Lesson Plan

Title: Imperialist America

Subject: Social Studies

Grade Level: 9 - 12

Overview:
The student will read the Body Rituals of the Nacirema by Horace Miner to analyze how other cultures are perceived by other cultures.

Approximate Duration: 90 minutes

Content Standards:

Economics: Interdependence and Decision Making
Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the World.

History: Time, Continuity, and Change
Students develop a sense of historical time and historical perspective as they study the history of their community, state, nation, and world.

Benchmarks:
E-1A-H4
comparing and evaluating economic systems;
E-1A-H5
explaining the basic features of market structures and exchanges;
E-1B-H4
analyzing the causes and consequences of worldwide economic interdependence;
H-1A-H1
applying key concepts, such as chronology and conflict, to explain and analyze patterns of historical change and continuity;
H-1A-H2
explaining and analyzing events, ideas, and issues within a historical context;
H-1A-H3
interpreting and evaluating the historical evidence presented in primary and secondary sources;
H-1A-H4
utilizing knowledge of facts and concepts drawn from history and
methods of historical inquiry to analyze historical and contemporary issues;
H-1B-H1
analyzing the significant changes that resulted from interactions among
the peoples of Europe, Africa, and the Americas;
H-1B-H4
tracing territorial expansion and reform movements in the United States;
H-1C-H1
analyzing the development of early human communities and civilizations;

H-1C-H2
making generalizations about the cultural legacies of both the ancient
river and the classical civilizations;
H-1C-H3
analyzing the origins, central ideas, and worldwide impact of major
religious and philosophical traditions;
H-1C-H4
summarizing the developments and contributions of civilizations that
flourished in Europe, Asia, Africa, and the Americas;

Grade-Level Expectations (GLEs):
Grade 9-12
2. U.S. History: Compare historical periods or historical conflicts in
terms of similar issues, actions, or trends in U.S. history (H-1A-H1)
3. World History: Contrast past and present events or ideas in world
history, demonstrating awareness of differing political, social, or
economic context (H-1A-H1)
4. World History: Analyze change or continuity in areas of the world
over time based on information in stimulus material (H-1A-H1)
6. U.S. History: Analyze the point of view of an historical figure or
group in U.S. history (H-1A-H2)
7. World History: Analyze or interpret a given historical event, idea, or
issue in world history (H-1A-H2)
8. U.S. History: Debate an historical point of view, with supporting
evidence, on an issue or event in U.S. history (H-1A-H2)
10. World History: Determine when primary and/or secondary sources
would be most useful when analyzing historical events (H-1A-H3)
12. World History: Analyze and evaluate the credibility of a given
historical document (e.g., in terms of its source, unstated assumptions)
(H-1A-H4)

Educational Technology Standards:
Demonstrate and advocate legal and ethical behaviors among peers, family,
and community regarding the use of technology and information.
Objectives:
analyze the impact of expansion by the United States
interpret the importance of expansion on other cultures by the United States
create a drawing of the most interesting aspect form the article for further discussion
compare and contrast cultural aspects of the Nacerima culture to US culture

Lesson Materials and Resources:
Body Rituals of the Nacerima Article by Horace Miner
Reading guide and questions provided by teacher

Background Information:
A vast knowledge of American Imperialism and expansionism and the impact of immigration to the United States

Lesson Procedures:
1. Students receive readings at the door with guided worksheet
2. Students answer do now question "What is one aspect of our culture other cultures may find weird?" while teacher performs roll
3. Students and teacher review various responses after 10 minutes
4. Groups form to complete reading of article
5. Students read and answer questions for each section of the reading
6. After 20 minutes students report back to the rest of the class and share from the article to the entire class
7. Students then reflect on the article and draw a picture of the most interesting aspect of the Nacerima culture to present the next day after the test on immigration and expansion by the United States.

Accommodations/Modifications:
peer mentoring
teacher assisted reading

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MarcoPolo Lesson: No