from the text.

“Chalk Talk” Activity – Instructions

Now that you have read the primary source with your partner and answered the attached questions, it is time to participate in a “silent” class wide discussion.

The discussion will center upon the question:

“Would you support Imperialism? Why or why not?”

When you are called on:

- Come up to the board and write a comment or question you may have regarding this question on the butcher paper.
- You should cite/use evidence from the primary source you read in your comment/question
- You are also required to respond to ONE other student’s comment and/or question when you come up to the board.
- You will only have a brief period of time, so you do not have to write in complete sentences

When everyone has had time to comment and respond, we will briefly review some of the comments and questions posted.

An Introduction to Imperialism
Guided Notes

Name: _____

A. Imperialism: What is it?

Imperialism is the domination by one country of the _____, economic, and/or cultural life of another country or region.

There are three distinct forms of Imperial rule.

1. _____
2. _____
3. _____

1. Colonies:

There were two different types of colonies, depending upon which leading power controlled the colony, either _____ or _____.

The French practiced _____, meaning they sent officials and soldiers from France to control their colonies.

The British practiced _____. They used local rulers such as _____ or sultans to govern their colonies. In addition, they encouraged children of local rulers to get an education in _____. This way, they could create a _____ generation of leaders to continue ruling in the colony.

2. Protectorates

A protectorate was a form of imperial rule in which local rulers were left in place, but were expected to follow the advice of _____ advisers on issues such as _____ or missionary activity.

This system was beneficial as it cost _____ to run, and did not require large military forces.

3. Spheres of Influence

The last form of western control was the sphere of influence, an area in which an outside power claimed exclusive _____. While these privileges were expected to be honored by local officials, a sphere of influence did not require any military force or coercion of _____.

These “sphere” would be carved out in places such as _____ and _____ throughout the 19th century by powers including Britain and the United States.

B. Where did Imperialism occur?

Imperialism occurred throughout the world. It was dictated by the major western powers of the time including _____, Britain, and the United States.

By the close of the 19th century, these countries would have some form of Imperial presence in countries throughout _____, the Middle East, Latin America, and _____.

Ultimately, the effect of this foreign rule in these regions would become highly _____, due to the wide range of effects that it produced.

Exit Slip:

What did you enjoy most about this class? What did you least enjoy? Explain your answers.



List one question you would like to have answered.

Teacher: _____ **Date(s):** _____

Lesson #2

Subject: New Imperialism 1800-1914 **Grade:** 11th **Duration:** 72 min. (lunch period)

Population: 21 Students, no IEPs or 504 Plans

Topic/Lesson Title: Causes of the New Imperialism – Stations Project

Essential Question: What were the four motivating factors behind Imperialism?

Lesson Goal: Students will work together to act as historians, interpreting and analyzing a wide variety of data.

R.I. Professional Teaching Standards: Teachers... **1.3** use a broad content knowledge base sufficient to create interdisciplinary learning experiences designed to ensure that all students achieve state standards for content and achievement; **2.2** design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island’s learning standards; **2.5** represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives

National Standards in Historical Thinking: SS2 Appreciate historical perspectives; SS3 Consider multiple perspectives

R.I. GLEs/GSEs: C&G4(9-12)-1 Students demonstrate an understanding of political processes by analyzing and interpreting sources, by distinguishing fact from opinion. C&G4(9-12)-3, HP1(9-12)-1 Students act as historians using a variety of tools

Common Core: 11.WHST.9 Students draw evidence from informational texts to support analysis, reflection; 11.RH.3 Students evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

DoK Levels: Level Three: Construct, Cite Evidence, Formulate

Objectives/Student Learning Competencies: What will your students know and be able to do as a result of this lesson?

- 4) After completing four unique task/stations, students will be able to identify and explain in detail the four main causes of 19th century Imperialism
- 5) Students will be able to effectively cite evidence from primary sources in order to answer and develop questions.

Instructional Materials and Resources: What materials, manipulatives, visuals, technological resources (full citation using MLA or APA style), etc. will you need for this lesson? (Please provide copies of any ancillary materials you will be using to your observer.)

Ellis, Elisabeth Gaynor., Anthony Esler, and Burton F. Beers. "Chapter 12: The New Imperialism." *World History: Connections to Today : The Modern Era*. Upper Saddle River, NJ: Prentice Hall, 2003.

Instructional Sequence: What instruction and learning is going to take place? How is each activities connected to the objectives? How long will each activity take to be completed? Explain your rationale for each of your choices.

ACTIVITIES	TIME	RATIONALE
<p>-Explanation of the Stations Project</p> <p>-See attached instructions sheet below</p> <p>Each station functions independently and provides its own instructions. As a result, while I will give a brief overview of each station topic (causes of 19th century Imperialism) and required skills, I will not spend too much time going through each station in great detail at this time. I will, however, make myself readily available during the lesson to answer any questions regarding the specific instructions at each station.</p> <p>I will also use this time to divide the students into four equal groups. The groups will be predetermined by me.</p>	<p>10min.</p>	<p>Due to the time demands presented by a stations project, there will not be a formal set induction such as journaling for this lesson. Rather, when the students enter the room, the four stations will already be set up within the classroom, and I will begin the lesson by briefly explaining how the station project works.</p>
<p>This project is broken down into four stations, each lasting for 15minutes. The four stations each represent one of</p>	<p>60min. (broken into four, 15 minute</p>	<p>This stations project, perhaps more appropriately called a “mini-stations project” due to the time constrained nature (lasting only one class period), is an opportunity for students</p>

<p>the four main causes of 19th century Imperialism: economic interests, political/military interests, humanitarian goals, and social Darwinism.</p> <p>Each station project was designed with this time limitation in mind. However, if a task cannot be fully completed, students will be allowed to take that task home and turn it in the following class period. These tasks, with detailed instructions, are attached to the lesson plan.</p> <p>During this time I will be closely monitoring each group, going station to station to ensure that students are on task and fully engaged. I will also be utilizing questioning strategies as necessary.</p>	<p>segments)</p>	<p>to learn new material through hands on interaction with the material, rather than through lecture.</p>
<p>Wrap-Up</p> <p>I will answer any last minute questions and close activity.</p>	<p>2min.</p>	<p>This “wrap-up” time has two purposes. First, it will allow me to briefly close the lesson and dismiss the students in an orderly manner. Secondly, if the students run over the designated time for each task, this brief period will allow for a bit of extra time for them to finish up any remaining work.</p>

Provision for Individual Differences: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

The theorist Howard Gardner articulated seven unique learning strengths in students. Of those seven individual learning preferences, I have incorporated three of them into my lesson plan. These three preferences are articulated below..

Interpersonal: Much of this lesson incorporates interpersonal learning. All but the fourth station require students to work together, discussing ideas and knowledge with one another to produce a

final product. Thus, this style of learning is catered towards interpersonal learners who work best by conversing with their fellow students and considering various viewpoints.

Intrapersonal: While the group activity style of this lesson is based on an interpersonal style of learning, this lesson also accommodates intrapersonal learners. In particular, the activity in group four, which has students each write their own letter to Darwin regarding Social Darwinism, allows time for intrapersonal learners to have their own time to personally reflect on the task, incorporating the discussion they participated in into their own, individual work.

Linguistic: The creation of a commercial jingle caters to linguistic students. These students learn best through a mastery of the language and a learning atmosphere that encourages them to manipulate and express themselves rhetorically. The commercial jingle encourages students to manipulate language in a way that conveys meaning in a creative yet also forceful and convincing way.

My lesson also incorporates both higher and lower level learners.

For lower level learners, Interpersonal learning in diverse, heterogeneous groups is designed to cater in some ways towards lower level learners. Within these heterogeneous groups, learners of all levels will be able to converse with each other and exchange ideas and ways of thinking and learning.

For higher level learners, I will utilize my time during the group activity to encourage higher learners to think deeper about the task. If some students appear bored or unenthused, I will ask them more provoking questions to get them thinking about their analysis and if they have gone as deep as they could.

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson?

Each of the four stations will present one means of assessment. Students will be required to hand in their final product from each station. Three of these assessments will be based on simple rubrics provided within the lesson plan. The one station that does not contain a rubric is the question sheet for Rudyard Kipling's poem, which does not lend itself well to a rubric style of grading.

Stations Project Instructions

Station #1 – Economic Interests

“The necessity that is upon us is to provide for our ever growing population – either by opening new fields for emigration, or by providing work and employment... and to stimulate trade by finding new markets.”

-Lord Frederick Lugard, *The Rise of Our east African Empire*

As British Lord Federick Lugard stated above, one of the main motivations for western Imperialism during the 19th century was the opening of new economic opportunities in foreign lands. This could include the creation of new markets (in other words, finding new people to sell goods to), or in some cases the sending of European citizens to foreign lands (emigration) to work in new markets. In addition, exploring new lands meant the discovery of new deposits of natural resources including rubber, petroleum (fuel), manganese for making steel, and palm oil for lubricating machinery.

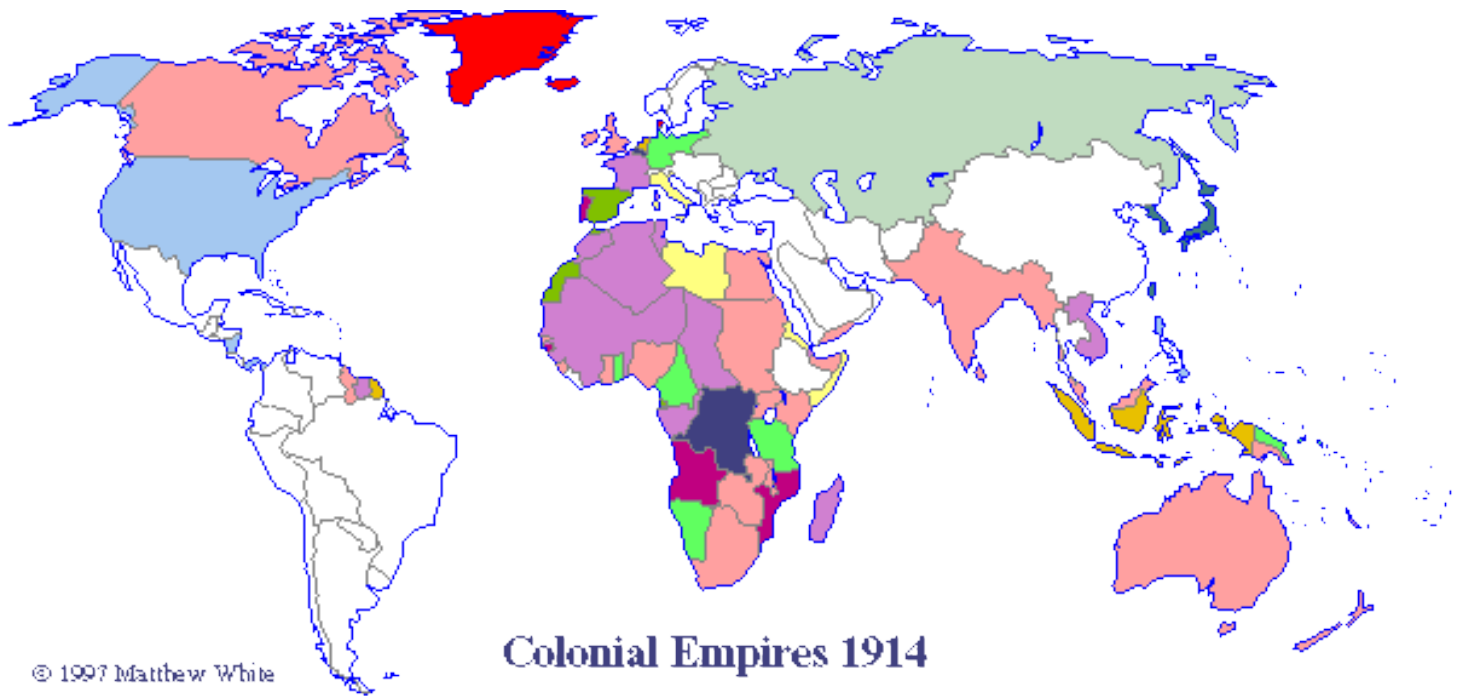
Your task is design a 4-5 sentence commercial “jingle” or advertisement written for a British audience, detailing the economic benefits of having imperial territories. You should be sure to incorporate any historical facts you found from the text book or from the notes above. These facts should be underlined in the advertisement.

