

YOUR NAME: Ms. Jessica Durinsky	
LESSON TITLE: Imperialism –Europe moves East	SUBJECT AREA: History
GRADE LEVEL: 9 th grade	TIME ALLOCATION: 50 min
OBJECTIVES: Set the stage for studying European imperialism in the East, beginning with the Middle East. Analyze reasons for European influence in the Middle East	
STANDARDS: <u>History (Grade 9)</u> Describe the political, economic, and social roots of imperialism Analyze the perspectives of the colonizers and the colonized concerning: <ol style="list-style-type: none"> Indigenous languages; Natural resources; Labor; Political systems; Religion. Explain the global impact of imperialism including: <ol style="list-style-type: none"> modernization of Japan; Political and social reform in China; Exploitation of African resources <u>Geography (Grade 9)</u> Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.	
GROUPING OF STUDENTS: Students will work on notes sheets individually. Discussion will be conducted as a whole class.	PRIOR KNOWLEDGE NEEDED: The students just learned about European interests in Africa for resources, now they will move on to European interests in the Ottoman Empire due to strategic locations as a part of Geopolitics
MATERIALS: Textbook, <i>Patterns in World History</i> , Mcdougall – Littell. Lecture notes, Lecture slides	MODIFICATIONS FOR SPECIAL NEEDS: <ol style="list-style-type: none"> The content and strategies will be modified based on the individual students' IEPs. Reading learning disabled children will be given modified assignments with shorter requirements or longer completion time. All notes will be posted online.
INSTRUCTIONAL MODELS: Modified Interactive Lecture	
PROCEDURES AND ACTIVITIES: Quick review of previous day's activities and explanation of homework assignment. Set: Introduce core concept: Geopolitics <ul style="list-style-type: none"> - review prior lessons (African Imperialism) in connection to new concept - Activity: students are asked to stand up and change seats according to where they want to sit. Students are asked to explain their choices/ strategy (ex: near friends, close to door, close to the front, in the back) Teacher gives students definition of Geopolitics and relates definition to the activity.	TIME: 5-10 min 25-30 min

<p>Activity: Modified Lecture</p> <ul style="list-style-type: none"> - Students are given notes sheets to fill out during lecture. - Powerpoint lecture contains higher level thinking questions for discussion during lecture - Powerpoint lecture contains maps for student analysis and comparisons during lecture <p>Closing/Homework</p> <p>Students answer questions related to the lecture using their textbook</p> <p>Students answer higher level value question to transition into next lesson (European influence in Asia)</p>	<p>10 min</p>
<p>EVALUATION AND ASSESSMENT:</p> <p>Lesson evaluation and assessment: The students homework will be checked during a regular notebook check.</p> <p>Authentic assessment: Student participation in discussion</p> <p>Formal assessment: At the end of the unit the students will complete a 50 question multiple choice test with a take home essay.</p>	
<p style="text-align: center;">SUPPORTING MATERIALS</p> <ul style="list-style-type: none"> ✓ Attach, in sequential order, the supporting materials, the actual documents (e.g., lecture notes, hand-outs, primary sources, worksheets, overheads) that will be used in the lesson. ✓ The supporting materials should include everything another person would need to implement the lesson. Therefore, lecture notes should present a fairly robust amount of content knowledge, with questions inserted at point of use. Likewise, for discussions, anticipated guiding questions should be listed; for other teaching strategies, specific cues and directions should be listed at point of use. 	

- Geopolitics
- Taking control of a territory because of its **strategic location** or **products**

•What is the geopolitics of Europeans taking control of Africa?

•What about further?

•Europe Moves East

Muslim Lands

•British and French Empires

How did the British and French get to their colonies in the East?

•The Ottoman Empire

•Ottoman Empire in Decline

•Suleyman I dies 1566,

–succession of **weak leaders**

–**Quarreling factions**

–**Corruption**

–**Financial loss**

–**Inflation**

–**Nationalist Feelings among subject peoples**

•**Wanted independence**

•Europe takes advantage of Declining

Ottomans

•Crimean War – Russians want to gain access to the Black Sea

•Warm water port access

•British and French help Ottomans, Russia defeated

•Russian aids Ottoman subject peoples gain independence

•Ottomans lose Romania, Montenegro, Cyprus, Bosnia, Herzegovina, Bulgaria, Africa

•Egypt and Modernization

•Muhammed Ali

–Former Ottoman Turk, turns on Ottomans and takes Egypt for himself

–Modernizes Egypt with reforms

–Grandson Ismail builds the

Suez Canal

•**Connects Red Sea to the Mediterranean Sea**

–Built with French Money

–Britain takes over Egyptian **debt**, occupies Egypt in 1882

•Persia

•Fought over btw Britain and Russia

•**Oil** – Persia could not afford to collect its own Resources

•**Concessions** – Persia gives **Foreign Businesses** the right to operate or collect products (resources) in a certain area.

