

NOTE: Make sure you have signed up for the library today and that you have asked students to meet you in the library.

TITLE OF LESSON

World History Unit 1 Lesson 22 – How Was the Inside vs. Outside Paradigm Created?
The Versus Habit: True or False? When do you know the truth?

TIME ESTIMATE FOR THIS LESSON

One class period

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

Same as Lesson 21

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 how to use the Internet as a resource for research

- To utilize library skills

EXPLANATION OF LESSON

Preparation before Class

- Make sure you have signed up for the library today and that your library has Internet access. You should have told students to meet you directly in the library for today's lesson.
- Talk to the librarian and see if she/he will speak about library resources to your class. If not, (or if there is no librarian) check out the library's resources yourself and be prepared to introduce the library to your class.
- Prepare a sample of "good notes" for research.

Students will continue working on their projects for the next three days; details of the actual project are written into the students' handouts.

FOCUS AND MOTIVATE STUDENTS – WARM UP ACTIVITY

- 1) Homework Check – Check students' readings. They should have highlighted and annotated their readings for homework (and in class yesterday). They should be ready to start Day 2's activities today. (You may want to mark a simple check/checkplus/checkminus in your gradebook for student readings.)
- 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
			Project #2			Work on Project #2.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Library Behavior – Talk to students about appropriate behavior in the library (no gum chewing, running around, etc.). Any students not following directions will be asked to sit permanently in a seat (rather than using the books and resources of the library); any work that such students still need to complete will be done on their own time. Give students fair warning—announce this to them BEFORE they get to the library.
2. Introducing Library Resources – Once at the library, have the librarian introduce the resources available in the library, OR, you may want to do this yourself, as you will probably know best which materials your students will actually need to access.
3. Modeling – You may want to model the research process for your students by making up a fake question ("What year is Atahualpa conquered?"), going to a computer/card catalog, and following the process of discovering an answer. You may even want to write a sample page of notes ahead of time and show the class a "good" page of notes.
4. Project 2: Day 2 – Remind students they only have this one period to accomplish Day 2's tasks. Have them get to work and allow the rest of the period for students to conduct their library research.
5. Go around the room and initial students' notes; give helpful advice on how to write notes, using your sample "good notes."
6. Homework Review – Remind students halfway through the class that you will be checking the notes first thing in class tomorrow. Any work not done in class should be completed for homework.

HOMEWORK

- 1) Work on the second step of **Project #2**. Today is the only day you will have to complete step 2. 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

DOCUMENTATION FOR PORTFOLIO

Project #1 The Historian
Rewritten rap lyrics
Essay #1