

TITLE OF LESSON

World History Unit 1 Lesson 26 – 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, 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.
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

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.

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

Overhead projector

Wretched of the Earth, Fanon – Reading

Overhead of the first page of the Fanon excerpt

Outline of Colonization vs. Neocolonization – You must create this

Colonization vs. Neocolonization Lecture – You must create this

How to write your lecture on colonization vs. neocolonization – Teacher Page

LESSON OBJECTIVES (FOR THE WEEK)

- To continue to emphasize issues of inside/outside and boundaries, but now focus on inside VERSUS outside, or how we set up a paradigm of conflict
 - To teach students to extrapolate long term consequences of European colonization
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EXPLANATION OF LESSON

Preparation before Class

- Make copies of the Fanon article.
- Prepare overhead of first page of Fanon's *Wretched of the Earth*. (Have overhead machine ready as well.)
- Prepare an outline and lecture on Colonization vs. Neocolonization using the **How to write your lecture on colonization vs. neocolonization** Teacher Page
- Prepare an overhead copy of your outline

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Daily Log** and **Summary** – Have students copy daily log while listening to the summary from last week. Choose a student for day's summary.
- 2) **Binders** – Organize binders, daily logs, and portfolios, since they did not have time last Friday.
- 3) **Timeline** – Add "Inca Nation Falls," "Mayan Nation Falls," and any other categories students think are important to their timeline.
- 4) **Portfolio** – Pass back rubric from Project #2 with their final averaged grade. Make sure you have students put the hard copy of their Project #2 in their portfolios.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
	(HW: Fanon's Wretched of the Earth)				Lecture: Colonization vs. Neocolonization	Read, highlight, and annotate Frantz Fanon's The Wretched of the Earth excerpt Define vocabulary words.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Vocabulary** – Put the following vocabulary words on the board: *colonization* and *neocolonization*. Ask students to copy them into their binder. Have them write down their best guess as to the definition of each. Ask them to look up the dictionary definition tonight and put it in their own words. They should bring this to class with them tomorrow.
2. Intro to Lecture – Tell students now that they have the extra technology skills under the belt, and they know the basic concepts of *versus*, it is important to learn how to deal with and enjoy lectures. For this week only, they will hear lectures almost every day, and have a paper due at the end of the week. Readings will be assigned each night, and students should highlight and annotate each one of them. This is in the style of a freshman college course—good practice!
3. Lecture on Colonization vs. Neocolonization – Teach students how to take notes by directing them to copy your outline down on their papers, making sure to copy down today's date as well. Tell them the reason they copy the teacher's outline is to make sure when they are studying that they have all of the notes on the topic the teacher was lecturing on, as most lecturers/teachers like to test on all they have lectured about. Then, draw a straight line across the page and prepare to jot down notes below the line. Tell students they should **ABSOLUTELY NOT** be writing down full sentences; this is lecture, not dictation! Also, tell students they ought to look at all times for abbreviations and symbols that will save them time when writing notes. Tell them any questions they have should be jotted down on the right hand side with a big box around it, and asked at the **END** of lecture. It is supremely rude to interrupt a lecturer.
4. Notetaking – Model how to take notes on this first day, and then ask a volunteer student to try taking notes on the overhead later, thus serving as an example for how to take notes. You may also want to give tips on note-taking ("You can abbreviate that word," "You can use an arrow instead of saying 'becomes,'" etc.)
5. Deliver lecture – (See **How to write your lecture on Colonization vs. Neocolonization**) Take questions at the end.

6. **Highlight/Annotate** – Now, teach students how to highlight and annotate a text as a historian; highlight main ideas, and put three word summaries at the side of each new paragraph. (Although this structure is a bit stifling, it helps students who are annotating for the first time.) Use the overhead copy of the first page of Fanon to model this strategy for the students. Read it out loud, stopping to highlight, or in the case of the overhead you may want to underline so students can see what you are underlining. Then talk about why you chose the main ideas and how you decided on your three-word summary. Do this for the entire first page. Then have students continue on their own.
 7. **Reading** – Hand out *Wretched of the Earth* excerpts (Fanon). Have students continue reading, highlighting and annotating individually and silently at their own pace. Remind them that they do not have to understand the entire text. What is most important is that they try, using the highlighting and annotating as a way to help them understand what they have read. Remind them that all college students and adults do this and that it is important as adult readers to try to find as many ways as possible to understand what they have read, even if it means guessing and asking good questions.
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HOMEWORK

- 1) Read, highlight, and annotate Fanon reading.
 - 2) Look up vocabulary words and put the definition next to their guess in their own words. They should underline the dictionary definition on their paper.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Project #1 The Historian
Rewritten rap lyrics
Project #2 The Mystery
Essay #1