Park East High School

Park East Lesson Plan Template

Instructional Goals/focus: Research, Rigor, Independence (Evidence in argument and productive struggle)

Name:
Alexander Ott

Date:
3/10 to 3/11/2015

Class:
Global Literacy

Unit:
Social, Economic,Political Imperialism - Unit 3

Lesson:
Imperialism Webquest

Lesson Summary

Learning Outcome(s): (What do you want students to take away from ***today's*** lesson?)

The different ways Imperialism occured throughout Africa and China and its effects on each area.

Essential Question(s):

What were the different ways Imperialism occurred in Africa and China?

Key Vocabulary:

Imperialism, opium, scramble for Africa, Berlin Conference, Treaty of Nanking.

Potential student misconceptions:

That imperialism followed a specific set of procedures, and that it occurred everywhere at the same time. That it was evenly distrubuted to the Imperial powers.

Materials: Including texts

Imperialism Activity Worksheet, Laptops, or desktops, Mr. Ott's Classroom Wiki, Imperialism Webquest

Lesson in context: Briefly describe the lessons for the day(s) before and after this lesson.

Before:	**After:**
Students were introduced to the concept of Imperialism and how it is related to the PERSIA acronym.	Students will complete and Imperialism DBQ and start reading "The Good Earth" by Pearl S. Buck

Behind the Scenes Planning

Groups/ Pairs/ Triads:

☐	NA or independent	☐	Random	☐	By behavior
☒	Heterogeneous	☐	By skill	☐	By learning style
☐	Homogenous	☒	By assessment		

Differentiation Strategy:

Scaffolds: Students will have a stepped process to complete the Imperialism Webquest. Each section of the webquest builds upon the next section.

Challenges: Students need to complete the webquest in order and stay focused and not on any other website. Monitoring will be required. Students will be using their chart and map skills during this webquest.

Student Choice: What opportunities are there for students to decide how they will learn?

Students will have the choice to alternate answering questions in their group.

Questioning: What DOK questions will you pose?	**Questioning Strategies:** How will you ask? How will students answer?
(DOK1) What countries were involved in Imperialism in China, in Africa? (DOK2) Look at the chart: Why do you think the war began in 1839? (DOK3) How many conditions were favorable to the Chinese? How many conditions were favorable to the British? (DOK4) Synthesize the effects of the Treaty of Nanking.	They will be asked in a electronic and paper format. The students will answer the questions posed online.

"Plan B:" What will you change if it isn't working? I will assist each group as they have questions. I could do the activity as a whole class activity using the Smartboard and the classroom wiki.

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Minutes	Class Procedures
Estimate homework time: 10 min	**Homework Assignment:** Write the definitions of the following: Imperialism, opium, scramble for Africa, Berlin Conference, Treaty of Nanking
5 Min	**Opening Move (the practice formerly known as the Do Now):**How will you engage students/ capture their attention from the get-go? Will you make connections to previous lessons? Help students to prethink today's lesson? White Man's Burdon Quiz from previous lesson, as well as a question on the definition of Imperialism.
Step 1 3 min	**Learning Sequence:** How will you teach this? How will class be organized? What will students do in class? How will they do it? If multiple activities, provide sub headings and further estimate the minutes allotted. 1. Students will be in pairs or groups of three (3). 2. One student in each group will be designated the person responsible for the Laptop (Receive and Return) 3. Instructions on how to get to the classroom wiki will be posted on the Smartboard as well as on a separate handout. 4. Students will complete the Imperialism Webquest. 5. Students will be given two (2) days to complete the webquest.
Step 2 2 min	
Step 3 30 min x 2 days	
	Assessment: Informal or formal? Formal based upon responses to webquest responses.
Last Day 10 Min	**Closure:** How will you wrap up the lesson? How will you cycle back to learning target? How can you extend if ahead of schedule? Students will discuss their findings regarding Imperialism and their inferences.

Pedagogy

Pedagogical Inspiration: What strategies, research, professional learning experiences have informed this lesson? Webquests have been used in the past for various lessons in various formats. Online, self-directed learning in groups is differentiated for multiple learning styles.
Interdisciplinary/Intradisciplinary Connections: The lesson is connected to Global History 10 and the topic of imperialism is a featured topic on the Global History Regents Exam. This topic will also be connected to the reading "The Good Earth" starting at the end of the week.
Reflection: What will you do differently next time?