



PROJECT 3: Changing or Maintaining Our Imperialist Imperative

Level: High School

Subject: Social Studies and English Language Arts

The following project focuses students on understanding the significant impact of industrialized nations on developing nations. Specifically, the project addresses parts of History-Social Sciences Content Standard 10.4:

Key Standards

10.4.1 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).

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.

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.
(<http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>)

The project focuses on military, social, and economic reasons for industrialized nations to interact and fundamentally influence other nations—and on the positive and negative impacts those relationships have on both parties. The project offers students the opportunity to look at contemporary issues. First, students are faced with understanding the role of the United States in the development of and maintenance of ISIS and how to face growing local and global concerns of such a development. Students develop a thorough understanding of imperialism by looking at historical patterns and analyzing causes, characteristics, and effects of European imperialism and how such patterns reflect contemporary behavior. At the conclusion of the project, students look at emerging countries and their spread of imperialism to other nations (e.g., China on Taiwan) and what role the United States should play in an omnipresent global community.

PHASE 1	PHASE 2	PHASE 3	PHASE 4
<ul style="list-style-type: none">• Launch project.• Conduct pre/postassessment.• Go through Know/Need to Know list.	<ul style="list-style-type: none">• Engage in surface workshops.• Begin completing major tasks at surface level.	<ul style="list-style-type: none">• Engage in deep-learning workshops.• Postassessment• Begin completing major tasks at deep level.	<ul style="list-style-type: none">• Presentation• Reflection• Provide new context for students to discuss.

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PROJECT DESIGN		
STEP 1: Learning Intention(s)		
The Industrialized nations' desire for abundant resources and new markets for their goods coupled with feelings of cultural superiority (such as Social Darwinism) and increased military power allowed for and encouraged imperial expansion. Imperialism had lasting positive and negative effects.		
STEP 2: Success Criteria		
Surface	Deep	Transfer
<ul style="list-style-type: none"> The student lists political, economic, and social reasons that drove 19th century European imperialism. 	<ul style="list-style-type: none"> The student relates the causes, characteristics, and effects of 19th century European imperialism, making evaluations of specific countries' imperialistic actions. 	<ul style="list-style-type: none"> The student evaluates the present day legacy of imperialism in at least one region of the world. The student makes a hypothesis on the impact imperialism has in various contemporary contexts.
STEP 3: Driving Question(s)		
How do the United States and other industrialized imperial nations prevent creating new global enemies?		
Context		
<ul style="list-style-type: none"> ISIS Global trade Economic sanctions 		
STEP 4: Tasks		
Surface	Deep	Transfer
<p>Address the following in pairs and with the class:</p> <ul style="list-style-type: none"> Identify conditions of imperialism. Define terms and concepts of <i>Social Darwinism</i>, <i>patriarchy</i>, and <i>capitalism</i>. Identify types and sources of power: political, economic, religious, ideological 	<p>Using case study material for 19th century US, European, Middle Eastern, African, and Asian nations, build a graphic organizer that</p> <ul style="list-style-type: none"> identifies which nations had power and what type. identifies the basis for the types of powers listed above. explains how that power was exercised. determines what impact imperialistic nations had on each nation. identifies the conditions that existed in each nation that either resulted in it becoming a dominant or dominated nation. 	<ul style="list-style-type: none"> Develop a white paper on the best solution for the United States and allied forces to employ to ensure the safety and security of the people around the world by defeating groups such as ISIS. Present three actions the United States and allied nations can take to mitigate risk to citizens while building positive relations with previously imperialized regions of the world.
STEP 5: Entry Event		
<p>Scenario . . . Expansion of ISIS is causing the US government to rethink its military strategy.</p> <p>Expectations . . . Present three actions to a panel on what actions the United States can take to mitigate risk to citizens and establish positive relations in the region.</p> <p>Patron . . . Social studies department</p> <p>Format . . . Written memo</p>		

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WORKSHOPS		
Surface	Deep	Transfer
<ul style="list-style-type: none"> Making sense of resources: What conditions led to imperialism? 	<ul style="list-style-type: none"> Ideological conflicts: Why do different people have different ideas about government, economics, and religion? What were the causes and effects of imperial conflicts such as the Boer War, Opium War, and Raj rebellions? 	<ul style="list-style-type: none"> Comparative conflicts Students will select a current world conflict and analyze the economic, political and ideological conditions that led to these conflicts and determine if they are remnants of the imperialist era practices. Students will make predictions about current geopolitical situations and determine if the conditions are ripe for conflict and if so, what measures can be taken to avoid conflict and bring about peace and stability.

PROJECT CALENDAR					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 <i>[Phase 1 and Phase 2]</i>	Project launch Preassessment	Surface workshop(s) (Define terms)	Surface workshop(s) (Sources and conditions)	Pair discussions/ Jigsaw (Sources and conditions)	Pair discussions/ Jigsaw (Sources and conditions)
Week 2 <i>[Phase 2 and Phase 3]</i>	Deep workshops(s) Ideological conflict Case study review Provide graphic organizer draft.	Deep workshop Conflict snapshot Case study review Construct graphic organizer.	Deep workshop Conflict snapshot Case study review Feedback on graphic organizer.	Deep workshop Review US actions. Complete graphic organizer.	Deep workshop Review white paper exemplars.
Week 3 <i>[Phase 3 and Phase 4]</i>	Transfer workshops Current issues Current solutions Assessment Brainstorm	Transfer workshops Current issues (looking at different contexts) Develop white paper.	Transfer workshops Critical Friends on white paper Prepare 5-minute presentation.	Present solution. Submit paper. Discuss new topics.	Reflect

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