

TITLE OF LESSON

World History Unit 1 Lesson 15 – 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.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

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

Book Quiz 2 – Teacher creates
overhead transparency of Daily Logs to date
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

- Design the Book Quiz 2 for Chapters 2 and 3 of *Things Fall Apart*.
- Prepare overhead copy of Daily Logs to date (see *Activities* Step 4 for details)

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 5](#) entry, and collect at the end of the period. Pass back graded assignments and have students place in appropriate section of 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
	(3. HW - Read Ch.4, 5 of Things Fall Apart Write Dialectical Journal #6)					Read Ch. 4 and 5 of Things Fall Apart if didn't finish in class Write Dialectical Journal #6

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Book Quiz 2** on chapters 2, 3 of *Things Fall Apart*. Students may use their journal entry ONLY.
2. **Dialectical Journal Read Around** – In reading circles, share journal entries. Give students approximately 10 minutes to do a group read-around. 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.
3. **Group Reading** – Then have students read chapter 4, 5 in their groups the same way they did yesterday, out loud. Make sure to decide before you will let them begin how they will be reading. Then sit in on another group today. Remind them that the more they get done in class, the less homework they will have. Point out they should be writing a dialectical journal entry for chapter 4 and 5. Any work not finished will be completed for homework.
4. **Binder Organization and Grades** – Call time exactly ten minutes prior to the end of class. Remind students they have homework tonight. Then have them organize their binders, clean up daily logs, go over grades thus far. (It will save time if you prepare overheads or computer projections that list the daily log for all school days thus far, and then put in red the number of points for each assignment next to the assignment. Then, students can see what their grade is by simply adding up their total points, and dividing it by the total number of red points. The purpose of this is not to tell students they should do make up work; the point is for students to either “wake up” and start doing their work, or get positive reinforcement for the work they’ve done thus far.)

HOMEWORK

- 1) Read chapter 4, 5 of *Things Fall Apart*.
- 2) Write **dialectical journal 6**.
- 3) Study vocabulary to date.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Project #1 The Historian
Re-written rap lyrics