

Social Studies Education Lesson Plan Template v. 3

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Lesson Title: Comparison of Imperialism and Globalization

Grade Level: 9

Lesson Foundations

Content Standards	<p>ONLS.MWH.11: Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.</p> <p>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.</p> <p>CC.RH.9-10.9: Compare and contrast the treatment of the same topic in several primary and secondary sources.</p>		
Learning Objective(s)	<ol style="list-style-type: none"> 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. 	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<ol style="list-style-type: none"> 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	<p>Glogster Presentation - http://msweinstein4.edu.glogster.com/microteaching-7004/</p> <p>Origins article - http://origins.osu.edu/milestones/july-2015-bartolom-de-las-casas-and-500-years-racial-injustice</p> <p>Documents:</p> <ul style="list-style-type: none"> - https://legacy.fordham.edu/halsall/mod/Kipling.asp - https://www.imf.org/external/np/speeches/2002/092602a.htm 		

	<ul style="list-style-type: none"> - http://overflow.umwblogs.org/labor-and-globalization/ - https://sites.google.com/site/nitzanscourses/on-violence/unit-3-partition/political-cartoons <p>Additional tools</p> <ul style="list-style-type: none"> - https://rewordify.com/ - www.qr-code-generator.com - Slavery Footprint - Made In A Free World
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Instructional Procedures/Steps

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

	Teacher will...	Student will...
<p>Opening</p> <p>___5___ Minutes</p>	<p>Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of culturally responsive teaching practices.</p> <ol style="list-style-type: none"> 1. Teacher will divide students into four equal groups as they walk into the room and have them respond to the Quick Write. <ol style="list-style-type: none"> a. What do you think causes slavery? b. Do you believe slavery still exist? 	<p>What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.</p> <ol style="list-style-type: none"> 1. Students will organize themselves into their four groups and respond to the Quick Write prompt. <ol style="list-style-type: none"> a. Economic advantage b. No, some people get paid very little compared to Americans, but it's not slavery.
<p>Instruction</p> <p>___35___ Minutes</p>	<ol style="list-style-type: none"> 1) 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. <ol style="list-style-type: none"> a. What similarities and differences are you noticing as groups present? 3) Teacher will have students answers the following questions individually, small groups 	<ol style="list-style-type: none"> 1. 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. <p style="color: red; margin-left: 20px;">The motives for imperialism and globalization (economic advantage) and the victims of both are similar (people of developing world)</p> 3. Students will discuss the following questions individually, in small groups, or as a class using what they have just

	<p>or as a class discussion:</p> <ul style="list-style-type: none"> - 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. 	<p>learned from the comparison activity:</p> <ol style="list-style-type: none"> a. Through the thought of non-white races as being inferior, the poem <i>White Man’s Burden</i>, many thought they could civilize new worlds through colonization b. Corporations that use the inexpensive labor from globalization to inflate their own profits, the workers who are able to have employment when they were not prior to globalization, these and more benefits are justified by the idea that globalization brings progress to the world c. From imperialism the colonized suffer and with globalization the countries where factories are outsourced suffer. In both cases, those who suffer are being taken advantage of by the powerful nations of the world and exploited for their resources. d. Both involve the exploitation of land and people for the profit of others e. Economically through establishing extraction of raw materials, politically by implementing governments and influence, and socially through assimilation and protectorates f. Powerful nations today are influencing the rest of the world by setting standards of popular culture, enacting their political influence to force the world into submission, and powerful nations also use their economic advantage to work the rest of the world into debt <p>Modern day globalization continues the work of imperialism by exploiting the resources of other nations, results in enslavement of individuals, and is meant to help the world become better.</p>
<p>Closure ___10___ Minutes</p>	<ol style="list-style-type: none"> 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. <p>What surprised you most about the results?</p>	<ol style="list-style-type: none"> 1. Students will take the survey on Slaveryfootprint.org 2. Students will share their results. <p>The magnitude of slaves in the results and the diverse ways slavery impacts their lives.</p>

	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
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