•Anglo Persian Oil Co.

•Tobacco

The University of Akron



The Office of Student Teaching

IMPERIALISM

Student Teacher Name: JESSICA DURINSKY University Supervisor Name: RON SKELLEY Lesson Topic: EUROPE MOVES EAST Date: 11-18-10

Observation Notes:

OBJECTIVES SET STAGE FOR STUDYING EUROPEAN IMPERIALISM IN EAST, BEGINNING WITH MIDDLE EAST. ANALYZE REASONS FOR EUROPEAN INFLUENCE IN MIDDLE EAST. PROCEDURE & ACTIVITIES

- INTRO - ANNOUNCEMENTS ABOUT PROJECT & QUIZ - STUDENT SEED CHANGE & WHY?
- STUDENTS GIVEN NOTES SHEET FILL OUT DURING LECTURE. POWERPOINT LECTURE WITH HIGH LEVEL QUESTIONS, APPS & STUDENT ANALYSIS.
- CLOSURE REVIEW - ORGANIZE FOR QUIZ OR START HOMEWORK 10MIN

Strengths:

ORGANIZATION LESSON PLAN & UNIT PLAN WELL WRITTEN & CONNECTS AS USUAL: A-1 A-3 GREAT INTRO - POSITIVE COMMENTS, AND REVIEW PROJECT REQ. THEN GREAT HOOK HAVING STUDENTS MOVE SEATS TO WHERE THEY WANTED TO SIT & EXPLAIN WHY. RELATED TO LESSON ON GEOPOLITICS A-3 A-4 ENVIRONMENT LECTURE + ENTHUSIASM - RELATED LESSON TO STUDENTS LIVES B-2 B-3

Goals for Student Teacher: AND PRESENT DAY EVENTS TEACHING VARIED HER USAGE WELL.

Recommendations:

GOOD LECTURE NOTES & PICTURES & MAPS ON SMARTBOARD (POWERPOINT) GREAT JGB WITH HIGH LEVEL OF QUESTIONING WITH LESSON ACTIVITY & LECTURE. C-1 MANY LEVELS OF ASSESSMENT (NOTEBOOK PARTICIPATION, HW, PROJECT, EXAM, QUIZ) A-5 C-4 TIED LESSON WELL TO STUDENTS C-2 ALOT OF MATERIALS (LECTURE NOTES, HANDOUTS, PRIMARY SOURCES, WORKSHEETS, OVERRHEADS ETC) C-2 PROJECT ALSO INCORPORATES CRITICAL THINKING. C-3

Supervisor's Next Steps: GREAT LESSON USING HIGH LEVEL OF QUESTIONS, RELATING TO STUDENTS LIVES. & LESSON INFORMATION TIED LESSON TOGETHER WELL. D-2

RECOMMENDATIONS: JESSICA DID ALOT OF GOOD THINGS TODAY 0-3

Next Observation Date: _____

Focus: _____

Domain A Planning and Preparation	Domain B Classroom Environment	Domain C Instruction	Domain D Professional Responsibilities
A1 Demonstrates knowledge of students <input checked="" type="checkbox"/>	B1 Demonstrates and encourages fairness <input checked="" type="checkbox"/>	C1 Communicates goals, procedures and content clearly and accurately <input type="checkbox"/>	D1 Reflects, self-evaluates and assesses effectiveness of student learning <input type="checkbox"/>
A2 Selects appropriate instructional goals/objectives <input type="checkbox"/>	B2 Creates an environment of respect and rapport <input checked="" type="checkbox"/>	C2 Makes content comprehensible to students <input checked="" type="checkbox"/>	D2 Demonstrates efficacy, or capacity to make an impact <input checked="" type="checkbox"/>
A3 Designs coherent instruction <input checked="" type="checkbox"/>	B3 Expresses positive and challenging learning expectations <input checked="" type="checkbox"/>	C3 Uses strategies and discussion techniques to extend student thinking <input checked="" type="checkbox"/>	D3 Establishes supportive and cooperative relationships with colleagues <input checked="" type="checkbox"/>
A4 Demonstrates knowledge of methods, strategies and resources to enhance teaching and learning <input checked="" type="checkbox"/>	B4 Manages student behavior <input type="checkbox"/>	C4 Checks student understanding through consistent, varied and timely feedback <input checked="" type="checkbox"/>	D4 Establishes supportive and cooperative relationships with families <input type="checkbox"/>
A5 Assesses student learning of goals and objectives <input checked="" type="checkbox"/>	B5 Organizes physical space <input type="checkbox"/>	C5 Manages time effectively during the lesson <input type="checkbox"/>	

Timely lesson plans

Dispositions

Attendance