Your advertisement will be assessed on the following rubric:

Element:	(3) Excellent	(2) Satisfactory	(1) Unacceptable
<i>Historical Data/Information</i>	The advertisement incorporates four or more historical facts regarding the economic advantages of being an Imperial power.	The advertisement incorporates two to three historical facts regarding the economic advantages of being an Imperial power.	The advertisement does not contain any historical facts.
<i>Format</i>	The advertisement is 4-5 sentences long, and the historical facts are underlined.	The advertisement is 3-4 sentences long and/or only some of the historical facts are underlined.	The advertisement is too short, and the historical facts are not underlined.
<i>Creativity</i>	The advertisement shows considerable creativity in language and rhetorical devices (i.e. rhyming, alliteration, creative language, etc.).	The advertisement shows modest creativity in terms of language and rhetorical devices.	The advertisement shows little to no creativity.

Station #2 – Political/Military Interests

Together, briefly study the following map:



© 1997 Matthew White

Colonial Empires 1914

■ Belgium	■ France	■ Great Britain	■ Japan	■ Portugal	■ Spain
■ Denmark	■ Germany	■ Italy	■ Netherlands	■ Russia	■ United States

<http://users.erols.com/mwhite28/1907powr.htm>

After studying the map above, consider the following with your group members:

1. Imperial powers most often had expansive navies. These ships needed bases around the world to take on supplies and fuel. What locations would serve well for this purpose? Does one particular nation seem to have the most advantageous port territories?
2. Nationalism also played an important role in obtaining territories. Nations were always in competition with one another seeing who could acquire the most land and attempting to block the expansion of other nations. Is there one continent that is entirely dominated by one Imperial power? Is it common for imperial territories of varying countries to be in close proximity to one another? Why or why not?

Having discussed these questions with the group, your task is to create five “Jeopardy” questions regarding the map and the political/military motives of 19th century Imperialism.

Jeopardy questions follow a unique format in which the answer/description is actually the question. For example, you should set up your questions in the following format:

Question:

This country and Imperial power controlled the entirety of the Australian continent in 1914.

Answer:

What is Great Britain?

Group Members: _____

Your questions should increase in difficulty, the first being the easiest.

You will be assessed on the following rubric:

Element:	(3) Excellent	(2) Satisfactory	(1) Unacceptable
<i>Critical Thinking</i>	The majority of questions demonstrate a deeper level of critical thinking, and not just memorization (i.e. ‘Who controlled Canada in 1914?’ does <i>not</i> require a high level of critical thinking.)	One or two questions demonstrate a deeper level of critical thinking, and not just memorization.	None of the questions demonstrate a deeper level of critical thinking.
<i>Difficulty</i>	Questions increase in difficulty from easiest to most difficult.	Some questions seem to be slightly out of order with regards to difficulty.	The questions do not pose any significant difficulty.
<i>Format</i>	The questions are written in the correct format demonstrated above.	N/A	The questions are not written in the correct format demonstrated above.

<u>Question:</u>	<u>Answer:</u>
1.	
2.	
3.	
4.	
5.	

Station #3 – Humanitarian Goals

As a group, read the following excerpt from Rudyard Kipling's "The White Man's Burden," then work together to answer the questions that follow.

Author Information:

British writer **Rudyard Kipling** was one of several journalists in South Africa during the late 19th century who promoted Imperialism.

"The White Man's Burden"

Take up the White Man's burden—

Send forth the best ye breed—

Go send your sons to exile

To serve your captives' need

Your new-caught, sullen peoples,

Half devil and half child

Take up the White Man's burden—

And reap his old reward:

The blame of those ye better

The hate of those ye guard

Take up the White Man's burden-

Have done with childish days....

Questions on “The White Man’s Burden”

1. When Kipling says “send forth the best ye breed,” who is he addressing? (Hint: Remember that Kipling is British) Why does he want them to send out their “best breed”?
2. Kipling describes the native people as “half devil and half child.” What do you think he means by this?
3. When Kipling says that the reward for Imperialism is “the blame of those ye better/ and the hate of those ye guard” to what is he referring to? What would those natives who Imperialist powers “bettered” blame Imperial powers for?
4. How would you describe “The White Man’s Burden” according to Rudyard Kipling?

Station #4 – Social Darwinism

Much of the motives behind Imperialism in the 19th century rested in a concept known as “Social Darwinism.” It was **Charles Darwin** who proposed the famed “survival of the fittest” theory. This theory stated that chance differences among members of a species helped some survive, while others died off. Many Imperialists applied this theory to human life and culture, finding that the strongest nations were given those “chance differences,” and as a result have always conquered weaker nations. Furthermore, many European nations felt that as the “fittest” of the nations, they had a duty to conquer weaker nations to show their superiority. Indeed, they felt that since this struggle between cultures was part of nature’s law as prescribed by Darwin, their conquest of “inferior” people was just.

Your task is to discuss these ideas with your group. Then, *each* group member is to write his/her own letter to Darwin either supporting or arguing against his theory of “survival of the fittest” and its use to justify Imperialism. The letter should be one paragraph of 5-7 sentences. In the letter, you should consider some of the following:

- If you lived in a nation that was an Imperial power, would you support this theory?
- Are there people who are naturally more “fit” than others?
- Is there an obligation for those that are naturally “stronger” to help those that are naturally “weaker?”
- If you lived in a nation or civilization that was being colonized, would you support this theory?
- Does this natural ability to be more “fit for survival” suggest that these people do not deserve to live freely?

You will be graded on the following rubric:

Element:	(3) Excellent	(2) Satisfactory	(1) Unacceptable
<i>Argument</i>	The writer proposes a strong argument for or against Darwin’s theory, backed by factual data and the use of personal opinion	The writer proposes a clear argument, but lacks some factual data and/or the letter contains a lack of personal opinion.	The argument is unclear and poorly stated.
<i>Grammar</i>	There are no significant grammatical errors.	There are 2-3 minor grammatical errors.	Significant grammatical errors affect the overall clarity of the letter.
<i>Format</i>	The letter follows a standard letter format and is 7 or more sentences in length.	The letter has minor errors in formatting and/or is shorter than 5 sentences.	The letter is in improper format and is shorter than the required length.

Teacher: _____ Date(s): _____

Lesson #3

Subject: The New Imperialism 1800-191 Grade/Level: 10th Duration: 48 min.

Topic/Lesson Title: The West Meets Africa

Essential Question: When and why did slavery begin, and what was it like for the African people?

Lesson Goal: Engage with and explore a WebQuest on the beginnings of slavery and its effects on the African people.

This Lesson Will Take Place in the Library

R.I. Professional Teaching Standards: Teachers... **2.3** select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas; **5.1** design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills; **5.5** use tasks that engage students in exploration, discovery, and hands-on activities

National Standards in Historical Thinking: SS1 Analyze data presented in chronological order; SS2 Draw upon visual and literary sources

R.I. GLEs/GSEs: HP1 (9-12)-1 Students act as historians using a variety of tools; C&G3(9-12) - 2 Students demonstrate an understanding of how individuals and groups are denied their rights and responsibilities

Common Core: [RH.11-12.2](#) Determine the central ideas or information of a primary or secondary source; [WHST.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DoK Levels: Level Two: Interpret, Use Context Clues Level Three: Investigate

Objectives/Student Learning Competencies: What will your students know and be able to do as a result of this lesson?

- 6) Students will be able to identify and describe the four distinct regions of pre-Imperialist Africa.
- 7) Students will be able to demonstrate the successful navigation of a webpage to gather historical information regarding western Imperialism efforts in Africa.

Instructional Materials and Resources: What materials, manipulatives, visuals, technological resources (full citation using MLA or APA style), etc. will you need for this lesson? (Please

provide copies of any ancillary materials you will be using to your observer.)

Ellis, Elisabeth Gaynor., Anthony Esler, and Burton F. Beers. "Chapter 12: The New Imperialism." *World History: Connections to Today : The Modern Era*. Upper Saddle River, NJ: Prentice Hall, 2003.

"Europeans Come to Western Africa." *The Terrible Transformation*. PBS/WGBH, 1999. Web. 01 Dec. 2012. <<http://www.pbs.org/wgbh/aia/part1/1narr1.html>>.

Instructional Sequence: What instruction and learning is going to take place? How is each activities connected to the objectives? How long will each activity take to be completed? Explain your rationale for each of your choices.

ACTIVITIES	TIME	RATIONALE
<p>Engage and Elicit Phase:</p> <p>- Show Map of Africa on Projector/TV</p> <p>Students will begin the class by journaling on what they know about Africa. The prompt will simply be “Write down everything that you know about Africa. Do not worry about format, just write for 3 minutes.” They can include geographical, cultural, and/ or historical information, etc.</p> <p>Short discussion</p>	<p>5min.</p>	<p>This activity serves multiple purposes. First, it immediately captures the students in a writing activity so that they are focused and writing from the moment that they walk in to the classroom. Secondly, this journal entry will serve as an excellent initial formative assessment judging what students already know about Africa. Judging from my own experiences in high school, it is often a continent whose history is forgotten. Thus, this journal entry will allow me to see how much my students know before I teach the second lesson on Africa the following day.</p>
<p>Explain Phase:</p> <p>These guided notes present the students with the necessary factual information they will need to understand western Imperialism on the African content. The focus of this guided notes section will be:</p> <p>-Africa Pre-Imperialism -Initial Contact</p>	<p>10min.</p>	<p>Using a guided notes sheet allows students to write and internalize key terms without the need to be concerned with writing and understanding every word in the presentation. This will help those students who may write slower, as well as students who struggle to process auditory information.</p>

<p>I will engage students throughout this fifteen minute section with questions and anecdotes ensuring that they are focused and on task. In addition, I will continually question students to check for understanding. A copy of the guided notes is attached below.</p>		
<p>WebQuest – Introduction and Explanation</p> <p>I will use this time to explain how the WebQuest will work and break the students in to pairs.</p> <p>To help in the explanation, I will use the instruction sheet attached .</p>	5min.	<p>One of the most important parts of group work is properly explaining the tasks for students. Outlining exactly what they should be doing during the activity helps students stay on task and stay focused.</p>
<p>Explore Phase:</p> <p>The students will work in pairs, following a guided WebQuest and utilizing the PBS generated website “Europeans Come to Western Africa”</p> <p>The guide for the WebQuest is attached below</p> <p>During this time I will be walking around the library, questioning students and ensuring they are on task.</p>	25min	<p>This WebQuest serves two purposes. First, it is an opportunity for students to engage with technology. This format, an online webpage, is one they are familiar with and will need to become familiar with for future research. Secondly, the format allows students to explore the content on their own terms. This process can be both engaging and exhilarating for the students.</p>
<p>Handout Notes for Next Class</p>	3min	<p>Students will need these notes for the next class. They will read the information tonight to participate in the next class. They will be encouraged to bring the note sheet back next class to use/reference it. A sample of this note sheet is attached to the <i>next</i> lesson plan in this unit.</p>

Provision for Individual Differences: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

The theorist Howard Gardner articulated seven unique learning strengths in students. Of those seven individual learning preferences, I have incorporated three of them into my lesson plan. These three preferences are articulated below.

Visual-Spatial: These learners enjoy multimedia, charts, photographs, and other modeling. They learn best when they can manipulate and visual information in spatial relationships. As a result, the WebQuest, which contains many different forms of media including engravings and maps, will greatly appeal to them.

Interpersonal: Having students work in pairs when completing the WebQuest encourages the discussion of thoughts and ideas. Interpersonal students learn best when discussing with other students their knowledge and feelings towards a topic, thus working in pairs in this activity caters well to them, as it allows them to discuss their knowledge and feelings about the historical perspectives provided, as well as ask questions directed towards one another.

Intrapersonal: While the WebQuest based on an interpersonal style of learning, this lesson also accommodates intrapersonal learners. The guided notes activity is a way for intrapersonal students to have time to individually process the material without having to worry about conferring with other students, or participating in a class wide activity.

My lesson also incorporates both higher and lower level learners.

For lower level learners, I have provided guided notes to help focus lower level learners in their note taking. By having students to fill in only the important terms in the blank spaces provided, these terms will stand out most to them and they will not be distracted by trying to fill in other, less important information. However, this extra information will still be provided for them in the guided notes so that the important terms are connected in a meaningful manner.

