

# GRASPS

## UNIT: EXPLORATION & COLONIZATION

### SUBJECT: Social Studies – Grades 8

#### ESSENTIAL QUESTION(s):

- How do conflicting ideas affect progress?
- What makes one culture seem more appealing than another?

G R A S P S	
Goal	<p><b>Goal:</b></p> <p>Students will understand the motivations and consequences of colonization and recognize the multiple forms in can take even in modern times.</p>
Role	<p><b>Role:</b></p> <p>Colonizer or colonized citizen on an imaginary island.</p>
Audience	<p><b>Audience:</b></p> <p>The inhabitants of the opposite island.</p>
Situation	<p><b>Situation:</b></p> <p>Hypothetical colonization of an already-inhabited island, due to climate change migration...</p> <p><i>Half the class is given the following situation:</i></p> <p>&gt; You live on an island in the Pacific. Water levels are rising and half the island is under water; scientists predict that within 20 years, the whole island will be submerged. You</p>

and your family decide to move to a neighboring island. However, another community already lives there. The other island speaks a different language, has a lifestyle based off the land and does not use 21st century technologies. The island has all the resources you need to survive.

*Half the class is given the following situation:*

> You live on a small island. One day, a community from a neighbouring community arrives who does not speak your language. You understand they want to move to your island but you don't know why. The island has all the resources you need, but not extra and you manage them very carefully so they last the year and stay intact. You know they have a different way of living and you are apprehensive about changing your lifestyle.

### **Performance or Product:**

#### **1. 21st Century Colonization Project**

Group A:

*Write a policy outlining how you will do the following:*

- Make first steps to approach the community on the island and explain why you are there.
- Arrange to have 21st century technology (Internet, electricity, running water) brought to the island, without undoing the lifestyle island residents already have.
- Reach an agreement to live on the island in peace. How would the decisions you negotiate affect the future of the island?

Group B:

Performance  
or Product

*Write a policy outlining how you do the following:*

- How do you communicate with the newcomers?
- How do you make them understand your needs and your lifestyle on the island?
- How do you preserve the resources you rely on?
- Are you willing to share the island with them? Why or why not? How could you reach an agreement with them to share the island?

## **2. Debates:**

Students prepare their “policy solutions” independently (written assignment) and come to class prepared to debate with a peer. Two by two, students record their debates and submit them for oral evaluation. Each pair must present their arguments for each side and come to an agreement for inhabiting the island.

## **3. Group debrief (discussion, or follow-up journal assignment):**

How did this experience change your understanding of what we have learned about European colonization?

What aspects of European colonization could have been changed to make it more fair?

How would the world look different today if a different process had taken place during European colonization?

<b>Standards</b>	<b>Standards:</b>  Project to be evaluated with a rubric, which would evaluate: in-class debate, policy outline, arguments presented, comprises suggested, etc.
<b>Differentiation</b>	<b>Differentiation:</b>  Students have a choice of how to present their findings. (Possible formats: policy proposal (formal report), multimedia presentation, video.)