

TITLE OF LESSON

World History Unit 1 Lesson 27 – 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.

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

Outline of Slavery and Exploitation on overhead transparency– You must create.

Slavery and Exploitation Lecture – You must create

African Colonization Lecture and Guidelines – Teacher Page (use it to create your lecture and outline)

Pan Africanism – Teacher Page (teacher reading only that should be used to prepare your lecture)

Africa In History – Teacher Page (teacher reading only that should be used to prepare your lecture)

Copies of Web Articles – Readings (see *Explanation of Lesson* below for specific articles)

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

- 1) Write your lecture using the **African Colonization Lecture and Guidelines** (Teacher Page) and Basil Davidson’s *Africa in History* and *Pan Africanism* (both are teacher readings only and can be found in the *Teacher Pages* section of this unit).
- 2) Research the following web sites, choose at least two current events articles and print them from each of these categories: VERY POOR, DECENT, EXCELLENT content:
 - Choose two articles from <http://www.j2000usa.org/>. If you cannot find at least two, then use *The Debt Crisis and Environmental Destruction—What’s the connection?* and *Overview of the June 1999 G7 Debt Relief Initiative* under “The Debt Crisis” (main menu.)
 - Choose an article from www.imf.org; if you can’t locate an article from this site, you may want to use Barro’s article in the readings portion of our site.
 - Choose an article from African Businesses Information Service’s site www.afbis.com. If you still can’t choose one, you may want to use Jekwu’s article found at <http://www.afbis.com/analysis/Jekwu.html> or Nigerian President Olusegun Obasanjo’s article <http://www.newswatchngr.com/cover282.htm>.
 - A final article should come from www.africanewswire.com.
- 3) Photocopy the first three web articles that are very poor, decent and excellent for each student as a packet and call it *IN-CLASS PACKET #1*.
- 4) Photocopy the second set of web articles and call it *HOMEWORK PACKET #2*.

Students will hear about slavery in the 1800s, and then apply that concept to economic relationships today. They will then evaluate the quality of different web sites, given this information.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Pass back graded assignments and have students place them in the appropriate section of binders.
- 2) **Daily Log** and **Summary** – Have students copy daily log while listening to the summary from yesterday. Collect and stamp readings from last night’s homework. Stamp vocabulary. Choose a student for day’s summary.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
	Lecture: Slavery then, Slavery now				(HW: Web articles on IMF, World Bank activities)	Read, highlight, and annotate web articles; develop a 10-criteria rubric for evaluating the quality of the articles. Evaluate the article based on your rubric.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Vocabulary** – Briefly review with students the vocabulary words. In their groups, have students agree upon one definition that best fits each word. Give them five minutes total. Have the groups report back to the class. As a class, listen to all definitions. Then come up with one class definition that best fits each word. Post them on the front board and have students copy them in their notebooks as the agreed upon, working definitions.
2. **Timeline** – Add *colonization*, *neocolonization*, and any other categories students think are important to the timeline.
3. Lecture on Slavery and Exploitation (See **African Colonization Lecture and Guidelines**) – Remind students that 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.

4. Ask a student to try taking notes on the overhead while you talk, thus serving as an example for how to take notes. You may also want to give tips on notetaking (“You can abbreviate that word,” “You can use an arrow instead of saying ‘becomes’,” etc.)
 5. Deliver Lecture – Try to include as much specific factual data as possible in your lecture. After delivering your lecture, take questions.
 6. Reading – Hand out the first three web articles; one that is very poor, one that is decent, and one that is excellent. Tell students to return to their groups. Together, they will be reading, highlighting, and annotating these articles. After they finish doing so, they will come up with a group rubric deciding what students should look for when evaluating the quality of a web page. Tell students to come up with 10 pieces of criteria together (one set per group). Examples might be: “quality of cited sources,” “factual accuracy,” etc.
 7. Homework Review – For homework, hand out the three remaining web articles; one that is very poor, one that is decent, and one that is excellent. Students will do the exact same activity practiced in class at home for homework.
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HOMEWORK

- 1) Read, highlight, and annotate web articles.
 - 2) Write your own 10-piece criteria rubric for evaluating the quality of a web article. Then evaluate your three web articles based on your rubric.
 - 3) Bring your graded web articles complete with the highlighting and annotation with you to class tomorrow.
 - 4) Study vocabulary to date.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

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