For higher level learners, I will utilize my time during the WebQuest activity to encourage higher learners to think deeper about the task. I will be actively engaging with the students during this time and will be attentive to higher level learners, their engagement with the material, and their conversation with their partners.

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson?

This lesson will be based on three assessments. The first form of assessment is the formative assessment of the introductory journaling. The second formative assessment of the lesson will take place during the guided notes. During this time, I will be sure to check for student understanding by asking questions regarding the information provided. Lastly, the worksheet that

accompanies the WebQuest will serve as another assessment, demonstrating students' ability to navigate the webpage, as well as assess their knowledge on the information provided.

**An Introduction to Imperialism
Guided Notes**

Name: _____

Africa before Imperialism (Pre-1850)

Africa is a massive continent with an incredibly wide variety of people. Before 1850, the people there spoke _____ languages and had a wide variety of individual _____. Most people lived in smaller, _____ communities.

In order to better understand the continent, it is helpful to break it down into four different regions.

1. _____
2. _____
3. _____
4. _____

1. North Africa

This region is dominated by the massive _____ Desert. However, there is some land along the Mediterranean that is good for _____. During the early 1800s, this land was mostly under the rule of the _____ empire.

2. West Africa

In the early 1800s, an _____ reform movement brought about significant change in this African region.

During this time there was a _____, or a holy struggle, to revive and purify Islam. The result was several new Muslim states, built on trade, farming, and _____.

3. East Africa

Unlike in the West, Islam had long been influential in Eastern Africa. The region was known for profitable _____, often in slaves. Other goods included ivory and _____.

4. South Africa

This region was in turmoil throughout most of the 1800s. There were mass _____ throughout the region, and internal struggle led to considerable _____ from the region.

European Contact

Europeans made contact with the African people through two main methods. The first was through A. _____ and the second through B. _____.

A. Explorers

In the early 1800s, European explorers began pushing into the _____ of the African continent. Explorers such as Mungo Park and _____ set out to map the course of the Niger, Nile, and Congo _____. While they were excellent geographers, these explorers had little understanding of the African _____ and _____.

One of the best known explorers is _____, a Scottish explorer who spent over 30 years in Africa. He also adamantly opposed the _____.

B. Missionaries

Missionaries, persons sent to promote a particular religious belief in a foreign country, followed explorers across the African continent. These missionaries were mostly Catholic and _____. They had an honest desire to help the African people, and built churches, schools, and _____.

However, like most westerners, many missionaries viewed African culture as _____, and urged them to reject their own traditions.

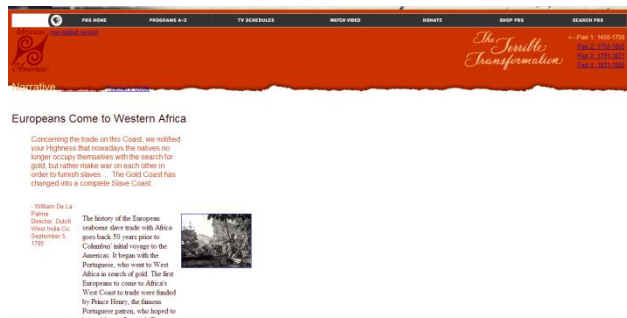
Europeans Come to Western Africa WebQuest

Name: _____

Enter the following website into your browser:

<http://www.pbs.org/wgbh/aia/part1/1narr1.html>

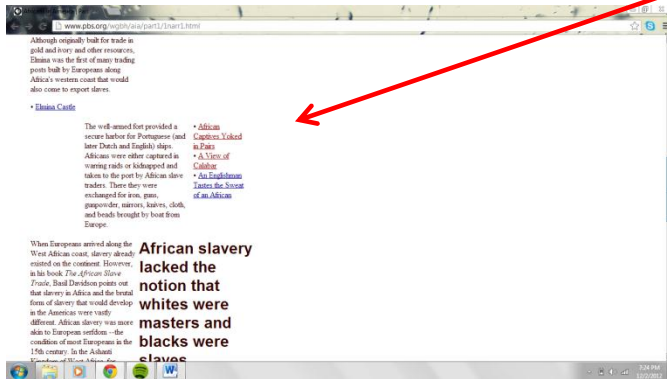
You should see the following home screen:



Browse through the text on this home page, and answer the following question with your partner in complete sentences. You only have to hand in one sheet.

1. What European nation was the first to travel to West Africa? What were they searching for? When did they arrive?
2. Did slavery exist in Africa before the arrival of Europeans? How was it different than the European form of slavery?
3. What was the new market for Slaves that Columbus discovered?

After answering these questions, click on the three links next to the text, highlighted in blue:



With your partner, view these three images (in the three different links) and answer the questions in complete sentences below:

1. What stands out to you most about the engraving *African Captives Yoked in Pairs*?
2. In *A View of Calabar*, what emotions are the African people expressing in the bottom image? Why do you think they feel this way?
3. In *An Englishman Tastes the Sweat of an African*, (top image) why do you think the Englishman is performing this action? What does it say about the relationship between the Europeans and Africans?

Teacher: _____ Date(s): _____

Lesson #4

Subject: The New Imperialism 1800-1914 Grade/Level: 11th Duration: 48min

Topic/Lesson Title: The Scramble for Africa

Essential Question: What does the role of Africa in the Berlin Conference suggest about European attitudes towards African Imperialism and Imperialism as a whole?

Lesson Goal: By effectively role playing the Berlin Conference, students will experience firsthand the injustice done to Africa.

R.I. Professional Teaching Standards: Teachers... **2.5** represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives; **5.5** use tasks that engage students in exploration, discovery, and hands-on activities; **8.1** use a variety of communication strategies (e.g. listening, restating ideas, questioning, offering counter examples) to engage students in learning

National Standards in Historical Thinking: SS2 Interpret historical narratives imaginatively; SS5 Identify issues and problems in the past

R.I. GLEs/GSEs: HP3 (9-12)-2 Students make personal connections in an historical context C&G3 (9-12)-2 Students demonstrate an understanding of how individuals and groups exercise or are denied their rights

Common Core: [RH.11-12.3](#) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence; [WHST.11-12.1b](#) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

DoK Levels: Level Three: Use Concepts to Solve Non-Routine Problems, Assess

Objectives/Student Learning Competencies: What will your students know and be able to do as a result of this lesson?

- 8) Students will be able to demonstrate an understanding of the role of African nations at the Berlin Conference by participating on a Mock Conference.
- 9) Students will be able to demonstrate an understanding of how Imperialism in Africa detrimentally affected the African people by answering the questions on the Exit Slip.

Instructional Materials and Resources: What materials, manipulatives, visuals, technological resources (full citation using MLA or APA style), etc. will you need for this lesson? (Please provide copies of any ancillary materials you will be using to your observer.)

Ellis, Elisabeth Gaynor., Anthony Esler, and Burton F. Beers. "Chapter 12: The New Imperialism." *World History: Connections to Today : The Modern Era*. Upper Saddle River, NJ: Prentice Hall, 2003.

"Brief History of the Berlin Conference: Creating a Better Africa." *Brief History of the Berlin Conference*. N.p., n.d. Web. 02 Dec. 2012.
<<http://teacherweb.ftl.pinecrest.edu/snyderd/MWH/Projects/mun-bc/history.htm>>

Map Image provided by:

"Martin's Modern World History." *Martins Modern World History*. N.p., n.d. Web. 02 Dec. 2012. <<http://www.martinsmwh.com/>>.

Instructional Sequence: What instruction and learning is going to take place? How is each activities connected to the objectives? How long will each activity take to be completed? Explain your rationale for each of your choices.

ACTIVITIES	TIME	RATIONALE
<p>Engage & Elicit - Brief Overview of Notes Sheet</p> <p>Students were instructed in the last lesson to read over this notes sheet. I will spend the first five minutes of class briefly going over the note sheet by asking some direct questions to create interest and asking students if they have any questions.</p>	<p>5min.</p>	<p>This will serve as a formative assessment to ensure that the students read the information and are familiar enough with it to participate in the activity that will follow.</p> <p>If this assessment reveals that they need more assistance in going over this information, I can provide it at this time and shorten the activity time below.</p> <p>The note sheet is attached to the lesson plan.</p>
<p>Explore Phase: <u>Mock Berlin Conference</u> Students will be broken into</p>	<p>15min.</p>	<p>This activity is the heart of the lesson. It is designed for students to firmly grasp the unfair nature of the conference with Africa being left out. In addition, it is a chance for students to role play and, therefore, better understand the</p>

<p>four groups representing Great Britain, France, Portugal and Africa. They will be provided a map (attached below) that designates the natural resource rich areas of the continent. In their small groups, they are to determine how they wish to divide up the continent. Further instructions are attached below.</p> <p>The group representing Africa will participate in this activity, but they will have no say in the later portion of the activity, as African nations were not representing at the Berlin Conference.</p>		<p>motivations of the countries involved.</p>
<p>Explain Phase:</p> <p><u>Mock Berlin Conference – Continued</u></p> <p>After dividing up the continent on their own, I will bring the group together as an entire class. Projecting a copy of the African continent on the white board, I will serve as mediator and carve up the continent (colored markers) using the input of the groups representing Great Britain, France, and Portugal. The group representing Africa will sit quietly during this activity, only observing.</p>	<p>10min.</p>	<p>See above.</p>
<p><u>Mock Berlin Conference – Discussion</u></p> <p>After we have agreed on how to carve up the map, there will be a class wide discussion. The questions to guide this</p>	<p>10min</p>	<p>I will be particularly interested in how the students representing Africa respond to the activity. The goal is that these students become somewhat frustrated and thus elucidate how the Berlin Conference was highly unfair and unjust.</p>

discussion are attached to the map packet.		
Evaluate Phase: Exit Slip This is a time for students to work quietly and individually to express their thoughts on the exit slip.	6min	I feel like an exit slip is particularly important for this lesson. This will provide an opportunity for students who did not feel comfortable sharing with the entire class can share their emotions about the lesson in the exit slip. In addition, it serves as an assessment of whether or not students met the learning objectives.

Provision for Individual Differences: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

The theorist Howard Gardner articulated seven unique learning strengths in students. Of those seven individual learning preferences, I have incorporated three of them into my lesson plan. These three preferences are articulated below.

Visual-Spatial: These learners enjoy multimedia, charts, photographs, and other modeling. They learn best when they can manipulate and visual information in spatial relationships. As a result, the portion of the group assignment which asks them to manipulate and alter the map will greatly appeal to them, and help them master the geography of the African continent.

Interpersonal: Having students work in groups to divide up the African content will require them to work together and work through competing ideas. Interpersonal students learn best when discussing with other students their knowledge and feelings towards a topic, thus working in this way during the group activity caters well to them, as it allows them to discuss their knowledge and feelings about the historical perspectives provided, as well as ask questions directed towards one another.

Intrapersonal: The exit slip caters most to these learners. While I hope the class discussion will be fruitful for all students, there will be some that are reluctant to participate and share their true thoughts. Therefore, the exit slip will provide them time to write down their own thoughts in a more private way.

My lesson also incorporates both higher and lower level learners.

For lower level learners, I have utilized heterogeneous grouping for the map activity and mock Berlin Conference. The theory behind this is that higher level learners within these groups will engage with the lower level or reluctant learners, and push them to think deeper and see the topic in a different light than they would on their own.

For higher level learners, I will utilize my time during the group activity to encourage higher learners to think deeper about the task. I will be actively engaging with the students during this

time and will be attentive to higher level learners, their engagement with the material, and their conversation with their partners.

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson?

The main form of assessment for this lesson will be the classroom discussion at the end of the activity, as well as how students explain and defend their partitioning of the continent. I will be attentive to both how many times students participate in the discussion, and the quality of their participation. In addition, I will consider student input on the exit slip as participation, as some students may feel less comfortable than others participating in the class discussion.

Notes Sheet: The Scramble for Africa

(*Will be read by students *before* class*)

-Beginning with King Leopold of Belgium in the 1860s, European powers began to fight for various territories on the African continent.

-The European powers wanted the regions that had the best natural resources, such as gold and iron deposits. In addition, they wanted to block other powers from obtaining land, a motive fueled by nationalism.

-In order to avoid bloodshed and fighting among Western Nations, the European powers interested in African territory held a conference in Berlin, Germany, in 1884.

-At the time of the conference, later known as The Berlin Conference, only the coastal areas of the African continent had come under the control of European powers.

