



Grade 9 - Unit 2 - Exploration and Imperialism

Unit Focus

In this second unit of study, students will extend their thinking about competing conceptions of the common good to questions of exploration and imperialism. By evaluating the motivations behind imperialism and the consequences of it, both positive and negative, students will evaluate whether or not imperialism has been, or could ever be, a force for the common good. Students will then apply their learning to an the XPrize competition, in which teams from around the world compete to develop solutions to some of the developing world's most pressing problems. By evaluating the solutions and their implementation, students will consider the possible impacts of these competitions and these outside influences on the people they are designed to help.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 9</i> 920990 Dimension 2. Applying Disciplinary Concepts & TOOLS 921057 HISTORY 921058 Change, Continuity, and Context 921059 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <ul style="list-style-type: none"> • D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. 921063 Perspectives 921064 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. • D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. 	<p>T1 Evaluate diverse sources and points of view to determine what really happened.</p> <p>T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Student Growth and Development 21st Century Capacities Matrix <i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>Global Thinking</i> • Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. 	<p>U1 Students are historians, investigating and interpreting the past from a variety of perspectives.</p> <p>U2 The outcome of any historical event may not be intended or predicted.</p> <p>U3 Historians develop a sense of empathy for people</p> <p>U4 Taking action to help others must be a purposeful, informed, and reflective experience.</p>	<p>Q1 How do I investigate/figure out what happened or what might happen and its significance?</p> <p>Q2 How do citizens appropriately, responsibly, and effectively take action? What are the challenges and potential impacts of taking action?</p> <p>Q3 How do people and events of the past influence our understanding of ourselves and our world today?</p> <p>Q4 Whose story is this? Who is being left out? How do I seek out the whole story?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>K1 Spanish Exploration and Conquest K2 British, French and Dutch Empires K3 1800's: Age of Imperialism K4 Nativist Responses to Imperialism K5 Post Colonialism and Nationalism (outside of Europe/Independence)</p>	<p>S1 Empathizing with different points of view: Colonists and Imperialists S2 Understanding Social Movements and how to effect change S3 Applying universal human rights to social unrest S4 Articulate how vestiges of colonialism have impact on how Europe is viewed today</p>	