

TITLE OF LESSON

World History Unit 1 Lesson 13 – How are Boundaries Made, Kept, Broken?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Hist 10: 10.10

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

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

2. Students identify bias and prejudice in historical interpretations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends.
 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
 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

Rap Rubric – Student Page
class set of *Things Fall Apart*, by Chinua Achebe

LESSON OBJECTIVES (FOR THE WEEK)

- To introduce students to the concepts of reading as a group and reading for different levels of meaning
 - To introduce students to the basic skills for understanding a difficult reading
 - To begin incorporating mapwork into reading (know *where* we are reading about)
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EXPLANATION OF LESSON

Preparation before Class

- Prepare class sets of *Things Fall Apart*, by Chinua Achebe.
- Make copies of the **Rap Rubric** for each student.

Students will perform their re-written raps and then look at how these same issues between poor and rich get played out in a so-called “third world” nation. They will begin reading *Things Fall Apart*.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp their highlighted and annotated Chomsky reading. Pass back graded assignments

and place in binders. If you have finished grading Project 1, have students place in portfolios.

- 2) **Daily Log** and **Summary** – Have students copy daily log while listening to the summary from yesterday. Choose a student for day’s summary.

Date	Africa	Asia	Lat-Am	Europe	World	Homework
	(1. HW - Read Ch. 1 of Things Fall Apart and write dialectical journal #4)				9. Rewritten Rap Lyrics	Read Chapter 1 of Things Fall Apart Write Dialectical Journal #4

ACTIVITIES – INDIVIDUAL AND GROUP

1. Practice Rap – Practice raps in groups (20 minutes). Make sure to remind students that they must be performing to convey meaning, not simply reading the words on a page. Every student in their group must have a role. Pass out **Rap Rubric** so students know how they will be graded. Review the rubric with students. Then let them practice.
2. Perform (25 minutes) and grade, using **Rap Rubric** (Student Page).
3. Segue – Chomsky talks about problems all around the world between the prosperous few and the restless many. Today we’re going to start by looking at why some countries are “third world,” and why some are “first world.” We are going to be especially interested in what happened to the area now known as Nigeria. This is called a *case study*. In order to understand how Nigeria came to be the third world country that it is, we are now going to study different modern day reflections on the impoverishment of the Igbo nation.
4. **Dialectical Journal 4** – Hand out books. (*Things Fall Apart*, by Chinua Achebe.) Introduce the concept of dialectical journals (found in the Teaching Strategies portion of our site). On the board, demonstrate what a dialectical journal should look like and what you expect of the students. You may want to set a limit of at least three dialectical entries per chapter and clarify that if they all come from one place, you will know the student did not read. Remind them that dialectical journals are just like highlighting and annotating, but they are used when you cannot highlight a text because you cannot write in it. Therefore, they should be looking for portions of the text that are significant and writing in their notes about the significance accordingly.
5. Homework Review and Read – Finally, tell students they may begin their homework if time permits. Have them read silently or in pairs in whispers. You may want to pair students up if you are choosing to have them read in pairs.

HOMEWORK

- 1) **Dialectical Journal 4** – Read first chapter of book and write dialectical journal entry. (This can be found in the *Teaching Strategies* portion of our site.)
- 2) Book Quiz 1 tomorrow on Chapter 1 of *Things Fall Apart!* Teacher should be reading the text with the students and creating quizzes according to content.
- 3) Study vocabulary to date.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Project #1 The Historian
Re-written rap lyrics

