

TITLE OF LESSON

World History Unit 1 Lesson 16 – How are Boundaries Made, Kept, Broken?

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Hist 10: 10.4, 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

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.
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.
  4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
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MATERIALS

**Essay #1 Requirements** – Student Page

**Essay #1 Rubric** (included in Essay #1 Requirements) – Student Page

**Circle Diagram Essay 1** – Student Page

**Blank Circle Diagram** – Student Page

*Things Fall Apart*, Chinua Achebe

*The Bride Price*, Buchi Emecheta

*African Women*, Catherine Vidrovitch

*African Women South of the Sahara*, Margaret Jean Hay and Sharon Stichter

Slave Counterpoint

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LESSON OBJECTIVES (FOR THE WEEK)

- To continue teaching students the concepts of reading as a group, reading for meaning, and searching for significant parts of text
  - To teach students how to organize their thoughts into an argument, the first step in writing an essay
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EXPLANATION OF LESSON

Students will be reading and manipulating other sources in order to extract key concepts in relationship to *Things*

*Fall Apart.* They will then take this information and formulate an argument in response to Chinua Achebe’s Igbo/Nigeria.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp homework: **dialectical journal 6**. Pass back graded assignments and place in binders.
- 2) **Daily Log** and **Summary** – Have students copy daily log while listening to the summary from last week. Choose a student for day’s summary.

Date	Africa	Asia	Lat-Am	Europe	World	Homework
	4) Finish Things Fall Apart and write dialectical journals #7, 8, and 9. 5) Essay #1.					Finish Things Fall Apart by Friday. Dialectical journals #7, 8, and 9 according to what day you finish. Finish paper by Friday.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Book Quiz 3** on *Things Fall Apart* chapter 4 and 5. Students may use their dialectical journals only.
2. **Goal Setting** – Explain to students how this week’s readings will proceed. Students are to finish *Things Fall Apart* at their own rate by Friday. Have students count up the chapters they still must read. Then have them plan the number of chapters they will read each day in order to finish on time. Remind them that good studying means they plan their time accordingly. Those students who finish the entire book by Tuesday (tomorrow) will only need to turn in one journal, (which will be weighted four times, so students should not turn in a low-quality piece and think they’ve done a good job simply because they finished early!) Students who finish the book by Wednesday owe two journals (weighted two times each), and students who finish on Friday owe four journals. No journals will be accepted on Thursday, so students should plan accordingly. This reading schedule is deliberately set up to help students plan their time for longer assignments.
3. **Silent Debate** – Today, students will be looking at different perspectives on the experience of Igbo women. Students will begin with a “silent debate.” This silent debate will be conducted between two people so arrange all students into pairs. Each pair should have one piece of paper between them. Draw a straight line down the middle of the paper. Now, have each student choose a side: either *yes* or *no*. (Don’t tell them the question yet—this way they won’t be biased.) Now, tell them they need to defend their position in response to the question, “Is the Igbo society sexist?” The first student will begin by writing his/her answer to this question in his/her column. After 30 seconds, you shout out, “switch!” Then the student’s partner will read what the first student wrote, and respond with the opposite argument, regardless of whether or not they believe the opposite argument. This will help them to think of both sides of the argument rather than focusing solely on what they believe. Remind them that a good arguer is one who understands both sides of the argument. Give each student pair approximately one minute to formulate their argument. Have them switch papers with another pair. Give that pair time to respond to both sides of the argument. Then have them trade papers with another pair. Have the students trade approximately 4-6 times in order to give them the opportunity to see as many different points of view as possible and respond to them.
4. **Group Grading** – Have the pair trade their paper with another group. This new group will then proceed to evaluate the debate, circling each point they found to be well argued and detailed. They will then add up the total number of well-argued points per student, and give each student a total. They cannot get more than 5 points; this is their individual grade for their debate. No talking during this debate. They can only write responses.

5. Class Debate – Draw a class debate sheet on the board (chart with two columns). Ask the class to name some of the best comments for *yes* and for *no*; discuss the arguments made. (Try to draw out ideas of whether or not this is a piece of history or fiction; how important is it that Achebe is writing from a postcolonial perspective; how important is it that he is a man; can we judge another culture/time with the term “sexist” or “racist” or etc.; to what extent is this teleological? etc.) Students should also be copying this chart down in their notebooks.
  6. **Essay 1 Goal Setting** – After discussion, break students out into the same groups from Week 3. In much the same way they are parsing out their own time for homework, they must, in their groups, decide on a schedule for the rest of the week. They must accomplish everything on their **Essay #1: Requirements**. Make sure you have also handed out a **Circle Diagram** to each student. Review with students their directions. Take all questions. Have students begin their **Essay #1** and/or *Things Fall Apart* reading based on their choices as a group for how they will accomplish all of their assignments by Friday.
  7. Essay 1 Readings – Place all readings in multiple copies in clearly labeled file folders, and then place all of these in a publicly accessible file cabinet. Once you make this set, you can use it over and over again! Make sure students are aware of where they can find the readings for their Essay #1.
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#### HOMEWORK

- 1) Work on Essay #1. Students should be reading and taking notes that are all due at the start of Lesson 18.
  - 2) Finish *Things Fall Apart*, complete with dialectical journal entries for each portion of their reading. Students should label their journal entries Dialectical Journals 7, 8 and 9 even if they only do one entry because they finish the book tonight.
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#### GROUP ROLES

Paired work today, but no group roles.

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#### DOCUMENTATION FOR PORTFOLIO

Project #1 The Historian  
Re-written rap lyrics