



# Unit Planner: 2017 - 2018 Gibson - Imperialism Global 3

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(C) > Week 14 - Week 19

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## 2017 - 2018 Gibson - Imperialism

Gibson, Andrew; Marchello, Veronica; Meade, Ed

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### Big Ideas / Enduring Understandings

**10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)**

 [Imperialism Unit Plan](#)

### Essential Questions

**How did the colonized react to imperial power?  
How did imperialism impact international relations?  
How do turning points change history?**

### Common Core Standards and Indicators

**NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12**

**NYS: Grades 9-10**

#### Reading: Science & Technical Subjects

##### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

**3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.**

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.

##### Craft and Structure

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

**5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

**6. Assess how point of view or purpose shapes the content and style of a text.**

6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

### **Integration of Knowledge and Ideas**

#### **7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

#### **9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

### **Writing**

#### **2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### **Production and Distribution of Writing**

#### **4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

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#### **5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### **6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

#### **7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the

subject, demonstrating understanding of the subject under investigation.

**9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

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**Range of Writing**

**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

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**NYS: Social Studies Framework (2015)**

**NYS: 10th Grade**

**Global History and Geography II**

**10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)**

10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.

10.4b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.

10.4c International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps often with little regard for traditional cultures and commerce (e.g., Berlin Conference).

**NYS: Social Studies Core Curriculum (1999)**

**NYS: Grades 9-11**

**Global History & Geography Unit 5: An Age of Revolution**

**H.Imperialism**

1. Reasons for imperialism—nationalistic, political, economic, “The White Man’s Burden”, Social Darwinism
2. Spatial characteristics—“new imperialism”
3. British in India
4. British, French, Belgians, and Germans in Africa
5. European spheres of influence in China
6. Multiple perspectives toward imperialism

New York State P-12 Learning Standards (New York State Education Department, used with permission)

**Content**

**10.4a European industrialized states and Japan sought to play a dominant role in the world and to**

**Skills / Strategies**

**Students will explore imperialism from a variety of perspectives such as those of missionaries,**

control natural resources for political, economic, and cultural reasons.  
10.4b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.  
10.4c International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference).

indigenous peoples, women, merchants/business people, and government officials.  
Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.  
Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi).  
Students will investigate how Japan reacted to the threat of Western imperialism in Asia.  
Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the changes and continuities of ethnic groups and regions, African states, and European claims

## Key Terms / Vocabulary

colony (n.)  
colonial (adj.)  
treaty (n.)  
missionary (n.)  
empire (n.)  
territory (n.)  
resistance (n.)  
conquer (v.)  
dominate (v.)  
manufactured goods (n.)  
natural resources (n.)  
raw materials (n.)  
market (n.)  
westernize (v.)

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*  
See attached unit plan and calendar for more detailed learning plan

### General Modifications:

- **Students will be grouped heterogeneously based on their learning modalities (VARK scores and identified areas for skill improvement in baseline exam) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.**
- **Use of verbal cues and checks for understandings to ensure student comprehension and completion of tasks.**
- **Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.**
- **Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).**

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

### Imperialism DBQ

**Formative: DOK 3 Strategic Thinking: Written: Informative**

Students construct a mini DBQ essay based on a regents task in which they must cite evidence to determine the impacts of imperialism on a specific group or groups.

- **Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.**
- **Emphasis of key ideas and words during group readings.**
- **Pacing and duration of lessons will be adjusted to ensure student comprehension of content.**
- **Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.**
- **Paraphrasing of notes, questions, and directions as needed along with providing additional examples to students.**
- **Regular use of mind maps and graphic organizers (for do-now share outs).**
- **Use of gallery walk and active learning strategies and activities to cater to students with diverse learning modalities.**
- **Double time provided for test completion to ICT students.**
- **Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.), utilizing purposeful groupings to support student learning and understanding. This is done to support struggling students, students with disabilities, ELLs, and SPELLs.**
- **Translated copies of reading materials are made available to students who require this modification.**
- **ELLs are grouped with bilingual students to facilitate growth in target language.**

#### **General Resources for SPELLs and ELLs**

- **Use of Spanish to English dictionaries**
- **Use of google chromebooks with translated documents and assignments.**
- **Use of textbooks**

**NOTE:** These modifications have been utilized throughout the course of this academic year as well as throughout the course of this learning unit. Additional modifications will be added as required and deemed necessary through inquiry cycles of formative assessment.

#### **Common Core Instructional Shifts**

1. **Knowledge in the Disciplines:** Building knowledge to content rich informational text (DBQ Document Readings)
2. **Text Based Answers:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
3. **Writing from Sources:** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
4. **Academic Vocabulary:** Regular practice with

complex text and its academic vocabulary  
(Informational text taken from old Regents  
exams that include grade level content  
vocabulary)

## Resources



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