



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	Modern World History	<b>Grade:</b>	10
<b>Unit Number:</b>	5	<b>Unit Name:</b>	Imperialism
<b>Unit Length</b>	<b>Days: 3 weeks</b>	<b>Minutes / Day: 55</b>	
<b>Unit Synopsis</b>	The rise of the industrial powers and how their political and economic development led them to divide up other nations for their natural resources, markets, and prestige.		

	Current History Standards	Common Core Literacy Standards
<b>Priority Standards</b>	<p><b>10.4.1</b> Describe the rise of industrial economies and their link to imperialism and colonialism.</p> <p><b>10.4.3</b> 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.</p>	

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>10.4.2 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.</p> <p>10.4.4 Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p>	<p><b>RH 9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>RW 9-10.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text</p> <p><b>RH 9-10.6</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p><b>RH 9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>WH 9-10.7</b> 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.</p> <p><b>WH 9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
Target ELD Standards	<p><b>Collaborative</b>                      #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.                      # 4 Adapting language choices to various contexts (based on task, purpose, audience, and texttype)</p> <p><b>Interpretive</b>                      #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.                      #7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience,</p> <p><b>Productive</b>                      #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.                      #11 Justifying own arguments and evaluating others' arguments in writing.</p>	

**Unwrapped Priority Standards**

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor )	Depth of Knowledge (Target for Unit Mastery)
10.4.1 Describe	<ul style="list-style-type: none"> <li>rise of the industrial economies.</li> <li>their between industrialization and imperialism</li> </ul>	Understand analyze	Level 1 Level 3
10.4.3 Explain	<ul style="list-style-type: none"> <li>perspective of the colonizers and the colonized</li> <li>immediate and long-term responses by the people under colonial rule.</li> </ul>	Apply	Level 3

**Learning Progressions of Skills and Concepts**

Priority History Standard	10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism.		
Previous Grade	Current Grade	Next Grade	
(none)	10.4.1 Describe the rise of industrial economies and their link to imperialism and colonialism.	11.1.4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.	
Priority History Standard	10.4.3 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.		
Previous Grade	Current Grade	Next Grade	
(none)	10.4.3 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.	11.4.1. List the purpose and the effects of the Open Door policy.  11.4.2. Describe the Spanish-American War and U.S. expansion in the South Pacific.  11.4.3. Discuss America’s role in the Panama Revolution and the building of the Panama Canal.	

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
<p>10.4.1 <i>Why did western nations dominate other regions in the late 19<sup>th</sup> century?</i></p> <p>10.4.3 <i>How did the perspectives of colonists and those colonized differ?</i></p>	<p>10.4.1 <i>New imperialism was a direct result of the Industrial Revolution.</i></p> <p>10.4.3 <i>Individual and regional perspectives on imperialism were varied and unique.</i></p> <p><b>Overall Big Idea: Innovation, exploration and colonization led to more connected societies, a greater exchange of ideas, and more conflict.</b></p>

<b>Unit Vocabulary Words</b>	
<b>Academic Cross-Curricular Vocabulary (Tier 2)</b>	<b>Content/Domain Specific Vocabulary (Tier 3)</b>
<ul style="list-style-type: none"> <li>• Colony</li> <li>• Corruption</li> <li>• Defeat</li> <li>• Dominate</li> <li>• Exploitation</li> <li>• Famine</li> <li>• Genocide</li> <li>• Humanitarian</li> <li>• Missionary</li> <li>• Motive</li> <li>• Trade</li> <li>• Westernize</li> </ul>	<ul style="list-style-type: none"> <li>• Direct Rule</li> <li>• Dynasty</li> <li>• Imperialism</li> <li>• Indirect Rule</li> <li>• Protectorate</li> <li>• Social Darwinism</li> <li>• Sphere of Influence</li> </ul>
<b>Resources for Vocabulary Development (Strategies, Routines and Activities)</b>	
See Teacher Toolbox	

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: Students will read and analyze three documents about Imperialism and use the information to answer five multiple choice questions.</p> <p>Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID numbers.</p>	<p><b>Test Description:</b> Students will read and analyze 4 documents about Imperialism and use the information to answer selected response questions and one constructed response questions</p> <p style="text-align: center;"><b>Please see <a href="http://www.alvordschools.org/cfa">www.alvordschools.org/cfa</a> for the most current EADMS CFA ID numbers.</b></p>
Scoring Guides and Answer Keys	
See EADMS Test	See EADMS Test
Assessment Differentiation	
<b>Students with Disabilities</b>	<p><b>Reference IEP</b> <b>Accommodations</b> Please refer to individual student IEP</p> <p><b>Modifications</b> Please refer to individual student IEP</p>