-As a result, at the conference the fourteen European nations present designed a system to carve out the rest of the African continent, including the interior (or middle).

-Some of the major powers present included Britain, France, Germany, Spain, and Portugal.

-These powers made several agreements. These included:

- Free trade in the Congo Basin (South Central Africa)
- Once a protectorate was formed, every other European nation must be alerted immediately
- A country which claimed a protectorate was responsible for maintain political stability there

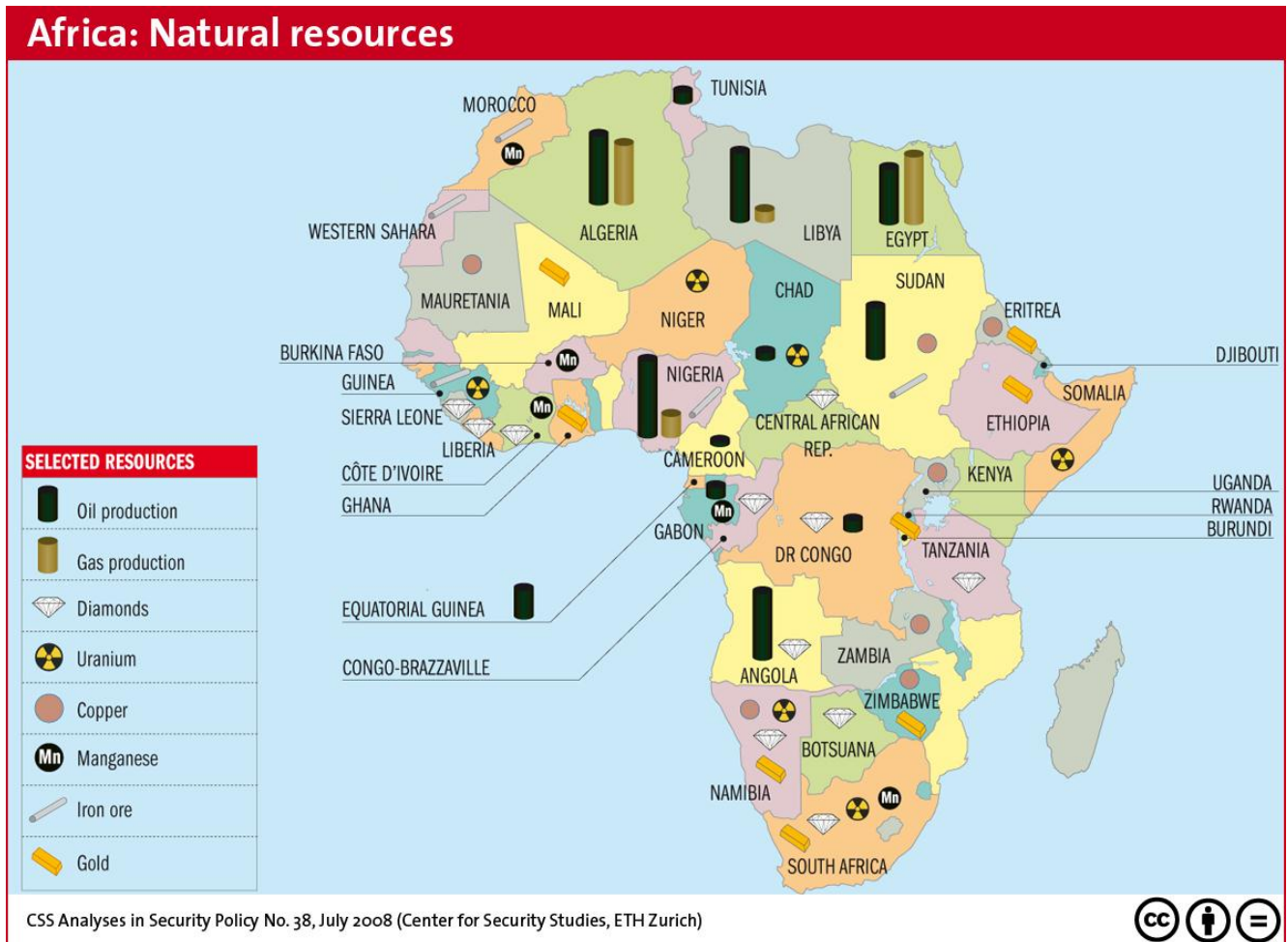
Mock Berlin Conference: Instructions

Name(s):

Country:

You will be representing one of four nations: Great Britain, France, Portugal, and Africa.

With your group members, study the map below that shows the important resources on the African continent. Keep in mind that you are living in the 1800s, so some resources (such as Uranium) that are useful now, were not useful then.



With this knowledge, divide up the continent for your country by drawing (in pen) the regions that you wish to control. Here are a few guidelines you must abide by:

- You cannot control more than approximately 50% of the continent (use your best judgment as to what amounts to 50%).
- Keep in mind the geography of the country (i.e. where there are major deserts)
- You should not abide by the modern territorial lines currently drawn on the map above, put your own territories wherever you wish.

- You will be required to DEFEND how you divided up the continent

When you have finished, discuss with your group members how you will defend the way in which you partitioned the country.

To help you form your defense, take time to answer the following questions on a *separate sheet of paper*. Be sure to put every group members name on the paper.

- What concessions did you make to other nations?
- Why should other nations agree to this partitioning?
- What are the most important resources that you wanted to obtain?
- What motive of Imperialism played the biggest role in how you divided up the continent? (Economic, Political/Military, Humanitarian, Social Darwinism)
Explain.
- When you were dividing up the continent, what other powers/nations did you consider *most* in your decision - Great Britain, France, Portugal and/or Africa?
Why? *Explain.*

Class Discussion Questions:
Teacher's Copy

- What resource did you focus on most and why?
- Do you think you would have partitioned the country differently in the present day? Why or why not?
- How did you feel representing Africa?
- At any point did you consider how your partitioning would affect the people currently living there?
- Why were the opinions of important African heads of state ignored at the Conference?

Exit Slip:

In what ways was the Berlin Conference and 19th century Imperialism detrimental to the African people? What effect did the drawing of borders at the Conference have on African natives?



Exit Slip:

In what ways was the Berlin Conference and 19th century Imperialism detrimental to the African people? What effect did the drawing of borders at the Conference have on African natives?



Teacher: _____ **Date(s):** _____

Lesson #5

Subject: The New Imperialism 1800-1914 **Grade/Level:** 11th **Duration:** 48min

Topic/Lesson Title: Challenges to the Muslim World

Essential Question: Why was the Muslim World in decline in the 19th century?

Lesson Goal: Identify the major reasons for the decline of the Muslim World.

R.I. Professional Teaching Standards: Teachers... **5.1** design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills; **5.5** use tasks that engage students in exploration, discovery, and hands-on activities; **8.1** use a variety of communication strategies (e.g., listening, restating ideas, questioning, offering, counter examples) to engage students in learning

National Standards in Historical Thinking: SS2 Reconstruct the literal meaning of history, SS3 Analyze cause and effect relationships

R.I. GLEs/GSEs: HP2 (9-12)-3 Students show understanding of change over time, C&G1(9-12)-2 Students demonstrate an understanding of how sources of authority and power can be changed over time

Common Core: [WHST.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; [RH.11-12.2](#) Determine the central ideas or information and provide an accurate summary that makes clear the relationships among the key details and ideas.

DOK Levels: Level Three: Hypothesize, Construct, Formulate

Objectives/Student Learning Competencies: What will your students know and be able to do as a result of this lesson?

10) Students will be able to identify and explain the main factors leading to the collapse of the Muslim World in the 18th- 19th century.

11) Students will construct a creative project (Top Ten List) to demonstrate the decline of the Muslim World.

Instructional Materials and Resources: What materials, manipulatives, visuals, technological resources (full citation using MLA or APA style), etc. will you need for this lesson? (Please provide copies of any ancillary materials you will be using to your observer.)

Ellis, Elisabeth Gaynor., Anthony Esler, and Burton F. Beers. "Chapter 12: The New

Imperialism." *World History: Connections to Today : The Modern Era*. Upper Saddle River, NJ: Prentice Hall, 2003.

Lane, Barry, and Miles Bodimeade. *51 Wacky We-search Reports: Face the Facts with Fun!* Shoreham, VT: Discover Writing, 2003.

Instructional Sequence: What instruction and learning is going to take place? How is each activities connected to the objectives? How long will each activity take to be completed? Explain your rationale for each of your choices.

ACTIVITIES	TIME	RATIONALE
<p>Elicit & Engage Phase:</p> <ul style="list-style-type: none"> - Journal: “What is ‘the Muslim World’?” -Geography -History -Population -Culture <p>Students will begin the class by journaling on what they know about the Muslim world. The prompt will simply be “What is the Muslim world?” They can include geographical, cultural, and/ or historical information, etc.</p>	5min.	<p>This activity serves multiple purposes. First, it immediately captures the students in a writing activity so that they are focused and writing from the moment that they walk in to the classroom.</p> <p>Secondly, this journal entry will serve as an excellent initial formative assessment, judging what students already know about the Muslim World.</p>
<p>Explain Phase:</p> <p>These guided notes present the students with the necessary factual information they will need to understand the Muslim world well enough to complete the activity that follows. The focus of this guided notes section will be:</p> <ul style="list-style-type: none"> -Who Were The Major Muslim Powers? -Explain Internal Strife in the Ottoman Empire -What was Egypt’s role in the West? 	10min.	<p>Using a guided notes sheet allows students to write and internalize key terms without being concerned with writing and understanding every word in the presentation. This will help those students who may write slower, as well as students who struggle to process auditory information.</p>

<p>I will engage students throughout this ten minute section with questions and anecdotes, ensuring that they are focused and on task. In addition, I will continually question students to check for understanding.</p> <p>A copy of the guided notes is attached below.</p>		
<p><u>Group Activity: Top Ten List</u></p> <p>-Explanation and Instructions -Breaking into Groups</p> <p>I will use this time to explain how the Top Ten List activity works, as well as break the students into predetermined groups. To help in the explanation, I will use the instruction sheet attached below. Each student will receive one of these sheets.</p>	5min.	Having a clear explanation of what an activity consists of is essential for keeping students engaged and on task. In addition, it is essential for students to succeed in completing the given task.
<p>Explore Phase:</p> <p><u>Group Activity: Top Ten List</u></p> <p>-Students Work</p> <p>During this time I will be walking around the classroom, ensuring students are engaged and providing questioning where necessary.</p>	25min	The students will work in groups to complete the Top Ten list as instructed below. <p>All necessary materials are attached.</p>
<p>Evaluate</p> <p>Students will fill out exit slips individually.</p>	3min	The exit slip is an important part of every lesson for a reflective teacher. While I will be able to reflect on the lesson myself, it will be helpful to see anonymous student input on what worked and what did not. Therefore, I will ask students to take the final few minutes to briefly reflect on the lesson and any questions they may have. <p>The exit slip is attached below.</p>

Provision for Individual Differences: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

The theorist Howard Gardner articulated seven unique learning strengths in students. Of those seven individual learning preferences, I have incorporated three of them into my lesson plan. These three preferences are articulated below.

Linguistic: These learners learn best by manipulating terms and concepts. The Top Ten List task asks them to manipulate the terms and concepts presented in the guided notes into a creative final product. Thus, linguistic learners should respond well to this task.

Interpersonal: Having students work in groups when while brainstorming and completing the chart for the Top Ten List should cater to interpersonal learners. Interpersonal students learn best when discussing with other students their knowledge and feelings towards a topic, thus working in groups in this activity allows them to discuss their knowledge about the Muslim World with others, as well as ask questions in a smaller groups setting.

Intrapersonal: While the brainstorming and initial portion of the Top Ten List is completed in groups, this lesson also accommodates intrapersonal learners. The guided notes activity is a way for intrapersonal students to have time to individually process the material without having to worry about conferring with other students, or participating in a class wide activity. In addition, each student will create his or her own Top Ten List after the group brainstorming. Thus, intrapersonal learners will have time to privately express themselves in this format.

My lesson also incorporates both higher and lower level learners.

For lower level learners, I have provided guided notes to help focus lower level learners in their note taking. By allowing them to fill in the important terms in the blank spaces provided, these terms will stand out most to them and they will not be distracted by trying to fill in other, less important information. However, this extra information will still be provided for them in the guided notes so that the important terms are connected in a meaningful manner.

