Lesson Plan: “The Past and Present”

Social Science Standard 10.4

4-5 day Lesson Plan

**Standard:**

**10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.**

**\*Sub-standard:**

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

**Anticipatory Set:**

**DAY ONE:**

The day would start with handouts of the upcoming project, “The Past and Future”. This project will encompass the political and social structure of countries during the 1600s to their present day counterparts. An overview of the requirements will be discussed; students will compare and contrast multiple arenas: geography (land), religion/culture, achievements/music/fashion, political systems, economics, social structures and etc.

Instruction:

1. Open with video clips of imperialized and colonized countries that will be assigned for the project.
2. Students will be handed a packet for the upcoming project, “The Past and Present”.
3. As a class, we will read and discuss the requirements of the project.
4. Students will be assigned a group and country.

Materials:

1. Video Clips: 200 Pound Beauty, Jiro Dreams of Sushi, The Last Samurai, Kpop Videos: Big Bang and Girls Generation, and National Geographic China Empire…
2. Websites: Dalai Lama.com, History Channel.com, The World Fact Book (CIA.gov), infoplease.com
3. Venn Diagram: To compare and contrast the “Past and Present” country

Model/Illustrate:

1. On the board, I will create a double-bubble graphic organizer with the required subjects: GRAPES and etc. (see above)
2. As a class, we will use (United States) as the example country. I will discuss with the class the requirements of each category and how to compare and contrast the “The Past and Present” country.

Checking for Understanding:

1. Frequently stop and have students reiterate the information we discussed.
2. I will also walk around the classroom to check on their progress.
3. Using these two methods, I will be able to see which students who are grasping the main ideas or if I have to adjust my lecture to accommodate those students who not comprehending the requirements.

Guided Practice:

1. By this point of the year, students should be able to follow along and work with their classmates.
2. If not, I will have jobs listed in the packet as a guide for students who need more assistance.

Independent Practice/Closure:

1) Students will be given time to form their groups and discuss their roles for the projects. Each group will also then be assigned the country they will have to do their research on.

Evaluation:

1) I will do a walk around and discuss with each group their assignment and role. Each day of the project, I will check for required material and writing assignment.

**Day Two-Day Four**

Instruction:

On the second day of the lesson, multiple short video clips of foreign countries’ food, music, fashion, sports, and etc. would be shown to the students. This will give students an opportunity to be exposed to more than just the stereotypical notions and ideas. After the video, students go to their designated groups and start on their part of the projects. (Jiro Dreams of Sushi, K-pop Videos, and etc)

1. Laptops would be distributed to the researchers and writers of the groups.
2. Artists would start on the images for the tri-fold and power point presentations.
3. The project paper should have the required work listed for each day.

Model/Illustrate:

1. On the white board, I will have the dates and assignments listed. This is another method to help students keep on task.
2. There will also be examples in the class of the assignment as a model for the students.

Checking for Understanding:

1. Students will have an opportunity to ask their classmates or myself if they have any questions.
2. As I visit each group, I will speak to the students and check for their completion of the assignment.
3. Using these two methods, I will be able to see which students who are grasping the material and those who need more scaffolding.

Guided Practice:

1. This would have been done prior to the assignment.

Independent Practice/Closure:

1. Students will work on their part of the assignment.
2. Five minutes before the bell, I will stop the class to give an overview of the day and what will be due to the next day.

Evaluation:

1. As I walk around, I will grade on the student on their completion of the assigned task.
2. The final evaluation will be the group presentation.