<b>Engaging Scenario Overview</b> <b>(Situation, challenge, role, audience, product or performance)</b>	
<p>In this assignment, students will act as part of a delegation from an assigned country that was once a colony. Students will research the form that Imperialism took in his/her country and examine its effects.</p> <p>Each delegation's task is to create a panel presentation to explain and evaluate the advantages and disadvantages of colonization for your country. Each delegation will share their panel presentation at this year's Annual Conference on the Legacy of Imperialism, so that we, as a global community (our class), can address our target question:</p> <p><b>What were the short-term and long-term effects of Imperialism in your country?</b></p> <p><u>Once delegations from the various countries are formed, your task will be to:</u></p> <ol style="list-style-type: none"> <li>1. Inform the conference members about the relevant historical background of your country</li> <li>2. Analyze the effects of Imperialism from a personal, historic, and a modern-day perspective</li> <li>3. Formulate and defend your delegation's position regarding the question: <b>What were the short-term and long-term effects of Imperialism in your country?</b></li> <li>4. Present your position in a well-articulated interview format; Panel presentations will be "live" at our conference. "Historians" will use some visual tools to support their commentary.</li> </ol> <p><b>Students will also be required to complete a graphic organizer, "Legacy of Imperialism Conference Matrix," for all of the presentations to ensure they are actively listening to each countries presentation.</b></p>	<p>Days: 5-7</p> <p>Minutes/Day: 55</p>

<b>Engaging Learning Experiences</b> <b>Synopsis of Authentic Performance Tasks</b>		
<b>Authentic Performance Tasks</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Task 1:	Students will complete a Mini-DBQ for the question "What Was the Driving Force Behind European Imperialism in Africa?" Students will analyze primary and secondary sources, complete a write-around, and conduct a 4 Corners Thrash Out.	Days: 3-4 Minutes/Day: 55
Task 2:	Students will create their own Political Cartoons representing the effects of Imperialism on Japan/Southeast Asia and Latin America. Students will draw their political cartoon from the perspective of the colonizer or colonized. Students will also write a short summary analyzing their cartoon and how it represents Imperialism from the perspective of the colonizer versus the colonized.	Days: 3-4 Minutes/Day: 55

<b>21<sup>st</sup> Century Skills</b>	
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Creativity and Innovation</li> <li><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</li> <li><input checked="" type="checkbox"/> Communication and Collaboration</li> <li><input checked="" type="checkbox"/> Flexibility and Adaptability</li> <li><input checked="" type="checkbox"/> Globally and Financially Literate</li> <li><input checked="" type="checkbox"/> Information and Media Literacy</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative and Self-Direction</li> <li><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</li> <li><input checked="" type="checkbox"/> Productivity and Accountability</li> <li><input checked="" type="checkbox"/> Leadership and Responsibility</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>

**Authentic Performance Task 1**

<b>Task Description</b>	Students will complete a Mini-DBQ for the question “What Was the Driving Force Behind European Imperialism in Africa?” Students will analyze primary and secondary sources, complete a write-around, and conduct a 4 Corners Thrash Out.	<b>Suggested Length</b>	Days: 3-4 Minutes/Day: 55
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p><b>10.4.1</b> Describe the rise of industrial economies and their link to imperialism and colonialism.</p>		
	<p><b>10.4.3</b> 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.</p>		
	<b>Supporting Standard(s)</b>		
	<p>10.4.3 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.</p>		
<b>Essential Question(s)</b>	<p><i>10.4.1 Why did western nations dominate other regions in the late 19<sup>th</sup> century?</i></p>		
	<p><i>10.4.4 How did the perspectives of colonists and those colonized differ?</i></p>		
<b>Big Idea(s)</b>	<p><i>10.4.1 New imperialism was a direct result of the Industrial Revolution.</i></p> <p><i>Overall Big Idea: Innovation, exploration and colonization led to more connected societies, a greater exchange of ideas, and more conflict.</i></p>		
<b>Bloom’s</b>		<b>DOK</b>	<b>Scoring Rubric</b>
Level Three: Analyze		Level Three: Strategic Thinking and Reasoning	<a href="#">Task 1\UPO 5 Task 1 Rubric-Debate.pdf</a>

**(Suggested Instructional Strategies and Tasks)**

Students will complete a Mini-DBQ that asks the question: *What Was the Driving Force Behind European Imperialism in Africa?*

Students will participate in a debate, thrash-out, or philosophical chairs.

