### TIFFS IMPERIALISM SIMULATION LESSON PLAN

Stefanie Graefe 9th Grade World History 53 Minute Period

Colonization of Africa

# OVERVIEW/ RATIONALE

This is third lesson in a week-long sub-unit on imperialism. I will begin the lesson with a review of the last day’s lecture. Students will create a graphic organizer so they can visualize and conceptually organize the reasons for European imperialism. The majority of the class will focus on a role-play simulation. This is the first day of three day simulation of an earthling/alien imperialistic conflict. Ultimately, the simulation will focus group cooperation, negotiation and creative problem solving.

**ENDURING UNDERSTANDINGS/ ESSENTIAL QUESTIONS**

1. Why do nations conquer and colonize other nations?
2. Creating a solution that incorporates the interests of multiple parties requires compromise and negotiation
3. Why did some non-European people cooperate, and sometimes even support, European conquest and rule?
4. Finding a creative solution for a multi-faceted problem requires organization and group cooperation

# GOALS/OBJECTIVES

1. Students will be able to organize and explain the economic and non-economic reasons for European Imperialism
2. Students will develop creative solutions using both evidence and negotiation skills
3. Students will practice their group work skills; including delegation and developing shared goals and expectations

**STANDARDS**

3.1.9 D

8.4.9 B

8.4.9 C

**MATERIALS**

1. PowerPoint slides
2. Tiff Simulation Handout
3. Group Organization Handout
4. Student notebooks

**PROCEDURES**

**OPENER**

1) Political Cartoons- 5 minutes

Students will analyze the political cartoon and answer the questions below

-What message do you think the cartoonist is trying to convey?

-How does this cartoon disagree with the White Man’s Burden?

# BODY OF THE LESSON

2) Imperialism Graphic Organizer- 15 Minutes

I will show one example of how they could organize their notes on the reasons for imperialism in a power point slide. Students will then use their notes from yesterday’s lecture to create a similar graphic organizer detailing the economic and non-economic reasons for imperialism (as well as their connections)

3) Tiffs Simulation Intro- 15 Minutes

-Simulation Summary (2 slides)

-Group Roles Description (1 slide)

-Earthling Towns Description (2 slides)

-Groups (I slide)

Before I review the summary and descriptions I will distribute the Tiffs Info Sheet Handout so the students can follow along. After the review, students will get into their groups and start planning

4) Group Planning

Students will first need to delegate roles. I will make sure that all groups have distributed roles The mayor in each group will need to direct a discussion on the general goals and plans for the first town meeting

**CLOSURE**

4) Group Email Exchange

At the end of class I will direct the students to exchange emails and plan for a way they can communicate after school.

# ASSESSMENT/EVALUATION (MAY HAPPEN IN BODY/ PROCEDURES)

1. Group Paper: Five Pages

2) Unit Exam question on Imperialism

*This Lesson was adapted from Aruna Arjunan’s Tiff’s Activity for her Central World History Class*

# REFLECTION/NOTES

The beginning of the lesson focused on reviewing the economic and non-economic reasons for imperialism that we examined the day before. The students were really engaged in the political cartoon. At least half of the students were eager to answer the questions and discuss their interpretation of the cartoon.

The second activity related to review, was the graphic organizer. I let this activity go on for too long. Students were waiting for others to finish and the overall energy that was generated from the political cartoon appeared to dissipate. This activity also highlighted the different skill levels of students in the room. While some students were immediately bored by the review others found it difficult to identify the specific reasons that we identified the day before.

By the time I introduced the Tiffs it was almost half-way through the class. I did not have enough time to get to my closing activity as I had planned. However, during the review of the context for the simulation and the beginning of group work, the level of high engagement encouraged me.

Engagement observations:

During Information Review

-Students were constantly asking clarifying questions on the Tiff’s way of life

-Three students were eager to demonstrate the style of Tiffs Dancing

-No students off task, no behavioral issues

-Half of the class participated to read portions of the assignment allowed

During Group Meeting

-Tiff groups were obeying the laws the Tiffs enthusiastically

-All groups demonstrated a level of competitive feeling. They were interested in creating the 'best' proposals compared to their peers

-Tiffs groups were excited to be in a role of ‘power’, and debating amongst themselves about their possible first decree.

-The fictional city of metropolis was known for its music industry. One student-citizen of this city, who has often been disengaged in class, was very enthusiastic about his task. As the cultural representative, he proposed a style of music that combined both rap and tiff music. He will perform the rap later for the first town hall meeting for the Tiffs