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**SINGLE SUBJECT LESSON TEMPLATE**

For info on how to complete this form, see[**http://lessoninstructions.weebly.com**](http://lessoninstructions.weebly.com)

1. TITLE OF LESSON: The Scramble for Territory
2. CURRICULUM AREA & GRADE LEVEL: Advanced Placement European History (10th grade)
3. DATE OF LESSON/TIME NEEDED: February 19, 2015 (approx. 1 hour)
4. RESOURCES: *Attach materials needed to implement the lesson - e.g., power point presentation, text, graphic organizer*

The group handouts

Sticky notes

PowerPoint presentation

1. CA CONTENT STANDARD(S): Address the content area and/or common core standards
2. 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.
	1. 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).
	2. 2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
3. CA ELD STANDARD(S): *Address how this lesson helps develop language*

Texts and discourse in context: Emerging: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.

1. BIG IDEA ADDRESSED/ENDURING UNDERSTANDING: *Why this material is important to teach; how it fits in with the unit*

-Understanding that the rise of industrial economies led to the desire for expansion and imperialism in Europe.

-Understanding how the activity simulated the “scramble” for land for Europeans to imperialize

-Why the countries imperialized

1. ESSENTIAL QUESTIONS: *Open-ended, arguable questions that organize the purpose of learning*

Why do you think that industrialism played a role in the increase of imperializing and colonizing other countries?

-Why do you think there was a need to scramble to get territories and what was their objective in obtaining that land?

1. OBJECTIVE(S) OR LEARNING GOAL(S): *Choose one: Cognitive, Affective, Psychomotor or Language Development*

After completing the scramble activity and viewing the PowerPoint, students will be able to name the countries that were involved in imperialism and describe how industrialization led to the colonization and their reasons for imperializing.

* + Relate on why we did the “Furniture Scramble Activity” to the New Imperialism
	+ Name the countries that were involved in New Imperialism and the places in which they imperialized
	+ Describe the causes of New Imperialism and how the technological innovations and well as the shift in ideologies during Industrial Revolution played a significant role in causing countries to Imperialize
1. ASSESSMENT(S): *Choose one: Diagnostic - entry level, Formative - progress-monitoring or Summative – evaluative*

Students will be assessed on several components over this lesson. Students will be informally assessed through discussion as a class as well as with their peers. This will gauge the learning throughout the lesson. The students will also be assessed through the analysis of the primary source to see that the students are understanding the themes of imperialism as well as their ability to analyze non-textual evidence. The summative assessment will be the quick write at the end which addresses the essential questions. It will be collected and reviewed by the teacher.

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| 1. INSTRUCTIONAL STRATEGIES: *What the teacher does*
 | 1. STUDENT ACTIVITIES: *What the students do*
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| 1. Anticipatory Set

Students are told that the teacher has decided to rearrange the classroom, and the students are going to help decide how it gets arranged. But it is a contest on who will help in deciding the classroom arrangement. Students get put together in their houses. The teacher will pass out a hand out for each group with the instructions and sticky notes on it. One group will get a different set of instructions than all the other groups. The students are not to know that the teacher is giving one group a different hand out. The students read the instructions and create their own “Country”. Students then have the opportunity to claim different pieces of the room in the name of their country. The one group will claim furniture before everyone else, causing a sense of competition. The students must say, “I claim this furniture in the name of…”. The other groups will start to hurry and claim the furniture. The students will be scrambling to be claiming the furniture. (15 min)1. State Objective

The teacher will have a quick debriefing on the activity and ask the following questions such as:1. How did you feel during the activity?
2. Why did you compete with the other groups to claim the furniture?
3. Do you think this was a fair way to claim the furniture? What might have been a better way?
4. If furniture remains unclaimed, who gets it?

The teacher will ask why do you think we did this activity? Teacher will put on PowerPoint that says “Imperialism”1st slide is the objective or (what’s the point?)After completing the scramble activity and viewing the PowerPoint, students will be able to name the countries that were involved in imperialism and how industrialization led to the colonization and new imperialism. 1. Input - Modeling

The teacher will give presentation on Imperialism while the students are actively listening, taking notes, and participating in the discussion. 1. Check for Understanding

Throughout the PowerPoint, the teacher is asking questions to ensure understanding. This can be discussion as a class, or have the students complete a pair-share of the questions that the teacher asks. Halfway through the PowerPoint, students will have a quick think/pair/share of two questions. Students will give answers to the class. This will ensure that the students understand why we did the scramble activity and how it relates to imperialism. 1. Guided Practice

The students are given a primary source having to do with imperialism, and by using their analyzing techniques, students are to pair-share the primary source while the teacher monitors their discussion. 1. Independent Practice

The students will complete a quick write in which they will answer the essential question on Imperialism in Europe and look into the causes and effects of the industrial revolution and how it impacted Europe to want to imperialize. 1. Closure
 | 1. Anticipatory Set

Students will be placed in their house groups and given a task sheet on what to do. Students are to create an arrangement for the classroom and then claim furniture on what they want for the new arrangement. The students will have time to claim the furniture in the name of their country. 1. State Objective

The students will be answering the questions as a discussion. The students will be actively listening to the objective.1. Input - Modeling

Students will be actively listening and writing notes from the power point. They will ask any questions if needing any sort of clarification.1. Check for Understanding

The students will be answering their questions with their partners in a pair/share and will write their answer down so that they can contribute to the class.1. Guided Practice

The students will analyze a primary source document like they have been practicing in previous classes. Then the students will discuss how they analyzed the source and how it relates to imperialism.1. Independent Practice

The students will complete a quick write on answering the essential questions of how new imperialism was a cause of industrialization and why Europe had the “scramble” of imperializing countries all over the world. 1. Closure

The students will actively listen or ask any further questions on Imperialism. A few may share what they put on their quick write if there is time. The students will hand in their quick writes, and that will be their ticket out the door.  |

The teacher debriefs on the lesson and asks a few students to share

 what they put and collects the quick writes and that is the students’

ticket out the door. The teacher will read and assess the student learning

based on the quick writes.