For higher level learners, I will utilize my time during the Top Ten List brainstorming to encourage higher learners to think more deeply about the task. I will be actively engaging with the students during this time and will be attentive to higher level learners, their engagement with the material, and their conversation with their partners.

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson?

The assessment from this lesson will be based on the Top Ten List that students will create in class. If they do not finish the assignment in class, they may turn it in the following day at the beginning of class. It will be assessed based on the attached rubric.

Challenges to the Muslim World Guided Notes

Name: _____

What is the Muslim World?

Geographically, the Muslim World in 1850 spanned from Northern Africa, across Mediterranean and Red Seas, and through much of modern day Iran. It is highlighted below.



The Major Muslim Powers

At the turn of the 16th century, three major powers dominated the Muslim world, the Mughals, the _____, and the Safavids.

By the 1700s, all of these empires were in _____.

This was due to three main factors.

1. Loss of government control over nobles/military
2. Corruption
3. Religious leaders conflict with political leaders

Internal Strife in the Ottoman Empire

This decline led to attempted _____. Most of these movements stressed _____ piety and strict rules of behavior. Examples of these types of reform include the _____ movement in Arabia, and the struggle of Usman dan Fodio _____

_____.

However, the reforms ultimately had little success. By the 1800s, strong regional rulers called _____ were increasing their power throughout the Ottoman Empire.

In addition, because the Ottoman Empire contained a wide multitude of ethnicities, internal strife was a continuous problem due to _____ revolts.

Seeing these weaknesses, European powers sought to benefit. _____ seized Algeria in the 1830s and _____ looked to gain land in the Ottoman Empire as well. Soon, Great Britain also became involved, looking to thwart Russia's attempt to gain land near important waterways.

Egypt and the West

In 1800, Egypt represented a unique _____ region within the Ottoman Empire. At the hands of the great reformer _____ (no relation to the boxer), Egypt looked to modernize their region along _____ ideas. This included improving tax collection, reorganizing landholding, and increasing local _____.

However, after Ali died, Egypt lost much of its power, and came increasingly under _____ control. Then, in 1859 a French entrepreneur named _____ organized a company to build the _____ connecting the Red Sea and the _____ Sea along Egypt's northern border. The Canal greatly shortened the sea route from Europe to South and East Asia, and thus was greatly coveted by many Western nations.

Finally, in 1882, Egyptian _____ sought to revolt against foreign influence. Their fight failed, and ultimately Britain made Egypt a _____.

Now that you have a list of facts, it's time to have some fun. Choose the best six to eight facts from the list above. These will form the main topics of your Top Ten list. Next, think of some creative, funny facts that you could sprinkle in to your list. Your #1 reason should be truthful, but also a humorous.

Example:

Top Eight Reasons Why I Want to be a Grizzly Bear

- 8. I could stand 10 feet tall
- 7. I could weight over 1,000 pounds.
- 6. I could smell a rotting carcass 2 miles away
- 5. I could kill a cow with one blow
- 4. I could run 40 miles per hour
- 3. I could outrun a horse
- 2. I could outswim an Olympian

And the number one reason why I want to be a Grizzly Bear is...

I could sleep from October to May!

Use the chart above to create your own creative, humorous Top Ten List!

You will be assessed based on the attached rubric.

Student Name: _____

CATEGORY	3 Distinguished	2 Proficient	1 Emerging
<i>Required Elements</i>	The Top Ten List includes seven or more facts, as well as additional, creative information.	The Top Ten List includes at least seven facts and modest creativity.	The Top Ten list lacks the necessary factual information and/or lacks creativity.
<i>Content - Accuracy</i>	All 7 facts on the list are accurate and detailed.	5-6 facts on the list are accurate and detailed.	3-4 or less facts on the list are accurate and detailed.
<i>Creativity</i>	Top Ten List demonstrates considerable effort in creativity.	Top Ten List demonstrates some creative effort.	Top Ten List demonstrates little to no creative effort.
<i>Grammar</i>	There are no major grammatical or spelling mistakes in the list.	There are 1-2 major grammatical or spelling mistakes in the list.	There are 3 or more major grammatical or spelling errors in the list.

Exit Slip:

What did you enjoy most about this class? What did you like least? What could be improved? Explain your answers.



What was the most interesting thing you learned about the Muslim world?

Do you have an unanswered question?

Teacher: _____ Date(s): _____

Lesson #6

Subject: The New Imperialism 1800-1914 **Grade/Level:** 11th **Duration:** 48min

Topic/Lesson Title: China: Internal Struggle and the New Imperialism

Essential Question: What impact did British Imperialism and the Treaty of Nanjing have on Chinese society?

Lesson Goal: Analyze the Treaty of Nanjing and evaluate its effect on the Chinese people.

R.I. Professional Teaching Standards: Teachers... **2.2** design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island's learning standards; **6.5** create learning groups in which all students learn to work collaboratively and independently

National Standards in Historical Thinking: SS4 Interrogate historical date SS5 Evaluate the implementation of a decision

R.I. GLEs/GSEs: HP1(9-12) -1 Students act as historians using a variety of tools, C&G3 (9-12) -2 Students demonstrate an understanding of how individuals and groups exercise or are denied their rights

Common Core: [RH.11-12.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

DOK Levels: Level Two: Use Context Clues Level Three: Cite Evidence, Draw Conclusions

Objectives/Student Learning Competencies: What will your students know and be able to do as a result of this lesson?

- 1.) After class discussion and the completion of a guided notes sheet, Students will be able to explain the significance of British Imperialism in China.
- 2.) Students will be able to demonstrate the ability to read and interpret the primary source document, the Treaty of Nanjing.

Instructional Materials and Resources: What materials, manipulatives, visuals, technological resources (full citation using MLA or APA style), etc. will you need for this lesson? (Please provide copies of any ancillary materials you will be using to your observer.)

Ellis, Elisabeth Gaynor., Anthony Esler, and Burton F. Beers. "Chapter 5: The Enlightenment and the American Revolution." *World History: Connections to Today : The Modern Era*. Upper Saddle River, NJ: Prentice Hall, 2003.

"Excerpts from the Treaty of Nanjing, August, 1842." *Asia for Educators*. Columbia University, n.d. Web. <http://afe.easia.columbia.edu/ps/china/nanjing.pdf>

Instructional Sequence: What instruction and learning is going to take place? How is each activities connected to the objectives? How long will each activity take to be completed? Explain your rationale for each of your choices.

ACTIVITIES	TIME	RATIONALE
<p>Elicit & Engage Phase:</p> <p>Connection to Prior Learning</p> <ul style="list-style-type: none"> - Discussion/ review of yesterday's material through questioning and shared discussion -Answer questions 	<p>5min.</p>	<p>This introduction serves two purposes. First of all, it will simply engage the students in some light discussion to get them interested in the topic and ready to begin learning.</p> <p>Secondly, it will serve in many ways as a formative assessment for me to judge how the lesson yesterday went. By actively reviewing the material, asking students questions, etc. I will be able to judge if there are any areas that may need more attention before I move on to new material.</p>
<p>Explain Phase:</p> <p>These guided notes present the students with the necessary factual information they will need to understand the primary source document that I will utilize in the following section. The notes will touch upon the following points:</p> <ul style="list-style-type: none"> -Chinese Trade pre-1800 -The Opium Trade -The Opium War <p>I will engage students throughout this fifteen minute section with questions and anecdotes, ensuring that they are focused and on task. In addition, I will continually question students to check for understanding.</p> <p>A copy of the guided notes is attached below.</p>	<p>10min.</p>	<p>Using a guided notes sheet allows students to write and internalize key terms without being concerned with writing and understanding every word in the presentation. This will help those students who may write slower, as well as students who struggle to process auditory information.</p>

<p>Explore Phase: <u>Analysis – The Treaty of Nanjing</u></p> <p>This will be a group activity focused on analyzing a primary source document. Three groups will work together to analyze one section of the Treaty of Nanjing.</p> <p>The document is provided below, as well as the group instructions. Each group will also have to work together to answer the questions that accompany their section. These questions are also provided below.</p>	<p>10min.</p>	<p>One of the most important skills students need to learn is how to act as historians and interpret primary sources. This activity provides students the opportunity to work together to read, analyze, and discuss an important primary source document dealing with 19th century Imperialism. Students may use colored markers to highlight important information.</p>
<p>Explore Phase Cont. <u>Class Discussion – Treaty of Nanjing</u></p> <p>After each group has answered the questions to their section, we will meet together as a class to discuss what each group discovered about the document. I will only moderate this discussion and will refrain from adding my own opinions or comments as much as possible. This way, the students will truly be learning the information from one another during this class-wide discussion.</p>	<p>10min</p>	<p>This activity emphasizes another important skill – verbal expression and sharing of ideas. The goal is that students will be able to largely carry on the discussion themselves, properly citing historical information and the document itself when necessary.</p>
<p>Explain Phase: This is the second portion of guided notes regarding China and the New Imperialism. This section informs students about</p>	<p>10min</p>	<p>The information in this shared discussion will be particularly useful in determining the benefits and deterrents of Imperialism for the debate at the end of the unit.</p>

<p>the consequences of the Opium War and the Treaty of Nanjing, which they just read and discussed.</p> <p>See above “Guided Notes” for details.</p>		
<p>Evaluate: “Was the Treaty of Nanjing fair for all parties? Did the British have an obligation to treat the Chinese in a fairer manner? Why or why not?”</p> <p>Students will work individually to complete this task.</p>	<p>3min</p>	<p>This journal entry asks students to formulate an opinion based on the facts that they have been provided earlier in the lesson. Thus, in many ways it will serve as a formative assessment to see what the students have grasped from the lesson.</p> <p>Furthermore, the journal provides an opportunity for students who did not feel comfortable fully participating in the classroom discussion to share any thoughts or feelings they may have about the material.</p>

Provision for Individual Differences: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

The theorist Howard Gardner articulated seven unique learning strengths in students. Of those seven individual learning preferences, I have incorporated three of them into my lesson plan. These three preferences are articulated below.

Linguistic: These learners thrive on the use of words, enjoy reading, and have high auditory skills. The guided notes combine both reading of the text provided, as well as using auditory skills to fill in the blanks. As a result, these learners should find the guided notes to be particularly useful for the learning.

Interpersonal: Having students work in groups to complete the Treaty of Nanjing activity encourages the discussion of thoughts and ideas. Interpersonal students learn best when discussing with other students their knowledge and feelings towards a topic, thus working in groups in this activity caters well to them, as it allows them to discuss their knowledge and feelings about the historical perspectives provided, as well as ask questions directed towards one another.

Intrapersonal: Intrapersonal learners learn best when they are given time to privately express their thoughts and opinions. As a result, I have provided time for these types of learners to journal at the end of the lesson. The journal question purposefully attacks the main focus of the lesson so that these students have an equal opportunity to express their understanding of the

lesson, even if they do not fully participate in the group discussion.

My lesson also incorporates both higher and lower level learners.

For lower level learners, I have provided guided notes to help focus lower level learners in their note taking. By allowing them to fill in the important terms in the blank spaces provided, these terms will stand out most to them and they will not be distracted by trying to fill in other, less important information. However, this extra information will still be provided for them in the guided notes so that the important terms are connected in a meaningful manner.

For higher level learners, I will utilize my time during the Treaty of Nanjing activity to encourage higher learners to think deeper about the task. I will be actively engaging with the students during this time and will be attentive to higher level learners, their engagement with the material, and their conversation with their partners.

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson?

The major form of assessment in this lesson will be the questions and group discussion on the Treaty of Nanjing. I will collect the questions and mark them as a grade. In addition, during the class discussion, I will be taking note of the number of times students participate, as well as the quality of their participation. Lastly, the journal prompt at the end of the lesson will serve as a formative assessment to see how much the students understood regarding the Treaty of Nanjing.

China and the New Imperialism
Guided Notes

Name: _____

Section 1: The Trade Issue and the Opium War

Pre-1800 China

Before 1800, Chinese rulers placed strict _____ on foreign traders. China sold silk, porcelain, and _____ to European traders in exchange for gold and silver. During this time, China benefited from a _____, exporting more than it imported.

However, this changed in the late 1700s, when British merchants began making massive profits by trading _____ for Chinese tea. Due to the addictive nature of the drug, China was soon experiencing a _____, buying more from Europeans than they sold to them.

