

TITLE OF LESSON

World History Unit 1 Lesson 21 – How Was the Inside vs. Outside Paradigm Created?  
*The Versus Habit: True or False? When do you know the truth?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Hist 10: 10.4

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

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

**Project #2: The Mystery, Directions and Rubric** – Student Page

**Timeline** worksheet – Student Page

**Mapwork** exercise used in the Chomsky readings (Students should already have a copy of this in their binder. But make copies for students who don't just in case.) – Student Page

*The Mystery*, Jared Diamond – Reading

*Guns, Germs and Steel*, Jared Diamond – Reading

Class set of World History Textbooks

“Hernan Cortes” – Reading

“Father Las Casas” – Reading

*A Peoples History* (Ch. 1), Howard Zinn – Reading

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LESSON OBJECTIVES (FOR THE WEEK)

- To return to original questions from lessons 1-5, combine with work on boundaries
- To teach students to apply similar concepts or models of Inside vs. Outside and boundaries to different historical events
- To reinforce different methods of research
- To learn and understand Internet use as a resource for research
- To utilize library skills

EXPLANATION OF LESSON

**Preparation before Class**

- Place students in new groups of three.
- Schedule your class for one day in the library and two days in the computer lab this week (whatever order is available at your site). We suggest and the lessons are planned to have students in the library tomorrow and the following two days in the computer lab. However, if that is not possible, you could switch the order and have them go to the library today instead.

Students will be applying their understanding of the concept inside/outside in order to explain why the Americas fell under Spanish conquest. They will begin by researching essential questions (both on the web and in the library), and then they will produce a visual collage using Photoshop to represent the fall of the Americas.

FOCUS AND MOTIVATE STUDENTS – WARM UP ACTIVITY

- 1) Homework Check – Pass back Essay #1 and have students place them in their portfolios. Pass back their dialectical journals and have students place them in their 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
			Project #2  The Mystery: Why did the Incas lose to the Spaniards?		Timeline	Work on Project #2.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Timeline** – Pass out the **Timeline** worksheet. Explain to students that we are now going to apply concepts that we learned about inside/outside and boundaries to what happened in the Americas. However, we’re going to word it a little fancier now; We’re going to discuss how the whole inside/outside model got set up in the first place. Who set it up? How did it get set up? Who participated in this model? Before doing this, however, we should first begin our **Timeline** so that we can keep events straight in our head. Put *Missionaries enter Nigeria*, *slave labor begins*, and *Chinua Achebe writes Things Fall Apart* in the appropriate time slots. This timeline will go in the front of the *World* section of your binder. If you so choose, you may also put up a huge version for the whole class on the wall of your room.
2. Explain – Now we are going to switch time frames a little to go back in time a bit and see how this same pattern manifested itself in the late 1400s and early 1500s. We will be looking at the invasion and conquest of the Americas.
3. Mapwork – Take out your map from the **Mapwork** exercise (We used it for the Chomsky reading). As a class, discover and label modern-day Peru. We will be looking at this region before it was known as “Peru.” We will be studying the Inca nation right before its collapse.
4. Project 2 – Read off new groups; tell students to rearrange themselves. You will now be starting a new

project—this is a mystery project, and you are the ones who need to solve the mystery. There is no wrong answer, but there are uneducated answers or highly unlikely ones, so you will be graded according to how well you consider the evidence. All the directions are on the project page, so follow directions carefully. Any errors in following directions are YOUR fault, so ask a lot of questions to make sure you are doing the assignment correctly! You will have one day to review articles in the classroom and plan your general strategy. You will have two days in the library, and three days in the computer lab. Make sure to use all of your resources! Hand out **Project #2 Directions** and *The Mystery: Why did the Incas and Mayas lose to the Spaniards?* by Jared Diamond. Allow students time to read through the project together. Have them raise their hands if they have any questions and you will come around answer them. But make sure they get started, as they go to the library tomorrow.

5. **Group Reading** – After students have read the project sheet and asked questions, they should read the Jared Diamond article as a whole group. Make sure all students are participating by walking around the room and sitting in on groups.
  6. **Questions** – As students prepare their questions, you should go around the room and monitor them; do the questions they pose deal with the central mystery of Atahualpa’s defeat? Are the questions not redundant? Go around and sign worksheets as students finish them. Feel free to refuse permission until the questions are up to par!
  7. **Research Reading** – The next step is the rest of the readings. After you have signed their **Project #2** sheet, have them get to work right away on their research readings. Remind students halfway through class that any reading they do not finish for the day is homework. This should give them adequate incentive to keep up the pace. Help students who are having trouble with the readings.
  8. **Homework Review** – At the end of class, remind students they need to have finished Day 1 on their worksheets (including all reading assignments) before they walk into class tomorrow.
  9. Remind students to meet you in the library tomorrow. Briefly remind students of acceptable library behavior.
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#### HOMEWORK

- 1) Finish the first step of **Project #2**. Today is the only day you will have to complete step 1, so you may need to get together with your group after class to complete it. It is highly recommended that you set aside time to work with your group in preparation for Friday’s presentations!
  - 2) Study vocabulary to date.
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#### GROUP ROLES

See **Project #2 directions**

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#### DOCUMENTATION FOR PORTFOLIO

Project #1 The Historian  
Rewritten rap lyrics  
Essay #1