

**Imperialism Unit: Final Project**

So far in this unit, we have looked at imperialism in general and at political cartoons that made arguments for and against imperialism. In our final project, we will look at the case of India and make speeches that answers the question: **Was British imperialism good or bad for India?**

Steps--The project will start off in groups and end with individual speeches.

**In Groups**

- Annotate the documents I give you
- Use the graphic organizers to
  - Come up with arguments in favor of each side of the question and gather supporting evidence from sources.
  - Come up with responses to counterarguments

**On your own**

- I will give you the side you are taking. (Be prepared for both sides!)
- Write your speech--This is just another essay, but it is one that you will read aloud.
- Practice your speech.
- Give your speech.

**Rules:**

- You must cite using A.P. A. citations
- You must present your findings both as an essay and as a speech.

**Speech/Essay Outline**

- Introduction: ACTS
- MEL-Con 1--1st argument in favor of your side.
- MEL-Con 2--2nd argument in favor of your side
- MEL-Con 3--Response to the other side's argument.
- Conclusion: STAC

**Speech Tips**

- Practice enough so that your speech isn't full of pauses.
- Practice giving your speech out loud. (Doing it silently is not the same!)
- Give your speech to your family or to a friend.
- Attribute your quotes but don't say the parenthetical parts of your citations out loud.
- Use emphasis to show what is important.
- Make eye contact when you can.

Rubric 14-16 (A) 10-13 (B) 6-9 (C), 3-5 (D) 0-2 (F)

Honors: 15-16 (A) 12-14 (B), 9-11 (C), 6-8 (D), 0-5 (F)

| Standard  | Exceeding (4)  | Meeting (3)  | Approaching (2)   | Emerging (1)  | n/a (0) |
|---|--|--|---|---|---------|
| <b>Speaking and Listening</b><br><b>SL.9-10.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  | Voice is audible. Make eye contact from time to time. No pauses. Maintains a formal style. Uses emphasis.  | Voice is audible. You look up at the audience. O-2 pauses Maintains a formal style. Some attempt at emphasis.                                    | Voice is audible. You look down and read the whole time. 3 pauses. Some slang. Maintains a formal style. No emphasis.   | Part or all not audible or clear. Pauses distracting. O-2 pauses Does not maintain a formal style.                                      |         |
| <b>Language</b><br><b>L.9-10.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | No mistakes from WREN books. Sentences are above our level.  | 0-2 mistakes from WREN books   | 3-4 mistakes from WREN books  | 5-6 mistakes from WREN books  |         |
| <b>Reading for Information</b><br><b>RI.9-10.8.</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  | Nuanced assessment of the arguments on either side and finds the best available support both for claims and counter-claims (your side and the other side). | Correctly assesses the arguments on either side and finds appropriate support both for claims and counter-claims (your side and the other side). | Much of the assessment of the argument on either side is correct and finds some support either for claims or for counter-claims (your side and the other side). | Makes some attempt to assess the argument of one side. Finds some support for that side.  |         |
| <b>Writing</b><br><b>W.9-10.1.</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | All of the following are precise, easy to follow and packed with information. introduction, MEL-Cons, conclusions, reference pages citations               | Includes well-done introduction, MEL-Cons, conclusions, reference pages citations,   | Attempts to follow outline but with problems in introduction, MEL-Cons, conclusions, reference pages or citations citations,                                    | Outline abandoned or partially followed. Claims not supported. Counterclaims not addressed. Citations missing. References page missing. |         |

**Was British imperialism good or bad for India?**On this side you will gather information that supports this idea: **British imperialism**

**was good for India.**

| Argument--British Imperialism was good for India because . . . . | Fact, quote, paraphrase that supports this argument | Source |
|--|---|--------|
|  |   |        |
|  |   |        |

Was British imperialism good or bad for India?

On this side you will gather information that supports this idea: **British imperialism was bad for India.**

| Argument--British Imperialism was bad for India because . . . . | Fact, quote, paraphrase that supports this argument | Source |
|---|---|--------|
|   |   |        |
|   |   |        |

Argument and Debate

Name:

\_\_\_\_\_  
Foreman High School

Date: \_\_\_\_\_ Period:

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|--|--|--|
|  |  |  |
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**Response to Counterargument**

Paragraph 3 of your speech will be a response to the other side's argument. Here you (1) explain the other side's argument or arguments, (2) summarize the facts or quotes that support their argument, and (3) explain why your side is still right either despite the opposing facts or because their support is not true.

**Response to the idea that Imperialism was good for India**

| The argument | Summary of their facts.<br>Include their sources. | Explanation of why imperialism was still bad--either despite the opposing facts or because their support is not true. (Include sources!) |
|--------------|---|--|
|              |   |  |
|              |   |  |

**Response to Counterargument**

Paragraph 3 of your speech will be a response to the other side's argument. Here you (1) explain the other side's argument or arguments, (2) summarize the facts or quotes that support their argument, and (3) explain why your side is still right either despite the opposing facts or because their support is not true.

**Response to the idea that imperialism was bad for India**

| The argument | Summary of their facts.<br>Include their sources. | Explanation of why imperialism was still good for India--either despite the opposing facts or because their support is not true.<br>(Include sources!) |
|--------------|---|--|
|              |   |  |
|              |   |  |