**What if We Wonder?: Imperialism in Africa (Questioning Technique)**

**Essential Understandings, Skills, & Dispositions of Lesson:** Students will learn about the impact of European Imperialism in Africa through the example of Belgium in the Congo. Students will analyze primary and secondary sources through the “What if We Wonder?” questioning technique and small group or paired discussion.

**NVACS for Social Studies and for Literacy:**

* H2. [9-12].16. Examine the roles of nationalism, imperialism, and religion in the building and development of nations.
* H2.[9-12].17 Describe the rise of commercial trading centers and their effects on social, political, and economic institutions around the world.
* CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
* CCSS.ELA-LITERACY.RH.9-10.6- Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Rationale *(How does this lesson address knowledge, skills, and dispositions necessary for College and Career Readiness, thoughtful and participatory citizenship, and 21st Century Learning?)*** This lesson is designed to teach students how to analyze documents and/ or concepts they are unfamiliar with, with little to no background knowledge. Through analysis and question writing, students will practice critical thinking and problem solving skills that are used daily in college, the military and within other jobs and careers. Building knowledge through generating questions allows students to practice skills that are necessary to be an active member in a democracy.

**Student Objectives:** SWBAT analyze primary and secondary sources through creating questions, evaluating questions, answering questions and reflecting on questions.

**Materials:** “What if We Wonder” analysis tool, corresponding PowerPoint and video link.

**Lesson Plan Outline:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Approximate Time***  ***(e.g. 15 mins)*** | ***What is the teacher doing during this time?*** | ***What are students expected to do during this time?*** | ***Notes (formative assessment ideas, differentiation, adaptations, etc.)*** |
| 2 minutes | Pass out and explain the “What if We Wonder” analysis tool. | Reading the directions on the PowerPoint | This is not a mandatory category for each time frame. |
| 5 minutes | Walking around room helping students that are struggling with creating questions. | Students are analyzing Doc. A and writing questions |  |
| 5 minutes | Walking around room helping students that are struggling with creating questions. | Student are analyzing Doc. B and writing questions. | If the class is having trouble this point have students share with their partner/ small group. |
| 2- 3 minutes | Helping students who may struggle with categorizing. | Students are categorizing their questions as open ended/ close ended |  |
| 5 minutes | Modeling how to change an open ended question to a close ended question. | Students are changing one open ended question to a closed ended question and vice versa. | You can choose a student’s question who you may think will struggle with this to offer as a model. |
| 2-3 minutes | Monitoring students. | Students are prioritizing the three questions they think are most important by marking them with a x. |  |
| 5 minutes | Listening to the students questions. | Students are sharing with their partner/ small group the three questions each student thought was the most important. |  |
| 12 minutes | Going over the directions for the video. | Students are using the video clip to answer any of their questions that they created, writing anything that they still wonder or created a new question, and finding details that add humanity to the two original documents. | Add more cells by tabbing when necessary. |
| 3-5 minutes | Checking various students’ answers. | Students are answering on the back of their template the historical question: How did the quest for resources affect cooperation and/ or conflict among cultures during the Imperial Age? | This is my own historical question that is continuously answered throughout the unit that pertains to my class, this may vary depending on your own focus. |

**What If We Wonder?**

**Question Formulation Technique Focus: Imperialism in Africa**

|  |  |
| --- | --- |
| **Document A Questions: Document B Questions:** | |
| Were any of your questions answered?  Which questions?  What do you still wonder or what new question(s) do you have? | What phrases from the video add humanity to your understanding from the documents? |

**What if we wonder?**

**Question Formulation Technique**

1. Review the Rules for Producing Questions

* Ask as many questions as you can.
* Do not stop to discuss, judge or answer the questions.
* Write down every question exactly as it is stated.
* Change any statement into a question.

1. Produce Your Questions
   * Base your questions (loosely, if need be) on the focus word, phrase, or statement.
   * Number your questions for each source.
2. Categorize Your Questions as C or O.
   * Closed-ended questions (C) can be answered with “yes” or “no” or with one word.
   * Open-ended questions (O) require an explanation and cannot be answered with yes” or “no” or with one word.
3. Name Advantages and Disadvantages of Types of Questions.
   * Change one closed-ended question into an open-ended, and change one open-ended question into a closed-ended one.
4. Prioritize Your Questions

* Choose the three most important questions from your list. Mark them with an “X.”
* Discuss your reasons for selecting those three questions.
* What are the numbers of your priority questions?

1. Reflect

* What did you learn? What value does it have?

1. Do something to extend your learning on the focus and to answer your priority questions.