As a result, the Chinese government outlawed opium and executed Chinese drug dealers. They called on Britain to _____ the trade, but the British refused. Tension between the two nations grew, finally resulting in a clash between Chinese warships and British merchants in 1839. This clash triggered what would become known as the _____.

The Chinese were at a significant disadvantage in the war, as British _____, equipped with the latest in firepower, quickly crushed Chinese ships. The Chinese also had outdated weapons and fighting methods.

The result was a decisive British victory. In 1842, Britain made China accept the _____. Within this treaty, Britain received a huge _____, or payment for losses in the war. They also gained the territory of _____. In addition, British citizens were to enjoy _____ in China - that is the right to live under their own laws and be tried in their own courts, despite being in Chinese territory.

The Chinese indemnity in particular would have serious negative consequences for the country.

* * * * *

Section 2: The Taiping Rebellion

Due to the large indemnity, as well as massive _____ due to unreliable irrigation systems, by the 1800s the Qing dynasty of China was in decline.

As poverty and misery increased, peasants began to _____. One particular rebellion, the _____, from 1850-1864, was particularly devastating. Led by _____, a village schoolteacher, the rebellion called for land reform, equality among men and women, and an end to the Qing dynasty.

Ultimately, the rebellion caused between 20 and 30 _____ deaths. While the Qing dynasty survived, it was considerably weaker and in dire need of reform.

Primary Source: The Treaty of Nanjing

Primary Source Document with Questions (DBQs)

Introduction

Following China's defeat by the British in the Opium War of 1839-1842, the following conditions were imposed on the Chinese government by the British in a treaty signed in the city of Nanjing (Nanking).

Document Excerpts with Questions

From *Changing China: Readings in the History of China from the Opium War to the Present*, by J. Mason Gentzler (New York: Praeger Publishers, 1977). © 1977 Praeger Publishers. Reproduced with the permission of the publisher. All rights reserved.

EXCERPTS FROM THE TREATY OF NANJING, AUGUST 1842

Article I

There shall henceforth be Peace and Friendship between ... (England and China) and between their respective Subjects, who shall enjoy full security and protection for their persons and property within the Dominions of the other.

Article II

His Majesty the Emperor of China agrees that British Subjects, with their families and establishments, shall be allowed to reside, for the purpose of carrying on their commercial pursuits, without molestation or restraint at the Cities and Towns of Canton, Amoy, Foochowfu, Ningpo, and Shanghai, and Her Majesty the Queen of Great Britain, etc., will appoint Superintendents or Consular Officers, to reside at each of the above-named Cities or Towns, to be the medium of communication between the Chinese Authorities and the said Merchants, and to see that the just Duties and other Dues of the Chinese Government as hereafter provided for, are duly discharged by Her Britannic Majesty's Subjects.

Article III

It being obviously necessary and desirable, that British Subjects should have some Port whereat they may careen and refit their Ships, when required, and keep Stores for that purpose, His Majesty the Emperor of China cedes to Her Majesty the Queen of Great Britain, etc., the Island of Hong-Kong, to be possessed in perpetuity by her Britannic Majesty, Her Heirs and Successors, and to be governed by such Laws and Regulations as Her Majesty the Queen of Great Britain, etc., shall see fit to direct.

Article V

The Government of China having compelled the British Merchants trading at Canton¹ to deal exclusively with certain Chinese Merchants called Hong merchants (or Cohong) who had been licensed by the Chinese Government for that purpose, the Emperor of China agrees to abolish that practice in future at all Ports where British Merchants may reside, and to permit them to carry on their mercantile transactions with whatever persons they please, and His Imperial Majesty further agrees to pay to the British Government the sum of Three Millions of Dollars, on account of Debts due to British Subjects by some of the said Hong Merchants (or Cohong) who have become insolvent, and who owe very large sums of money to Subjects of Her Britannic Majesty.

Article VII

It is agreed that the Total amount of Twenty-one Millions of Dollars, described in the three preceding Articles, shall be paid as follows:

Six Millions immediately.

Six Millions in 1843 ...

Five Millions in 1844 ...

Four Millions in 1845 ...

Article IX

The Emperor of China agrees to publish and promulgate, under his Imperial Sign Manual and Seal, a full and entire amnesty and act of indemnity, to all Subjects of China on account of their having resided under, or having had dealings and intercourse with, or having entered the Service of Her Britannic Majesty, or of Her Majesty's Officers, and His Imperial Majesty further engages to release all Chinese Subjects who may be at this moment in confinement for similar reasons.

Article X

His Majesty the Emperor of China agrees to establish all the Ports which are by the 2nd Article of this Treaty to be thrown open for the resort of British Merchants, a fair and regular Tariff of Export and Import Customs and other Dues, which Tariff shall be publicly notified and promulgated for general information, and the Emperor further engages, that when British Merchandise shall have once paid at any of the said Ports the regulated Customs and Dues agreeable to the Tariff, to be hereafter fixed, such Merchandise may be conveyed by Chinese Merchants, to any Province or City in the interior of the Empire of China on paying further amount as Transit Duties which shall not exceed the tariff value of such goods.

Name: _____

Group 2: Articles III, V, and VII

1. What does Article III promise to England? (Hint: It is a territory.)
2. Article V opens free trade to all British merchants. How is this different from pre-1800s China? Consult your notes.
3. Article VII discusses the Chinese indemnity. What is an indemnity? How do you think this will affect China as a nation?

Name: _____

Group 3: Articles IX and X

1. Article IX requires the Chinese emperor to release any Chinese subjects who may have helped serve the British in the Opium War. Why do you think this was included in the treaty?

2. Article X opens free trade to all British merchants. How is this different from pre-1800s China? Consult your notes.

Teacher: _____ **Date(s):** _____

Lesson #7

Subject: The New Imperialism 1800-1914 **Grade/Level:** 11th **Duration:** 48 min.

Topic/Lesson Title: Western Intervention in China: RAFT Writing Assignment

Essential Question: What were the positive and negative effects of British opium trade with China?

Lesson Goal: To embrace and understand the point of view of either a British merchant or Chinese government official with regards to the Opium Trade

R.I. Professional Teaching Standards: Teachers... **2.5** represent and use differing viewpoints, theories, and methods of inquiry when teaching concepts and encourage all students to see, question, and interpret concepts from a variety of perspectives; **5.1** design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills

National Standards in Historical Thinking: SS2 Differentiate between historical fact and interpretation
SS5 Formulate a position or course of action regarding an issue

R.I. GLEs/GSEs: C&G5-3 Students demonstrate an understanding of how the choices we make impact, and are impacted, by an interconnected world HP(9-12)2 -2 Students chronicle events and conditions

Common Core: WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

DOK Levels: Level Three: Construct, Cite Evidence, Investigate

Objectives/Student Learning Competencies: What will your students know and be able to do as a result of this lesson?

- 12) Using the rubric as a guide, students will compose/complete a RAFT project regarding Western Imperialism in 19th century China.

Instructional Materials and Resources: What materials, manipulatives, visuals, technological resources (full citation using MLA or APA style), etc. will you need for this lesson? (Please provide copies of any ancillary materials you will be using to your observer.)

Lane, Barry, and Miles Bodimeade. *51 Wacky We-search Reports: Face the Facts with Fun!* Shoreham, VT: Discover Writing, 2003.

Instructional Sequence: What instruction and learning is going to take place? How is each activities connected to the objectives? How long will each activity take to be completed? Explain your rationale for each of your choices.

ACTIVITIES	TIME	RATIONALE
<p>Engage & Elicit Phase:</p> <p>Students will begin the class by journaling on the questions listed.</p> <p>- Write about a time in your life when either:</p> <p>a.) You had to convince someone an injustice had been done to <u>you</u></p> <p style="text-align: center;">OR</p> <p>b.) You had to convince someone that <i>no</i> injustice had been done to <u>him/her</u></p> <p>Comment on the emotions involved, the main thrust of your argument, etc.</p>	<p>5min.</p>	<p>This activity serves multiple purposes. First, it immediately captures the students in a writing activity so that they are focused and writing from the moment that they walk in to the classroom.</p> <p>Secondly, this journal entry will serve as an excellent brainstorming session for the RAFT that they will complete by the end of the lesson. The journal will help them understand the motivations and emotions behind the RAFTs they will compose.</p>
<p><u>RAFT Introduction</u></p> <p>-Instruction Sheet -Rubric -Brainstorming Sheet</p> <p>I will take this time to explain the RAFT writing assignment. I will handout the instruction sheets below and go through it step by step. I will also go through the rubric so that the students understand how they will be assessed.</p> <p>Lastly, I will handout the brainstorming sheet below. We will then brainstorm as a class regarding information that could be used in the</p>	<p>5min.</p>	<p>Detailed and clear explanations of what a task involves is essential in creating an effective activity in which students will be fully engaged and feel as though they can succeed.</p>

RAFT.		
Explore Phase: RAFT- Brainstorming We will begin brainstorming as a class. I will work with the entire class to draw out <u>two</u> examples for each RAFT topic. After that, students will be broken into <u>pairs</u> to continue to brainstorm together (each person in the pair must be working on the same RAFT topic).	10min.	This is a scaffolding activity to help students understand how an effective RAFT is formed.
RAFT – Outlining and Construction	25min	After brainstorming, students will work by themselves to construct their outline and RAFT.
Collection of Materials/Assignment Evaluate: Student work will be evaluated using the attached rubric.	3min	At the end of class, all materials (Brainstorming Sheet, Outline, RAFT) will be collected. If students did not have adequate time to complete the assignment, they may take it home and return it to me at the start of the next class period.

Provision for Individual Differences: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

The theorist Howard Gardner articulated seven unique learning strengths in students. Of those seven individual learning preferences, I have incorporated three of them into my lesson plan. These three preferences are articulated below.

Linguistic: Linguistic learners often think in words and learn best when manipulating language. Thus, this lesson caters to these learners in two ways. First, the brainstorming and outlining phases of the RAFT will help them think out their ideas in words. Secondly, the speech (second RAFT option) requires students to manipulate words in a meaningful and creative manner.

Interpersonal: Having students work in pairs when brainstorming caters to interpersonal learners. These students learn best when discussing with other students their knowledge and feelings towards a topic, thus working in pairs in this activity caters well to them, as it allows them to discuss their knowledge and feelings about the historical perspectives provided, as well as ask questions directed towards one another.

Intrapersonal: While brainstorming is carried out in an interpersonal style, the RAFT itself is completed on an individual basis. The letter/speech provides an opportunity for intrapersonal learners to work independently to express their thoughts and feelings in a creative and effective manner.

My lesson also incorporates both higher and lower level learners.

For lower level learners, I have provided bulleted discussion points to help focus lower level learners in approaching their RAFT. In addition, by modeling the brainstorming activity as a class before breaking into pairs, lower level students will have an example to work with and guide them through the activity.

For higher level learners, I will utilize my time during the writing of the RAFT to encourage higher learners to think deeper about the task. I will be actively engaging with the students during this time and will be attentive to higher level learners, their engagement with the material, and their conversation with their partners.

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson?

This main assessment of this lesson will be the finished RAFT. It will be assessed based on the attached rubric. In addition, I will collect both the brainstorming sheet and the student produced outline of their RAFT. These extra pieces will count only towards participation, and I will assess them based only on whether or not they were completed.

R.A.F.T. – Role, Audience, Format, Topic



What is it?

This activity asks you to take an alternative approach to research and writing. In the chart below are three possible roles that you and a partner will “play out” within your writing assignment. Once you have chosen a role, you must write a response in the format provided, keeping in mind the audience selected. Your task is to not only write an historically accurate response, but also to be creative and have fun!

