

<p>Unit 4–An Era of European Imperialism Chapter 21 Section 4</p>	<p>Learning Targets and <i>Intentions of the Lesson</i> Bloom’s Taxonomy and Social Darwinism</p>
<p>Learning Targets and <i>Intentions of the Lesson</i></p>	<p>1. KNOW the characteristics of Social Darwinism. 2. UNDERSTAND and explain the theory that Social Darwinism explained the popular belief (since discredited) that Western White Man was superior to People of Color (referred as savages). 3. Utilize Bloom’s Taxonomy (SKILL) to develop an understanding of the concepts of higher level comprehension and to learn the features of Darwinism</p>
<p>Scope and Sequence of the Lesson</p>	<p>21.1.1 – Explain the learning targets and aim of the lesson. 21.1.2 –Instructor will explain the rationale and goal for using Bloom's Taxonomy for higher understanding to build their critical thinking skill base and to comprehend Social Darwinism. 21.1.3 –Students will follow Why Bloom’s Taxonomy slideshow direct instruction taking Cornell Notes. 21.1.4 -Instructor will distribute the <i>Social Darwinism</i> passage to students for them to analyze and evaluate. 21.1.5 – Once students have analyzed the definition and theory of Social Darwinism, the instructor will facilitate a class discussion on the meaning, intent, aim, and effect of Social Darwinism on European Imperialism. 21.1.6 –The instructor will present a Social Darwinism slideshow while students follow along on their slideshow guided notes. 21.1.7 – Instructor will insure that students understand the meaning, aim, and intent of Social Darwinism before moving to the Bloom organizer. 21.1.8 –The instructor will distribute Bloom's Social Darwinism graphic organizer. 21.1.9 – Instructor will guide students through each level of Bloom's Taxonomy starting with the lowest level. 21.1.10 –Instructor will give students 2 to 3 minutes on levels one through three and then will ask the class to share their findings with each other using Think-Pair-Share. 21.1.11 – After each level Instructor will share his analysis with the class and use his analysis and as a teachable moment for students to understand the value in a higher understanding of topics using Bloom's Taxonomy as their vehicle for critical thinking.</p>
<p>Background Concerns</p>	<p>Instructor must guide the students through Bloom’s Taxonomy. This is new to the students, so the instructor must stay on each level until students have a good understanding of all six levels of Bloom.</p>