Follow the steps outlined in the Mini-Q, *What Was the Driving Force Behind European Imperialism in Africa?*

Step One: Hook

Step Two: Background Essay and Questions (Students can annotate in the margins while reading and at the end write a short paragraph with their initial prediction to the question)

Step Three: Understanding the Question and Pre-Bucketing (use the bucketing to clarify possible arguments for debate/thrash-out/philosophical chairs)

Step Four: Document Analysis—Group students into 3 or 6. Have students conduct a Write-Around for Documents A-F. The group set of documents will be used for their debate/thrash-out/philosophical chairs.

Step Six: Instead of writing a 5 paragraph essay you can have the students participate in a debate, 4 corners, or thrash-out. Students will work in their groups to determine what was the driving force behind European imperialism in Africa?

There is a rubric for a debate but if you plan on using another strategy you will need to develop your own rubric.

**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)**

The DBQ Project: Mini-Qs in World History Volume 3, Unit 6  
“An Alternative to the Analytical Essay” page 15 of the Teacher’s Toolkit

Ideas for Debates Resources

C:\Users\arthur.gracia\Downloads\education\_world lesson\_planning\_more\_resources\_for\_classroom\_debates\_shtml (2).mht

4 Corners

<http://www.theteachertoolkit.com/index.php/tool/four-corners>

Teaching and Learning Sequence

Resources and Materials



## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
See various resources in the Toolbox for differentiation strategies	Reference IEP <i>Accommodations</i>	Emerging  See various resources in the Toolbox for differentiation strategies	See various resources in the Toolbox for differentiation strategies  You can also use the clean version (CV) Mini-Q instead of the enhanced version (EV).
	Please refer to individual students IEP  <i>Modifications</i>	Expanding  See various resources in the Toolbox for differentiation strategies	
	Please refer to individual students IEP	Bridging  See various resources in the Toolbox for differentiation strategies	

Scoring Rubric

<..\Teacher Toolbox\UPO 5\Task 1\UPO 5 Task 1 Rubric-Debate.pdf>

**Authentic Performance Task 2**

<p><b>Task Description</b></p>	<p>Students will create their own Political Cartoons representing the effects of Imperialism on Japan/Southeast Asia and Latin America. Students will draw their political cartoon from the perspective of the colonizer or colonized. Students will also write a short summary analyzing their cartoon and how it represents Imperialism from the perspective of the colonizer versus the colonized.</p>	<p><b>Suggested Length</b></p>	<p>Days: 3-4 Minutes/Day: 55</p>		
<p><b>Standards Addressed</b></p>	<p><b>Priority Standard(s)</b></p>				
	<p><b>10.4.1</b> Describe the rise of industrial economies and their link to imperialism and colonialism.</p>				
	<p><b>10.4.3</b> 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.</p>				
	<p><b>Supporting Standard(s)</b></p>				
	<p>10.4.5 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.</p>				
	<p><b>Target ELD Standard(s)</b></p>				
	<p><b>Interpretive</b> #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.  #7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience,</p>				
	<p><b>Productive</b> #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology.</p>				
<p><b>Essential Question(s)</b></p>	<p><i>10.4.1 Why did western nations dominate other regions in the late 19<sup>th</sup> century?</i> <i>10.4.6 How did the perspectives of colonists and those colonized differ?</i></p>				
<p><b>Big Idea(s)</b></p>	<p><i>10.4.1 New imperialism was a direct result of the Industrial Revolution.</i>  <i>Overall Big Idea: Innovation, exploration and colonization led to more connected societies, a greater exchange of ideas, and more conflict.</i></p>				
<p><b>Bloom's</b></p>		<p><b>DOK</b></p>		<p><b>Scoring Rubric</b></p>	
<p>Level 6 Creating</p>		<p>Level 4 Extended Thinking</p>		<p><a href="#">Task 2\Unit 5 Task 2 Rubric.docx</a></p>	

**(Suggested Instructional Strategies and Tasks)****Directions**

*Students will create their own Political Cartoons representing the effects of Imperialism on Japan/Southeast Asia and Latin America.*

Before students create their own political cartoons have students analyze some Imperialism political cartoons using the Political Cartoon Analysis Tools found below (**e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts**). There is also a great PDF about Imperialism in the Far East that you can use to analyze political cartoons and give them ideas for their project (<http://ncta.osu.edu/lessons/eastasia/history/Brennan-EastAsia.pdf>).