Role	Audience	Format	Topic
Chinese Government Official	British Merchant	Written Letter (later published)	The injustice of the Treaty of Nanjing
British Merchant	Chinese Government Officials, at the Royal Palace	Persuasive Lecture/Speech	A justification of the terms of the Treaty of Nanjing

Your responses should incorporate direct references to the statues of the **Treaty of Nanjing

as well as other historical facts form previous lessons (i.e. notes). In addition, you are allowed

to take some creative liberty in fighting for your cause. You will be assessed based on the

attached rubric. **

RAFT Rubric

	Distinguished (4)	Proficient (3)	Emerging (2)	Unacceptable (1)
Role	Fully developed details, rich and insightful elaboration which clearly supports the role selected	Details are relevant and support the role selected	Details are somewhat relevant with limited support of the role selected	Irrelevant details with no connection to the role selected
Audience	The genre of writing is clear and persuasive in addressing the targeted audience	The genre of writing is clear in addressing the targeted audience	The genre of writing is somewhat clear in addressing the targeted audience	There is no evidence that the target audience is being addressed
Format	Format was clearly aligned to the chosen role; maintained throughout	Format was aligned to the chosen role; maintained throughout	Format was somewhat aligned to the chosen role; losing focus throughout writing	Format was not aligned to the chosen role
Topic	Topic was clearly identified by providing insightful ideas that were fully supported	Topic was identified by providing ideas that were supported	Topic was referenced with limited use of supporting evidence	Topic was not referenced or supported
Writing Conventions	Excellent use and consistent application of the rules of grammar, usage, and mechanics	May have some errors in application of grammar, usage, and mechanics	Major problems and errors in the application of grammar, usage, and mechanics	Poor use of and errors in the application of grammar, usage, and mechanics

Role 1: Chinese Government Official

Guidelines.

You must write a letter explaining the Chinese complaints regarding the Opium trade and the Treaty of Nanjing. The letters should be 3-4 paragraphs in length.

Instructions.

We will brainstorm as a class. Then, you should outline the letter first. The outline will be collected so be sure to complete it. After this is done, you may begin your letter.

Considering following this Rough Timeline.

Outlining – 10min

Composing of Letter – 15min

You should focus on some, if not all, of the following points:

- The state of China pre-1800 (i.e. pre-Opium trade)
- The statutes within the Treaty of Nanjing
- The Taiping Rebellion
- The state of the Qing Dynasty before and after the Opium Wars/Treaty of Nanjing

Role 2: British Merchant

Guidelines.

Your job is to *persuade* Chinese government officials that the Treaty of Nanjing is justified. The speech, which will take place at the Royal Palace, should address a general audience of Chinese government officials. It should be at least 3 paragraphs in length.

Instructions.

We will brainstorm as a class. Then, you should outline the speech first. The outline will be collected so be sure to complete an outline. After this is done, you may begin your speech.

Consider the following Rough Timeline.

Outlining – 10min

Composing the Talk – 15min

You should focus on most, if not all, of the following points:

- The importance of the Opium Trade for British merchants
- The benefit of British trade for China
- The British right to extraterritoriality
- The reasons behind the indemnity within the Treaty of Nanjing
- Specific terms within the Treaty of Nanjing

Brainstorming Sheet

Name: _____

Chinese Official Letter:

<u>Historical Fact:</u>	<u>Use in RAFT:</u>

British Merchant Speech:

<u>Historical Fact:</u>	<u>Use in RAFT:</u>

Teacher: _____ **Date:** _____

Lesson #8

Subject: The New Imperialism 1800-1914 **Grade/Level:** 10th **Duration:** 48 min.

Topic/Lesson Title: The British in India

Essential Question: Was British colonial policy in India overall positive or overall negative for the Indian people?

Lesson Goal: Create a political cartoon that expresses the idea that British colonial policy was either overall negative or positive for the Indian people.

R.I. Professional Teaching Standards: Teachers... **2.3** select appropriate instructional materials and resources (including technological resources) based on their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts in the discipline/content areas; **5.1** design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills; **5.5** use tasks that engage students in exploration, discovery, and hands-on activities

National Standards in Historical Thinking: SS2 Evaluate major debates among historians

R.I. GLEs/GSEs: HP(9-12)1-1 Students act as historians using a wide variety of tools; C&G3 (9-12)-2 Students demonstrate an understanding of how individuals and groups are denied or exercise their rights

Common Core: [WHST.11-12.9](#) Draw evidence from informational texts to support analysis, reflection, and research; [RH.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media.

DOK Levels: Level Two: Construct Level Three: Formulate, Create

Objectives/Student Learning Competencies: What will your students know and be able to do as a result of this lesson?

- 1) After taking guided notes and participating in a shared class discussion, students will be able to identify and describe the four distinct regions of pre-Imperialist Africa.
- 2) Students will be able to successfully navigate a webpage to gather historical information regarding western Imperialism efforts in Africa.

Instructional Materials and Resources: What materials, manipulatives, visuals, technological resources (full citation using MLA or APA style), etc. will you need for this lesson? (Please provide copies of any ancillary materials you will be using to your observer.)

Ellis, Elisabeth Gaynor., Anthony Esler, and Burton F. Beers. "Chapter 12: The New Imperialism." *World History: Connections to Today : The Modern Era*. Upper Saddle River, NJ: Prentice Hall, 2003.

Colored Pencils, Butcher Paper

Instructional Sequence: What instruction and learning is going to take place? How is each activities connected to the objectives? How long will each activity take to be completed? Explain your rationale for each of your choices.

ACTIVITIES	TIME	RATIONALE
<p>Engage & Elicit Phase:</p> <p>- Projection of Map of India</p> <p>I will project a map of India (attached below) and engage in a brief discussion about the geography of India with the students.</p>	<p>5min.</p>	<p>In order to ground students in the topics that we will be discussing, I think it is helpful for them to have a geographic knowledge of the region we are discussing.</p> <p>I will use this brief question and answer series to create interest and as a small formative assessment, judging how much previous knowledge the students may have with regards to India.</p>
<p>Explain Phase:</p> <p>These guided notes present the students with the necessary factual information they will need to understand western Imperialism in India. The focus of this guided notes section will be:</p> <ul style="list-style-type: none"> -The Early 1600s-1800s -The 1850s -British Colonial Rule -Differing Views on Culture <p>I will engage students throughout this fifteen minute shared discussion with questions and anecdotes, ensuring that they are focused an on task. In addition, I will continually question students to check for understanding.</p>	<p>10min.</p>	<p>Using a guided notes sheet allows students to write and internalize key terms without being concerned with writing and understanding every word in the presentation. This will help those students who may write slower, as well as students who struggle to process auditory information.</p>

A copy of the guided notes is attached below.		
<p><u>Political Cartoon Activity – Explanation</u></p> <p>I will utilize this time to explain the political cartoon activity to the students. I will hand out the instruction sheet and the rubric attached below.</p> <p>I will also hand out the necessary supplies (colored pencils, large paper).</p>	5min.	Providing clear instructions is essential to any and every class activity.
<p>Explore Phase:</p> <p><u>Political Cartoon Activity</u></p> <p>The students will work in pairs. They have been provided a timeline in their instruction sheet. I will also be reminding them of the time. In addition, I will use this time to travel among the pairs, keep students on task, and engage reluctant learners and higher level learners in meaningful discussion.</p> <p>The political cartoon will be handed in at the end of the period.</p>	25min	This activity is the heart of the lesson.
<p>Evaluate</p> <p>Was British Imperialism in India entirely negative? Why or why not?</p> <p>Political Cartoon will be evaluated with the attached rubric.</p>	3min	<p>This journal will serve two purposes. First, it is a formative assessment of what the students have learned from the discussion around the guided notes.</p> <p>Second, these questions (listed on the left), will cause the students to begin thinking about the overarching question of the final debate that will take place over the next two classes.</p>

Provision for Individual Differences: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in

approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

The theorist Howard Gardner articulated seven unique learning strengths in students. Of those seven individual learning preferences, I have incorporated three of them into my lesson plan. These three preferences are articulated below.

Visual-Spatial: These learners enjoy multimedia, charts, photographs, and other modeling. They learn best when they can manipulate and visual information in spatial relationships. As a result, the drawing of the political cartoon, which incorporates the creative manipulation of historical information, should appeal to them.

Interpersonal: Having students work in pairs when completing political cartoon encourages the discussion of thoughts and ideas. Interpersonal students learn best when discussing with other students their knowledge and feelings towards a topic, thus working in pairs in this activity caters well to them, as it allows them to discuss their knowledge and feelings about the historical perspectives provided, as well as ask questions directed towards one another.

Intrapersonal: While the political cartoon is based on an interpersonal style of learning, this lesson also accommodates intrapersonal learners. The journal activity at the end of the lesson is a time for intrapersonal learners to quietly work on their own to answer a question that has considerable importance to the overall unit.

For lower level learners, I have provided guided notes to help focus lower level learners in their note taking. By allowing them to fill in the important terms in the blank spaces provided, these terms will stand out most to them and they will not be distracted by trying to fill in other, less important information. However, this extra information will still be provided for them in the guided notes so that the important terms are connected in a meaningful manner.

For higher level learners, I will utilize my time during the political cartoon activity to encourage higher learners to think deeper about the task. I will be actively engaging with the students during this time and will be attentive to higher level learners, their engagement with the material, and their conversation with their partners.

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson?

This lesson has one main assessment- the finished product of the political cartoon, which will be assessed based on the attached rubric. In addition, I will conduct various brief formative assessments such as the question and answer series in the introduction, and the use of question and response techniques during the guided notes section.

The British in India **Guided Notes**

Name: _____

The Early 1600s – Early 1800s

In the early 1600s, the British _____ won trading rights with the Mughal power, the reigning Indian empire at the time. As Mughal power declined, the company continued to gain influence within the country. Soon, the Mughal empire began to _____.

By the mid-1800s, the British East India Company controlled _____ - _____ of India. They gained such considerable control by taking advantage of the immense _____ within India. Without the central Mughal power, the Indian country soon fragmented along many different nationality lines. The British only encouraged competition and _____.

The 1850s

As the British gained control, _____ began to emerge in the 1850s. Among the major complaints was the East India Company's requirement that Indian soldiers, called _____ travel overseas, which was considered offensive to the _____ religion of India. Ultimately, British mistreatment of the sepoys led to a violent _____. As a result of this rebellion, the British East India Company lost its power, and India was placed under the rule of the British _____.

British Colonial Rule

British colonial rule was an _____. Britain saw India as a source of new markets and _____. Particularly after the opening of the _____ in 1869, British trade with India sky rocketed. As a result, the Indian markets were

flooded with inexpensive, machine-made textiles. This ruined the prosperous _____ -
_____ industry within India.

In addition, Britain transformed Indian _____. Through massive _____, British viceroys opened up more land for the farming of _____
such as cotton and jute.

There were, however, positives that derived from British rule. These included the bringing of peace and _____ to much of the country. Also, the _____ was revised, promoting equality outside of the rigid caste system. Lastly, railroads helped citizens move around the country.

Differing Views on Culture

Indian Attitudes

Some educated Indians were impressed by British power and _____. Many of these Indians were upper-class and ended up learning _____ and adopting Western ways. In the early 1800s, Ram _____ looked to combine British and Indian cultures by condemning some Indian traditions such as child marriage and _____, the isolation of women in separate quarters, while maintaining pride in Indian nationalism.

British Attitudes

A select few British leaders admired Indian _____ and philosophy. However, most knew little about Indian culture and viewed it with _____. In the words of English historian Thomas Macaulay, “a single shelf of good European library is worth the whole native literature of _____ and Arabia.”

Political Cartoon Activity

You will be working in pairs to create a political cartoon.

Guidelines:

Your cartoon must either *praise* British colonial policy, or *criticize* British colonial policy.

You should give your cartoon a title and a caption.

To the best of your ability, incorporate symbolism, metaphors, and similes into the cartoon.

Timeline:

Brainstorm – 10 minutes

Draw/Label – 10 minutes

Color/Add Detail – 5 minutes

Example of a Political Cartoon:



In this cartoon, the large tentacle sea creature is a *metaphor* for England. Its tentacles, representing British *Imperialism*, spread throughout the globe into Canada, Egypt, Australia, etc.

****You will be assessed based on the attached rubric.****

Political Cartoon Rubric:

Category	Excellent (4)	Satisfactory (3)	Emerging (2)	Unacceptable (1)
Subject Matter/Historical Reference	Student clearly shows an exceptional understanding of the political concept and surrounding historical issues.	Student shows a strong understanding of the political concept and surrounding historic issues.	Student shows a limited understanding of the political concept and surrounding historic issues.	Student shows no understanding of the political concept and surrounding historic issues.
Clarity of Topic	Student's point of view is clearly well conveyed.	Student's point of view is somewhat well conveyed.	Student's point of view is marginally conveyed.	The student's point of view is poorly conveyed.
Effort	Outstanding effort put into the presentation and message.	Good effort put into the presentation and message.	Limited effort put into the presentation and message.	No effort put into the presentation or message.
Visual Presentation	Text and graphics are clearly legible and appropriate for the topic.	Text and graphics are mostly legible and appropriate for the topic.	Text and graphics are somewhat legible and appropriate for the topic.	The text and graphics are not legible nor appropriate for the topic.

