



## 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

Standard(s)	Transfer	
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 9</i>  <i>920990 Dimension 2. Applying Disciplinary Concepts &amp; TOOLS</i>  <i>921057 HISTORY</i>  <i>921058 Change, Continuity, and Context</i>  <i>921059 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p> <ul style="list-style-type: none"> <li>• 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.  <i>921063 Perspectives</i>  <i>921064 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></li> <li>• 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.</li> <li>• D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> <li>• Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)</li> </ul>	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i>  <b>U1</b> Students are historians, investigating and interpreting the past from a variety of perspectives.  <b>U2</b> The outcome of any historical event may not be intended or predicted.  <b>U3</b> Historians develop a sense of empathy for people  <b>U4</b> Taking action to help others must be a purposeful, informed, and reflective experience.</p>	<p><i>Students will keep considering...</i>  <b>Q1</b> How do I investigate/figure out what happened or what might happen and its significance?  <b>Q2</b> How do citizens appropriately, responsibly, and effectively take action? What are the challenges and potential impacts of taking action?  <b>Q3</b> How do people and events of the past influence our understanding of ourselves and our world today?  <b>Q4</b> Whose story is this? Who is being left out? How do I seek out the whole story?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i>  <b>K1</b> Spanish Exploration and Conquest  <b>K2</b> British, French and Dutch Empires  <b>K3</b> 1800's: Age of Imperialism  <b>K4</b> Nativist Responses to Imperialism  <b>K5</b> Post Colonialism and Nationalism (outside of Europe/Independence)</p>	<p><i>Students will be skilled at...</i>  <b>S1</b> Empathizing with different points of view: Colonists and Imperialists  <b>S2</b> Understanding Social Movements and how to effect change  <b>S3</b> Applying universal human rights to social unrest  <b>S4</b> Articulate how vestiges of colonialism have impact on how Europe is viewed today</p>