

TITLE OF LESSON

World History Unit 1 Lesson 14 – 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.

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

class set of *Things Fall Apart*, 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

- Write and make copies of Book Quiz 1. Quiz should address basic questions with regards to issues of comprehension rather than trivial facts. Good questions are questions that will cause the students to think, questions that begin with why or how or explain.
- Assign students to groups of not more than four. These will be their literature circles and they will be working with them for the entire time they are reading *Things Fall Apart*.

Students will be examining the issues of rich vs. poor and boundaries in the context of a modern fiction writer's portrayal of Nigeria.

FOCUS AND MOTIVATE STUDENTS – WARM UP ACTIVITY

- 1) **Homework Check** – Stamp **dialectical journal 4** and collect at the end of the period. Pass back graded assignments and place in binders.
- 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
	(2. HW - Read Ch.2, 3 of Things Fall Apart Write Dialectical Journal #5)					Finish Ch. 2, 3 Write Dialectical Journal #5

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Book Quiz 1** on first chapter of *Things Fall Apart*. Students may use their journal entries ONLY.
2. **Dialectical Journal Read Around** – In reading circles, have students choose their best dialectical journal entry from last night. Tell them they will be reading them to their group members. They should choose the dialectical journal entry that shows the most thought and that they believe is the most significant entry. They must read the lines from the text they chose and then read their response in the right hand column of their entry. Their response should include some thoughtful insight as to why that particular piece of text is so significant. Then you will have their group members **applaud/critique** them. This group read around should take no more than ten minutes. Call on volunteers from each group to start. Do not start until each group has a member that has volunteered. Then have them read their best journal entry and explain what is significant about it. Use the **applaud/critique** strategy after each member presents. Every group member must present. At the end of ten minutes call time.
3. **Reading** – Have students begin reading chapter 2 aloud in their groups. Before you ask them to start, have students decide how they will read aloud in their groups (one student reads to the others, each student takes a turn, etc.). Have each group tell you how they will be reading. Do not start until every group has given you an answer. When all groups have decided and told you, have them begin reading. Your job will be to sit in on a different group every day. This way you model good reading behavior for them and monitor their progress. It helps to keep students on task. Remind students they will be keeping a dialectical journal. Briefly review with them how to create their dialectical journal. They may have to stop while they are reading in order to write. Be patient. This process does take extra time.
4. **Review Homework** – Five minutes before the end of the period, stop students and review their homework assignment with them.

HOMEWORK

- 1) **Dialectical Journal 5** – Finish reading Chapters 2 and 3. After reading chapters, students should write a dialectical journal entry. (Follow same format as English dialectical journals.) If you’ve done these two things, you’re ready for the quiz tomorrow.
- 2) **Book Quiz 2** – Tomorrow on Chapters 2 and 3.
- 3) Study vocabulary to date.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Project #1 The Historian
 Re-written rap lyrics