Total: _____/16

Grade: _____

Teacher: _____ **Date(s):** _____

Lesson #9

Subject: The New Imperialism 1800-1914 **Grade/Level:** 11th **Duration:** 48 min.

Topic/Lesson Title: Debate Preparation and Brainstorming

Essential Question: What makes a good debate?

Lesson Goal: To form the groundwork for a strong debate on the effects of 19th century Imperialism

R.I. Professional Teaching Standards: Teachers... **2.2** design instruction that addresses the core skills, concepts, and ideas of the disciplines/content areas to help all students meet Rhode Island's learning standards; **5.1** design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills; **6.3** provide and structure the time necessary to explore important concepts and ideas

National Standards in Historical Thinking: SS3 Compare and contrast differing sets of ideas, SS4 Identify gaps in the historical records

R.I. GLEs/GSEs: C&G5(9-12)-3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world HP1 (9-12)-1 Students act as historians using a wide variety of tools

Common Core: [RH.11-12.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole; [RH.11-12.7](#) Integrate and evaluate multiple sources of information

DOK Levels: Level Two: Organize, Make Observations, Level Three: Investigate, Cite Evidence, Level Three: Analyze, Apply Concepts

Objectives/Student Learning Competencies: What will your students know and be able to do as a result of this lesson?

- 1) Students will be able to identify and describe the aspects and elements of a good debate.
- 2) Students will be prepared to participate in and carry out a successful debate based on the attached rubric.

Instructional Materials and Resources: What materials, manipulatives, visuals, technological resources (full citation using MLA or APA style), etc. will you need for this lesson? (Please provide copies of any ancillary materials you will be using to your observer.)

Tomlinson, James. "Debate Formats." *Debate Formats*. N.p., n.d. Web. 04 Dec. 2012.
 <http://facstaff.bloomu.edu/jtomlins/debate_formats.htm>.

Instructional Sequence: What instruction and learning is going to take place? How is each activities connected to the objectives? How long will each activity take to be completed? Explain your rationale for each of your choices.

ACTIVITIES	TIME	RATIONALE
<p>Engage & Elicit Phase:</p> <p>Students will begin the class by journaling on this question.</p> <p>-You and your friend are having lunch, and a controversial topic comes up (it could be anything – sports, relationships, etc.) that you seem to disagree on. The two of you begin to debate the topic, each one of you trying to convince the other that they are right. In this situation, what characterizes a good, fair debate?</p>	<p>5min.</p>	<p>The purpose of this lesson is largely to prepare the students to have a fruitful and worthwhile debate as a summative assessment during the next class period. With this in mind, this activity serves multiple purposes.</p> <p>First, it allows them to begin thinking about the long term goal of the summative debate.</p> <p>Secondly, the journal will serve as a brainstorming session for the Chalk Talk that the students will participate in next.</p>
<p>Explore Phase:</p> <p><u>Chalk Talk Activity:</u></p> <p>-“Having a good debate means....”</p>	<p>5min.</p>	<p>The students will be given dry erase markers and each one will be allowed to come to the board and write his/her answer to this sentence. In addition, they will be encouraged to respond to other students answers, creating a web of responses.</p> <p>In many ways, this Chalk Talk will serve as a formative assessment, allowing me to assess to what degree students understand the elements behind a good debate and how much guidance they will need to prepare for the debate tomorrow.</p> <p>As we have done a Chalk Talk previously in the lesson, I did not attach an instruction sheet for this Chalk Talk.</p>

<p>Explain Phase: <u>Chalk Talk Activity: Class Discussion</u> After placing their comments on the board, I will briefly review them and moderate a class discussion regarding the elements of a good debate. Some of the topics I hope to draw out include:</p> <ul style="list-style-type: none"> -Each side speaks for equal periods of time -No personal attacks -Answers/responses rely on factual information -Citing sources greatly <i>strengthens</i> your argument -No speaking out of turn/yelling out 	<p>10min.</p>	<p>The goal for this discussion is that the students themselves will come to these conclusions in their own way. By doing so, I hope that it will have a deeper effect than if I simply stated/handed out the “Rules for a Good Debate.”</p>
<p><u>Debate Explanation</u> for next class:</p> <p>Now that the class has an understanding of what comprises a <i>good</i> debate, I will fully explain the debate that they will be having. During this time, several tasks need to be completed. These include:</p> <ul style="list-style-type: none"> -Passing out Debate Instructions (these sheets will be read aloud by students and then explained in detail) -Explanation of Instructions -Explanation of the Rubric -Breaking down the class into two teams -Allowing students to assign roles within their groups/teams <p>All of the necessary instructions and the rubric are attached to the lesson plan.</p>	<p>10min.</p>	<p>Providing clear instructions is essential to any and every class activity.</p>

<p>Guided Instruction:</p> <p><u>Debate Brainstorming</u> With the teams and roles determined, students will be given time to begin brainstorming how they wish to construct their arguments. They can consult their text book, any notes from the unit, and/or primary sources that we have used throughout the unit.</p> <p>A detailed outline of what/how to brainstorm is attached to the lesson plan.</p>	<p>15min</p>	<p>This brainstorming sessions will give students the necessary time to collect their thoughts. Also, while I walk around and supervise this activity, I can provide necessary support and scaffolding.</p>
<p>Evaluate:</p> <p>Review and answer questions.</p>	<p>3min</p>	<p>I will use this time to answer any questions the students may have after utilizing the brainstorming period. By using this brief period at the end of the class to answer any final questions, I will hopefully avoid any confusion at the beginning of the next class period so that students will come prepared to begin the debate right away.</p>

Provision for Individual Differences: How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

The theorist Howard Gardner articulated seven unique learning strengths in students. Of those seven individual learning preferences, I have incorporated three of them into my lesson plan. These three preferences are articulated below.

Linguistic: These students excel at manipulating language in order to express thoughts and organize ideas. Thus, the idea of a debate, which requires excellent use of language, should appeal to them. I would expect these linguistic learners to want to take the lead in writing the introductions for their teams, and greatly aiding other team members in the phrasing and wording of their arguments.

Interpersonal: The debate teams, and indeed the very idea of having a debate, should appeal to interpersonal learners. In conversing with their team in the brainstorming period during this lesson, they will be able to exchange ideas, ask questions, and express knowledge through verbal communication with one another. Therefore, this lesson should greatly appeal to them.

Intrapersonal: While some students thrive on the group work such as the debate, others learn better on their own terms. In order to cater to these learners, I have provided time within this lesson for private reflection. This includes the journal question at the beginning, as well as the Chalk Talk activity. While the Chalk Talk activity will lead in to a class wide discussion, intrapersonal learners will still feel comfortable simply writing their thoughts on the board, and thus will still be able to actively contribute to the discussion.

My lesson also incorporates both higher and lower level learners.

For lower level learners, I have provided detailed time lines and instructions for the debate in order to keep lower level and reluctant learners on task and clear on the assignment. I will certainly be walking throughout the classroom during the brainstorming session ensuring that these students are on track. In addition, by creating two heterogeneous groups for the debate, the intent is that lower level students will work together with higher level students and thus benefit from the assessment.

For higher level learners, I will utilize my time during the brainstorming period to ensure that high level learners are engaged in the assignment and are delving into the material to their highest ability. In addition, the heterogeneous grouping of the debate teams should allow them to work with lower level learners, thus pushing them to explain their ideas in the clearest and most succinct way possible.

Assessment/Evaluation: How will you determine what the students know and are able to do during and as a result of this lesson?

While this lesson is largely in preparation for the summative assessment to take place next class period, there are still assessments occurring within the lesson. The journal done at the beginning of the period will eventually be read and counted towards student participation. In addition, the chalk talk activity is a form of formative assessment.

THE GREAT DEBATE

The class will participate in a debate which will center on the following question:

“Was Western Imperialism as a whole more *beneficial* for non-Western nations and cultures, or more *harmful*?”

In answering this question, you should focus on Western imperialism in the following regions:

Africa, India, China, the Ottoman Empire

You may use the following sources:

- Class Notes
- Primary Source Handouts
- Text Book

You should not need to use outside sources (i.e. Internet).

There will be two equal teams; one that will argue that Western imperialism was more beneficial (Team A), and the other that Western imperialism was more harmful (Team B).

The debate will use the following format:

Introduction – Team A
Introduction – Team B
Rebuttal 1– Team A
Rebuttal 1– Team B
Rebuttal 2 – Team B
Rebuttal 2 – Team A
Conclusion – Team A
Conclusion Team B

The introduction should be a typed, 2 paragraph introduction that can be read out loud by one or more team members. *Think of it as being similar to the persuasive speech you wrote for your RAFT!*

The rebuttal should largely be composed in response to the opposing team’s introduction/rebuttal. As a result, it cannot be fully composed before the debate. However, you should *fill in the attached chart*, noting a few arguments you feel the other team may make.

The conclusion should be *outlined* before the debate. However, a truly exceptional conclusion not only follows a pre-determined outline, but also incorporates what has been said during the debate.

At least two thirds of your team must actively participate in the debate (i.e. must speak at one point or another). Your *entire* team should assist in taking notes, jotting down

arguments, and planning rebuttals.

Category	Exceptional (4)	Satisfactory (3)	Emerging (2)	Unacceptable (1)
Introduction	The introduction clearly defines the main argument and outlines the important points; a wide variety of sources/facts are referenced.	The introduction defines the main argument and outlines the important points; adequate sources/facts are referenced.	The introduction works to define the main argument, but lacks clarity. A minimal number of sources/facts are referenced.	The main argument is not clear from the introduction. No sources/facts are provided.
Rebuttals	Rebuttals creatively, directly and appropriately respond to arguments made by the opposing team. They abundantly draw from historical fact and sources.	Rebuttals directly and appropriately respond to arguments made by the opposing team. Historical facts and sources are referenced.	Rebuttals mention opposing arguments. Some historical facts and sources are mentioned.	Rebuttals do not attempt to respond to opposing arguments. They are not made on any historical/factual basis and/or are inappropriate.
Conclusion	Conclusion creatively restates the main argument while also addressing numerous points that were made during the debate.	Conclusion restates the main argument while also addressing a select few points made during the debate.	Conclusion restates the main argument but makes little or no reference to points made during the debate.	Conclusion is unclear and makes no reference to points made during the debate.
Use of Sources	Nearly all arguments made during the debate are backed in historical fact, and primary sources are referenced frequently.	Most arguments made during the debate are backed in historical fact, primary sources are occasionally referenced.	Some arguments made during the debate are backed in historical fact, while others lack factual references. Primary sources are largely unaddressed.	Arguments made during the debate do not have any foundation in historical fact or primary sources.
Overall Argument	The argument clearly identified main points backed by historical facts and primary sources. These main points were continually referenced in rebuttals and remained consistent throughout the	The argument had main points that were most often backed by historical facts and primary sources. These main points remained mostly consistent	The argument had a few main points that were backed by historical facts and primary sources. Main points were	Main ideas of the argument could not be identified. There was no consistency throughout the debate.

	debate.	throughout the debate.	somewhat inconsistent throughout debate.	
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Brainstorming Session:

The team should break into three sections to begin brainstorming the different elements of the debate.

- 3-4 team members – Introduction
- 4-5 team members – Rebuttals
- 3-4 team members – Conclusion

Introduction Team:

Compose an outline of your introduction. Once this is complete, be sure to confer with the rest of your team so they understand the main points of your argument.

Introduction should include 2-3 main points, backed by historical facts and directly referencing notes and primary sources.

Rebuttals Team:

This is your time to try and think like the other team. Duplicate the following chart in a notebook and try and come up with 4-5 points and rebuttals. These rebuttals should directly reference notes and primary sources.

Point Made by Opposing Team:	Rebuttal:

Conclusion Team:

You will not be able to compose the entire conclusion beforehand, as you will need to incorporate points made during the debate into the conclusion. However, work with the Introduction team to outline the main points that you will make, while being conscious of leaving room to add in other details from the debate.

Please note, **these materials will be collected at the end of the debate.** Your team will be **penalized** if it is clear that some of your team members did not participate in the formation of your team’s arguments. Thus, **make sure that everyone on your team participates,** and be

prepared to hand in this material after the debate! ***