**Steps**

- 1) You will draw 2 separate Political Cartoons about the effects of Imperialism on Latin America and either Japan or Southeast Asia.
- 2) The cartoons perspective or point of view can be either from the Colonizer or the Colonized. (People doing the colonizing or the people being colonized)
- 3) You will draw your cartoons on the top 2 squares of your paper.
- 4) The bottom 2 squares will be used to write a 4-5 sentence summary for **each** of your cartoons.
  - a. Your summary must include a brief description of what is going on in the cartoon, whose perspective the cartoon is written from, and how it represents the effects of Imperialism.
- 5) Remember: A Political Cartoon is a commentary on society. The cartoon can be funny, serious, controversial, or critical. It can have dialogue or no dialogue.

**Grading**

- 1) You will be graded on the effort put into your drawing. ( Not everyone is an artist, but you can overcome that with a clever slogan, dialogue, or idea in your cartoon)
- 2) The cartoon must be relevant to the topic and make a commentary about Imperialism on Southeast Asia/Japan and Latin America.
- 3) In your 4-5 sentence summaries for each cartoon, you will need to summarize what is going on in the cartoon and whose perspective it's from. You need to explain how it represents the effects of Imperialism and describe the message your cartoon is trying to send. Is your cartoon a critique, commentary, or joke about Imperialism?

**Topics**

- Japan—Colonizers, Meiji Restoration, Diplomat Fukuzawa, rules Korea
- Southeast Asia—Europeans the Colonizers
- U.S. and the Philippines
- Pacific Islands—Hawaiian Islands
- Latin America—Economic Imperialism, Mexico, U.S. Influence, and the Panama Canal

**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)**

Political Cartoons about Imperialism to show students for ideas  
<http://ncta.osu.edu/lessons/eastasia/history/Brennan-EastAsia.pdf>  
[http://www.cartoons.ac.uk/search/cartoon\\_item/imperialism](http://www.cartoons.ac.uk/search/cartoon_item/imperialism)  
[Political Cartoon Examples](#)

Political Cartoon Analysis Tools  
[Cartoon Analysis Tools](#)

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
<p><b>See various resources in the Toolbox for differentiation strategies</b></p>	<p><b>Reference IEP</b> <i>Accommodations</i></p> <p><b>Please refer to individual students IEP</b></p>	<p>Emerging</p> <p><b>See various resources in the Toolbox for differentiation strategies</b></p>	<p><b>See various resources in the Toolbox for differentiation strategies</b></p> <p><b>You can also use the clean version (CV) Mini-Q instead of the enhanced version (EV).</b></p>
	<p><i>Modifications</i></p> <p><b>Please refer to individual students IEP</b></p>	<p>Expanding</p> <p><b>See various resources in the Toolbox for differentiation strategies</b></p>	
		<p>Bridging</p> <p><b>See various resources in the Toolbox for differentiation strategies</b></p>	

<b>Scoring Rubric</b>	<a href="#">Task 2\Unit 5 Task 2 Rubric.docx</a>
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## Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

## **Modern World History Imperialism Engaging Scenario**

### Introduction

Imperialism refers to an era during the 19th century after the Industrial Revolution when more industrialized Western nations, including those in Europe and the United States, took control of other non-industrialized nations, or colonies, around the globe. The primary motives of the Western nations can be grouped as political, economic, religious, ideological, and exploratory. Generally, Western nations took advantage of the pre-existing authority of local leaders (indirect rule) and/or exerted control through coercion and force (direct rule). In most cases, Western nations brought modernization and infrastructure developments to their colonies, but often at a high cost to the local people and their traditions. Eventually, most colonies either gained or were granted independence, but many of these new nations are still struggling to achieve stability and self-sufficiency as compared to the countries that used to control them during the Age of Imperialism.

In this assignment, you will act as part of a delegation from an assigned country that was once a colony. You will research the form that Imperialism took in your country and examine its effects.

### Your Task

Your delegation's task is to create a panel presentation to explain and evaluate the advantages and disadvantages of colonization for your country. Each delegation will share their panel presentation at this year's Annual Conference on the Legacy of Imperialism, so that we, as a global community (our class), can address our target question:

#### **What were the short-term and long-term effects of Imperialism in your country?**

Once delegations from the various countries are formed, your task will be to:

1. Inform the conference members about the relevant historical background of your country
2. Analyze the effects of Imperialism from a personal, historic, and a modern-day perspective
3. Formulate and defend your delegation's position regarding the question: **What were the short-term and long-term effects of Imperialism in your country?**
4. Present your position in a well-articulated interview format; Panel presentations will be "live" at our conference. "Historians" will use some visual tools to support their commentary.

