# Social Studies Education Lesson Plan Template v. 3

**Teacher Candidate Name:** Quinton Thomas & Hannah Weinstein  
**Lesson Title:** Comparison of Imperialism and Globalization  
**Grade Level:** 9

## Lesson Foundations

| Content Standards | ONLS.MWH.11: Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.  
CC.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  
CC.RH.9-10.9: Compare and contrast the treatment of the same topic in several primary and secondary sources. |
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## Learning Objective(s)

| Learning Objective(s) | 1. Students will identify arguments for and against 19th century European imperialism and globalization.  
2. Students will compare the arguments, and determine the similarities and differences. |
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## Assessment(s)

| Assessment(s) | Include LO being addressed |
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| 1. Quick Write: Students will respond to two questions to show prior knowledge and misconceptions.  
2. Comparison chart: Students will create comparison tables to compare the for and against arguments of each topic.  
3. Oral Questioning: Students will answer questions aligning with the LOs  
4. Response to slavery footprint survey and review of Quick Write |

## Materials & Resources

Documents:  
- [https://legacy.fordham.edu/halsall/mod/Kipling.asp](https://legacy.fordham.edu/halsall/mod/Kipling.asp)  
**Instructional Procedures/Steps**

*Note when you are addressing a learning objective and when enacting an assessment.*

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<th>Opening</th>
<th>Teacher will...</th>
<th>Student will...</th>
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| 5       | Teacher will divide students into four equal groups as they walk into the room and have them respond to the Quick Write.  
  a. What do you think causes slavery?  
  b. Do you believe slavery still exist? | Students will organize themselves into their four groups and respond to the Quick Write prompt.  
  a. Economic advantage  
  b. No, some people get paid very little compared to Americans, but it’s not slavery. |

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<th>Instruction</th>
<th>Teacher will...</th>
<th>Student will...</th>
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| 35          | Teacher will pass out the comparison chart handout to all of the students and one of the four documents (Origins article, UMWBlogs.org political cartoon, IMF’s Anne O. Krueger speech excerpts, or New Indian Policy political cartoon) and instruct students to develop at least three argument points pulling from the document.  
  2) Teacher will select a spokesperson from each group to share their argument points with the class.  
    a. What similarities and differences are you noticing as groups present? | Students will read their assigned document and fill out the correlating square on the chart with their argument points.  
  2. Students will listen to the other groups present and use the information to fill in the rest of their chart. The motives for imperialism and globalization (economic advantage) and the victims of both are similar (people of developing world)  
  3. Students will discuss the following questions individually, in small groups, or as a class using what they have just |
or as a class discussion:
- How did imperialist powers of the 19th century justify colonization?
- Who benefits most from globalization, and how do they justify it?
- Who suffers from imperialism and globalization, and how are these groups similar?
- What is a key similarity between imperialism and globalization?
- In what ways did Imperial powers influence their colonies?
- How are powerful nations today influencing the rest of the world?
- Is the idea of Globalization the modern day excuse for imperialism, comparable to “The White Man’s Burden?” Defend answer.

| Closure | 1. Teacher will have students use their Chromebooks to access Slaveryfootprint.org and take the survey to find out how many slaves make their lives possible.  
2. Teacher will poll students’ results and compare them. | 1. Students will take the survey on Slaveryfootprint.org  
2. Students will share their results. |
| ___10____ Minutes | What surprised you most about the results? | The magnitude of slaves in the results and the diverse ways slavery impacts their lives. |
| Review your responses to the Quick Write. Would you answer differently after today’s lesson? | Yes. I now realize that slavery still exist and am more aware of the similarities between Imperialism and Globalization |