

<b>TITLE OF THE SCENARIO</b>		59 seconds with Imperialism	
<b>Keywords</b>		History, imperialism, colonization	
<b>To whom do I want to teach?</b>			
<b>Age Range and grade</b> of the learners		Students in 2nd grade of non-compulsory secondary education (17-18 years old)	
<b>Learner special characteristics</b>		--	
<b>What do I want to teach?</b>			
<b>Learning subject / field / skills</b>		<ul style="list-style-type: none"> <li>* History, Social Sciences</li> <li>* Transversal skills (understanding of different opinions, argumentation, synthesis, attention to others)</li> </ul>	
<b>Specific Goals</b>		<ul style="list-style-type: none"> <li>* To become familiar with imperialism</li> <li>* To understand the needs and opinions of European populations at the end of the 19th century</li> <li>* To build consistent and meaningful arguments</li> <li>* To practice discussion and respect each other's speaking time</li> </ul>	
<b>How do I want to teach?</b>			<b>Rate 0-5</b>
<b>Learning metaphor</b> that can support the learning objectives		Acquisition (I will transmit / present / explain content to the learners)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		Imitation (I will show to the learners how to do things related to this subject / content, i.e. I will be a model for them)	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		Discovery (I will provide the necessary artifacts for the learners to find out / discover a specific concept / knowledge on their own. I will organize guiding activities and provide tips)	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		Participation (I will organize sessions in which learners will discuss, share and / or collaborate for learning a specific subject / content and I will facilitate the interaction between them)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
		Experimentation (I will organize activities in which learners will understand, learn how-to, practice, and / or exercise)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
<b>Description of the game</b>		<b>Narrative description of the game plot</b>	Discussion among different countries' representatives
		<b>Goals</b>	To conduct a conversation about Imperialism and to confront different opinions on the subject
		<b>Characters</b>	<ul style="list-style-type: none"> <li>* English man: he justifies Imperialism with economical reasons</li> <li>* French man: his arguments are nationalist</li> <li>* German man: his reasoning is based on ethnic and cultural superiority</li> <li>* Italian man: he arguments for a new Roman Empire</li> <li>* Nationalist working class man: he arguments for equal rights and Marxism</li> <li>* Hindu man: He defends his culture</li> </ul>
		<b>Scenes</b>	A conference room
			<b>Learning settings</b>
			<b>Estimated Time</b>

<b>Narrative Description of learning activities</b> - step by step organization and structuring	<b>Before the game:</b> * Study of the causes of Imperialism; * Reading historical documents about advantages and disadvantages.	In the classroom / at home	3 hours
	<b>During the game:</b> * Students will try to explain their opinion regarding advantages and disadvantages of the Imperialism. Each student has 59 seconds to express himself. Each participant will have two advisors to help them prepare their next argument. <i>Example:</i> the Hindu representative explains that his culture is millenary and should be respected. The English representative answers that his culture generated more wealth thanks to technology. Etc.	In the classroom	1 hour
	<b>After the game:</b> * Summary of the arguments and evaluation according to the level of argumentation of each participant. * Each student writes a written reflection on the activity.	In the classroom	1 hour
			Total: 5hours

### How will I evaluate students?

<b>Evaluation approach</b>	* Collective evaluation of the participation of each student in the discussion * Individual evaluation, from the teacher, of the participation of each student, and of their written reflection on the activity
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### What will learners need in order to achieve learning objectives?

<b>Prerequisites</b>	* To be aware of Imperialism and its causes
<b>Settings and materials</b>	* Historical documents * An evaluation form

### What do I need for implementing the scenario?

<b>Applications involved</b>	Mandatory	* EUTOPIA * Flash Player
	Optional	
<b>Infrastructure / equipment</b>	Mandatory	* A computer room * Internet connection
	Optional	

### Other things to consider

This activity should be carried out half way through the academic year, when the industrial revolution, nationalism and imperialism have been taught.