### The Process

1. **Your delegation will be assigned one of the following countries: Nigeria, India, South Africa, Indonesia, Vietnam, Rwanda, China, Cote d'Ivoire, Philippines. (Teachers may allow students to choose their own country not from this list.)**
2. **Once the delegations are formed, you will need to assign different roles within your delegation. The roles and responsibilities are:**

#### **Interviewer/Co-Historian**

As the interviewer, you will moderate the panel presentation—essentially you are like a talk show host. During the panel presentation, it is your responsibility to structure the presentation so that it flows smoothly, to ask questions and comment appropriately, and to ensure that your country's delegation directly addresses the target question. During the preparation phase, you are accountable for establishing effective communication between all members of your delegation, as well as making sure that the delegates from your country all understand the material and that your group completes all necessary portions of the assignment. You are also responsible for helping with the research and preparation of this project. As co-historian, you will directly assist your fellow historian. You will help answer the "Who, What, When, Where, and Why" questions and assist in the creation of a contextualized map. See "Historian" directions below for more information. You are the taskmaster for your delegation, both during the preparation process and the delivery of the panel presentation.

### **Ordinary Citizen**

You will share your personal oral history at the conference. You may narrate your own personal experiences under Imperialism or, if it makes more sense, recount the experiences of family members that came before you. The personal oral history may be fictionalized, but should be believably based on historical facts. You will need to incorporate specific historical details and use descriptive language. You should try to incorporate appropriate clothing or artifacts to be more convincing. This is a great opportunity to show off your creativity, and remember, everyone loves a good story!

### **Historian**

You will be responsible for relating basic historical facts about the process of Imperialism in your country. Your portion of the presentation has 2 parts.

First, you will answer the questions found below (You will work with your Co-Historian to research and answer the questions below):

**Who** colonized your country? (Western Power)

**When** did contact first occur and are there other specific dates that are important to know?

**Why** did your country become colonized? Which of the motives for Imperialism made your country attractive as a colony?

**How** did the colonists use direct or indirect rule to govern the country?

**What** was the response to colonization within your country--were there any groups or famous individuals that aided or resisted colonization?

**When** and how did your country win its independence?

Second, you will create a contextualized map that shows major geographic features that are relevant to the Age of Imperialism. This will include the capital and/or other major cities, relevant physical features like land use and distribution of raw materials, and any examples of modernization resulting from colonization that can be indicated on a map (transportation improvements such as railways or canals, centers of industry such as mines or factories, etc.)

Because you, as a historian, are responsible for the most information-rich portion of the presentation, you will need to use visual aids to supplement your report. These may include posters, pictures, a Prezi or PowerPoint presentation, etc., but they must be clear and easy for the members of the conference to see and understand. They are depending on you for the information they need!

### **Media consultant**

Your job is to become an expert on the more recent, post-colonial history of your country. You should be able to intelligently address the questions:

What has happened in your country politically, economically, and socially since independence?

What are current living conditions like in your country?

Are there any effects of Imperialism that are apparent today?

You may use visual aids to illustrate any points you are making. Your portion of the presentation is essential to the conference members' ability to answer the target question. We will need to know "the rest of the story" to be able to evaluate the long-term effects of Imperialism.

**3. Presentation: During the presentations the other students will be given the "Legacy of Imperialism Conference Matrix." The students must fill out the entire matrix for each country. For each box must be filled out with great detail to show that the students were actively engaged while the other teams present.**

**4. Conclusion: Once each delegation shares its panel presentation, we will culminate the Annual Conference on the Legacy of Imperialism with a group discussion surrounding the target question. This will be one last**

opportunity for students to ask questions to help them fill out the “Legacy of Imperialism Conference Matrix.”

Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
<p>See various resources in the Toolbox for differentiation strategies</p>	<p style="text-align: center;"><b>Reference IEP</b></p> <p><i>Accommodations</i> Please refer to individual students IEP</p> <p><i>Modifications</i> Please refer to individual students IEP</p>	<p style="text-align: center;">Emerging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	<p>See various resources in the Toolbox for differentiation strategies</p>
		<p style="text-align: center;">Expanding</p> <p>See various resources in the Toolbox for differentiation strategies</p>	
		<p style="text-align: center;">Bridging</p> <p>See various resources in the Toolbox for differentiation strategies</p>	

Feedback to Curriculum Team		
Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?		
	Successes	Challenges
Student Perspective		
Teacher Perspective		