

NOTE: Sign up for the computer lab for the following lessons: 8, 9, 10, 20, 23, 24, 25, 33, 34, 35, 39, 40, 42, 43.

TITLE OF LESSON

World History Unit 1 Lesson 1 – What's on the Outside/Inside?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends.
 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
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MATERIALS

Duden Part 1 – Student Page
Duden Part 1 Teacher – Teacher Page
Daily Log World History – Student Page
general art supplies, including butcher paper
tape player/CD player
copy machine access for worksheets
syllabi
note cards with questions

LESSON OBJECTIVES

(FOR THE WEEK)

- To help students learn more about each other's ways of thinking
 - To clarify issues of outside/inside, whether pertaining to perspective or intellectual constructions of space
 - To complicate traditional notions of *Absolutes* by which to compare historical phenomena
 - To introduce students to the variety of historiography
 - To intellectually grab students from the very beginning
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EXPLANATION OF LESSON

Students will be introduced to the format, organization, and grading policy of the course; they will have the opportunity to ask questions as well. Then, students will begin the introduction to thinking about history as a subject; although certainly the exercise debating gendered histories and perspective is not precisely "historiography," it does cover some of the central questions of historiographic study. Students will then begin a reading about the idea of gender perspective in the writing of German history. The focus for now is on the question of historical objectivity (rather than specific German contextualization.)

Before class, be sure to create the class syllabus (find a sample syllabus in *Teacher Pages*) and the index cards with the questions on them (see below). You will also need to photocopy at least 3 blank **Daily Logs** (see **Daily**

Log World History in the *Student Pages* section of this unit) for students to fill in as they walk into the room every day. They will be keeping these in the front of their binders, as a record of all assignments and how to organize the sections of their binders.

FOCUS AND MOTIVATE STUDENTS-WARM UP ACTIVITY

- 1) **Course Syllabus** – Hand out syllabus as students walk in. A sample syllabus can be found on the *Appendix of Additional Materials* portion of our web site. You can use that along with the **World History Year Long Outline** provided to create your course syllabus. Explain the contents of the syllabus to students, especially requirements and grading system.
- 2) **Binders** – Their organizational system is **CRITICAL**: tell them they must each purchase a binder (at least 1.5 inches thick) and five dividers. The dividers should be labeled *Africa, Asia, Latin-America, Europe, World*. At the front of their binders (before the dividers), they should have their **Daily Logs** (in the *Student Pages*) and syllabus.
- 3) **Daily Log** – The Daily Log (assignment calendar) should be replicated on the board, with the day's lesson, as well as the previous two days' lessons (in other words, there should be three days worth of Daily Logs on the front board so students can see what came before and what is coming up afterwards). Content for the day, and homework, should be copied everyday at the beginning of class. Here is how it should look:

Date	Africa	Asia	Lat-Am	Europe	World	Homework
						Finish Duden. Sign syllabus w/parent or guardian.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Vocabulary** – Write the following vocabulary on the front board: *versus, public and private, perspective, absolute truth, relative truths*.
2. **Individual Definitions** – Ask students to copy the words on a separate sheet of paper. Have them decide what the words mean and write their definitions next to the words. Give them just five minutes to jot down their ideas. Remind them that good guesses are acceptable. Not guessing is unacceptable.
3. **Group Definition** – As a class, take answers from students, making sure to ask how they came up with their answers. When you have exhausted all possibilities for a word, have someone look it up in the dictionary. Do not allow students to copy down the dictionary definition. Ask them what the dictionary definition means to them as teens. Have them agree upon a definition they put in their own words. Then have them write the agreed upon definition in their notebooks next to their guess. Have them underline the correct definition. Make sure to take your time with this group definition as you will be asking students to do this activity frequently, sometimes on their own. Remind them that good readers try to figure out a word without having to look it up. When they finally must look it up, they make sure they understand the definition by being able to put it in their own words.
4. **Two Circles** – Ask students to sit in two circles, with all boys sitting on the outer circle, and all girls sitting in the inner one. It helps to actually draw the circles on the floor with chalk, so that they have clear boundaries. If you prefer, you can have the students take turns being at the front of the classroom - it depends how you've physically organized your classroom.
5. **Boy's Instructions** – Boys are not to participate in ANY way, except by taking notes. Their job is merely to observe and note what is happening in the inner circle. (They should all have paper and pencil out.) They may peer into the group's activities, or change their place in the outer circle, but they may NOT make facial expressions, laugh, or whisper any comments. Anyone who cannot follow the directions must step back one foot from the rest of the group for each misdeed.

