



How to Use This Guide


The printed versus on-line version

This prototype instructional guide for Social Studies is highly dependent on utilization of the Internet. Although you have been provided with a printed copy we strongly recommend you also use the on-line at: <http://www.dps.k12.oh.us/academic/secsoc/secsoc.htm> Going on-line will allow you the ability to click and connect to the Web site lessons in the guide without typing them in your Web browser.

The lesson planning and instruction process

1. Read the unit and reflect on its significance to you and your students.
2. Review the benchmarks and standards that are addressed in the unit for the grade level you teach so the objectives are clearly in your mind.
3. Review examples of formal assessments used in the past so that your work with students reflects future expectations of performance. Note: the question may take different forms and multiple-choice capabilities alone are usually not sufficient to pass.
4. Check interdisciplinary activities to see if other subjects lend themselves to planning or involvement of a teaching team approach.
5. Design a lesson that makes use of the best resources and will motivate your students to attain the benchmarks.
6. Consider adaptations you might have to make based on the particular needs of your students and add to the Differentiated Learning section.
7. Prepare informal assessments so that learning can be verified as achieving benchmarks/indicators.
8. Record any reflections you might have about future use of the same lesson.

The guide sections

 <p>Social Studies 9th Grade Curriculum Guide PROTOTYPE</p>	<p>Unit 2: Imperialism</p> <p>Unit Table of Contents</p> <table border="1"> <thead> <tr> <th>Lesson Title</th> <th>Duration</th> <th>Page</th> </tr> </thead> <tbody> <tr> <td>• Introductory Lesson: Poetry Analysis – “The White Man’s Burden”</td> <td>3-6 days</td> <td></td> </tr> <tr> <td>• Age of Imperialism</td> <td></td> <td></td> </tr> <tr> <td>• Imperialism and the Spanish-American War</td> <td>1 day</td> <td></td> </tr> <tr> <td>• Debate: Should the U.S. Annex the Philippines?</td> <td>5-7 days</td> <td></td> </tr> <tr> <td>• A Soldier’s Letter Home from the Philippines</td> <td>3-5 days</td> <td></td> </tr> <tr> <td>• Additional Resources and Community Connections</td> <td></td> <td></td> </tr> <tr> <td>• Formative Assessment: Sample Proficiency Questions</td> <td></td> <td></td> </tr> </tbody> </table>	Lesson Title	Duration	Page	• Introductory Lesson: Poetry Analysis – “The White Man’s Burden”	3-6 days		• Age of Imperialism			• Imperialism and the Spanish-American War	1 day		• Debate: Should the U.S. Annex the Philippines?	5-7 days		• A Soldier’s Letter Home from the Philippines	3-5 days		• Additional Resources and Community Connections			• Formative Assessment: Sample Proficiency Questions		
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<p>Reflections/Notes on the Unit</p>																									

Here you will find the unit that is covered. The units are presented in chronological order.

Here you will find a list of lessons included in the unit, their estimated duration, and where to find each in the guide.

This space is supplied for you to record reactions to the lessons and ideas you might have regarding these lessons and other lessons you might use.

INTRODUCTORY LESSON		
Poetry Analysis – “The White Man’s Burden” (3-6 days)		
Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Voc
<p>History:</p> <p>A. Analyze ways people achieve governmental change, including political action, social protest, and revolution.</p> <p>5. Trace the development of the United States as a world power with emphasis on:</p> <p>a. The Spanish-American War;</p> <p>b. U.S. Imperialism in the Far East, South Pacific, Caribbean and Central America.</p>	<p>Core Activity: This activity asks students to consider British novelist and poet Rudyard Kipling’s 1899 poem “The White Man’s Burden” – which urged the U.S. to take responsibility for imperialism in Britain and other European nations – and several satirical and critical responses to it. This interdisciplinary activity will help students to examine differing perspectives on imperialism at the turn of the century and to understand how expression, protest, and political satire.</p> <p>Find the entire lesson at: http://historymakers.gmu.edu/d6809/</p> <p>Interdisciplinary Connections:</p> <p>Language Arts (poetry as protest.)</p>	<p>Empir imper anti-ir</p>

Lesson title and suggested duration

This is where the standard, benchmark and indicator(s) addressed in each lesson are found. The lessons included cover the adopted DPS and state standards.

The mentioned lesson is described briefly here and the URL is provided so that you may see the lesson in its entirety.

The vocabulary listed here is expected to be familiar to all students.

Here find suggestion for interdisciplinary activities.

Differentiated Learning:

Enrichment: If there is a high interest then have students make a "Zine" of the class's poetry.

Additional Instruction: The abstract of word meaning may be difficult for your students. If so, then spend time exploring various forms of expression of concrete items.

Listed here are activities for students who need additional instruction or who are ready for enrichment activities.

Additional Resources

Textbook

Supplemental Texts

Video

- Tips for Using Instructional Video and Public Television Programming in the Classroom- <http://thinktv.org/education/ntb/ntb/guidelines/tips.pdf>

Internet

- Tips for Using the internet in the Classroom- <http://thinktv.org/education/ntb/ntb/guidelines/tips.pdf>

Community Connections

Additional Resources that might be helpful for the entire unit are found here while specific resources are found within each lesson if required.

Ways to expand the learning environment for this unit are found here.

Formal Assessment: Sample Proficiency Questions

Extended Response			Multiple choice															
<p>UNION AND CONFEDERATE RESOURCES (as percentage of total United States resources)</p> <table border="1"> <thead> <tr> <th>Resource</th> <th>North</th> <th>South</th> </tr> </thead> <tbody> <tr> <td>Population</td> <td>71%</td> <td>29%</td> </tr> <tr> <td>Railroads</td> <td>71%</td> <td>29%</td> </tr> <tr> <td>Farm acreage</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>Factory Workers</td> <td>80%</td> <td>20%</td> </tr> </tbody> </table> <p>Use the information in the table above to evaluate the statement: "The South could never have won the Civil War."</p>			Resource	North	South	Population	71%	29%	Railroads	71%	29%	Farm acreage	80%	20%	Factory Workers	80%	20%	<p>A new justice has just been appointed to the Supreme Court of the United States. Which one of the following will be among the justice's responsibilities in this position?</p> <p>A. to approve or veto federal laws B. to recommend federal laws C. to interpret federal laws D. to write bills that become federal laws</p>
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<p>Short Answer</p> <p>AMERICAN IMMIGRATION: 1875-1970</p> <p>The graph shows three "waves" and "troughs" in immigration to the</p>			<p>The main function of the legislative branch of state government is to</p> <p>A. interpret laws B. make laws C. veto laws D. administer laws</p> <p>Which of the following powers does the United States Constitution grant to the president of the United States?</p> <p>A. amending the Constitution B. appointing Supreme Court justices C. declaring war on another nation D. interpreting federal laws</p>															

Here find examples of assessment questions used on past proficiency tests. Note: the ability to perform all kinds of assessments "well" is necessary for success on the proficiency test. Your informal assessments should include all three kinds of question formats.