

<p>Chapter 21 Section 3</p>	<p>Learning Targets and <i>Intentions of the Lesson</i> The Scramble for Africa and The White Man's Burden</p>
<p>Learning Targets and <i>Intentions of the Lesson</i></p>	<p><i>I Want Students to:</i> 1. KNOW the characteristics of the different forms of Imperialism. 2. UNDERSTAND and explain the different methods that imperialist nations gain control of their colonial holdings. 3. Examine (SKILL) the <i>White Man's Burden</i> and use your analysis to create a parody of Kipling's message.</p>
<p>Scope and Sequence of the Lesson</p>	<p>21.3.1 – Explain the Learning Targets and the Goal of the Lesson. 21.3.2 – Direct instruction on Imperialism: Motives, Types, and Ways to Maintain Control. 21.3.3 – Provide exact instructions for students to complete an Imperialism Activity. 21.3.4 - Students will be follow along completing their Cornell Notes organizer on The Scramble for Africa: <i>Motives for Imperialism, Forms of Imperialism, and Ways to Gain Control.</i> 21.3.5 – Instructor will read the <i>White Man's Burden</i> while students read along. 21.3.6 – This critical thinking activity will implement the three-step Close Reading strategy. 21.3.7 – Each group member will share their responses with their neighbor, a Think-Pair-Share exercise to find the best response and share it with the class. 21.3.8-Students will use Kipling's poem as a template to create their own burden (i.e. The Student's Burden, The Athlete's Burden)</p>
<p>Background Concerns</p>	<p>Students will read and analyze The White Man's Burden, which was a direct product of Social Darwinist theory. They will utilize a three-step Close Reading strategy in which they read and re-read the text to gather meaning and determine the author's purpose; highlight important vocabulary words and use context clues to figure out the meaning of them; and provide evidence and support for answers to comprehension questions by using the text itself.</p>
<p>Text Talk</p>	<p>Instructor must help students decode the meaning of Kipling's White Man's Burden. This activity is at the top of Bloom's Taxonomy of higher understanding, Evaluating and Creating They will then Think-Pair-Share their analysis of Kipling's poem with their group members. After they collaborate they will share their findings with the class.</p>
<p>Text Response</p>	<p>Students will create a poem based on their own 'burden' using The White man's burden as a template.</p>