6. Girl's Instructions – Girls are told they have ten minutes to complete the following task: They must draw a picture that collectively expresses the most important events in the life of a girl/woman/female. They may use words as well as images in the picture.
7. Change Places – After ten minutes, the boys are asked to change places with the girls.
8. Boy's Instructions – In ten minutes, the boys must now look at the picture, and come up with an appropriate title. After they write the title on the top of the picture, they must now come up with a single narrative (oral) of the life of a girl/woman/female, which they should write on a separate piece of butcher paper or on the board.
9. Girl's Instructions – Girls are NOT to comment; they should follow the same directions as the boys did previously.
10. Discuss – The picture and the written narrative should now go up at the front of the classroom. Now boys are asked: "How did the girls create their truth?" ("Some talked more than others." Or "One girl did all the drawing." etc.) All observations go up on the board next to the drawing. Now girls are asked, "How did the boys create their truth?" (Their title for the girls' picture and the narrative for the girls' picture.) All observations go up on the board next to the writing.
11. Group Responses – Now students should break into groups of 3 or 4. No group can have only one sex. The groups should spend the next five minutes answering the question on their card. (You should pass out question cards, each with one of the following questions on it: 1) Can boys write a history of girls? 2) Which history is right? 3) If you had to choose just one to go into the history books, which one would you choose?)
12. Summary – Do a quick summary with students - have one student pop up and tell the results of the discussion for each group. Quickly - 10 minutes tops for the whole class.
13. Question 1 – Last, ask students how this activity might be representative of history or the creation of history. Allow for varying responses. You really want them to think this through.
14. Question 2 – Finally, ask students what their vocabulary words have in common with history or what they have to do with history. Allow for varying answers. The central question for the day is *How is history created?*
15. **Student Summary** – Now choose one student to write a summary of the day's activities for the class binder. Meanwhile, other students should begin the next activity. (Have a binder for each class set up in an accessible place; each day, a different student will write a summary of the day's activities. At the beginning of the next day, the student will read what he/she has written to the class. This binder also serves as an excellent record for students who miss class.)
16. Class Reading: **Think Along** – Pass out **Duden Part 1** (Student Page). Post a copy of it on the overhead. Use the **Duden Part 1 Teacher** page to help you to guide students to annotate the reading, skim it, and highlight it. You are going to help them to practice being adult readers today with a text that can be difficult.
17. Reading Step One – Explain to students this is a female author writing about a male's perspective of women during the 18th century. The reading selection is from Barbara Duden's *Woman Beneath the Skin: A Doctor's Patients in 18th Century Germany*.
18. Reading Step Two – Read through entire selection out loud as a class (popcorn style, teacher reads, etc.). Ask students to tell the reader to stop when they think something is important and should be highlighted or annotated. You should have students choose and explain what they think is critical and be able to explain why the material highlighted and annotated on the teacher page is critical. Yes, the student pages should be messy.
19. Reading Step Three – After reading the entire selection, determine whether or not this author thinks men can write a history of women. Have students back up their answers with examples from the text.

NOTE: Although this first reading assignment is difficult, the idea is not to get bogged down in decoding. The idea is to get students to look at and struggle with text and what it means. If they don't get it (many adults don't), it's okay. They should highlight and annotate what they do get. They can ask questions in their annotations too. Or they may want to work together with group members to read and try to understand what they are reading. Push and encourage them to try. If it is so intimidating to you and your students that they will not even try, you may want to distill the reading down to a few well-chosen paragraphs.

20. Reading Step Four – Wrap Up – Ask students *Is there a difference between how men viewed women in the 18th century versus how men view women today? Can women write a man's history?* Allow for varying answers.
 21. Reading Step Five – Ask students to consider *How do we create history?*
 22. Homework Review – Five minutes before the end of the period, stop students and review their homework assignments.
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HOMEWORK

- 1) Finish Barbara Duden reading, including highlighting/underlining of sections that answer the question, *Can boys write a history of girls?*
 - 2) Read syllabus carefully with your parent/guardian. Bring it back with parent/guardian's signature.
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GROUP ROLES

Limited delineation of group roles this week. More detail for the following week.

DOCUMENTATION FOR PORTFOLIO

None