

TITLE OF LESSON

World History Unit 1 Lesson 28 – How Was the Inside Versus 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.
4. Students relate current events to the physical and human characteristics of places and regions.

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

The Man Died, Wole Soyinka – Reading

Notecards for each group of three

History of Africa – Teacher Page (This is actually a teacher reading; use it to create your Nigeria lecture.)

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

- *The Man Died*, Wole Soyinka reading

- Grade highlight/annotating of article. (Check plus=excellent; check=decent; check minus =needs work)
- Have overhead machine accessible.
- Prepare multiple sets of note cards with the following words: *IMF/World Bank loans, uhuru, Structural Adjustment Programs, colonization, neocolonization, slavery, progress.* (One set per group of three)
- Make new groups of three.
- Prepare Nigeria lecture using the *History of Africa* reading by Kevin Shillington (same format as your lecture on African Colonization). See Teacher Page, *History of Africa* (this is a teacher only reading).
- Prepare outline to put on the overhead for the students

Students will be trying to discover how historical models of causation are created. They will be manipulating different historical facts and ideas that they have already studied to try and make a coherent graph of the development of colonization. This exercise should help train for the upcoming paper as well.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded assignments and have students place in binders.
- 2) **Daily Log and Summary** – Have students copy daily log while listening to the summary from yesterday. Collect readings from last night’s homework, rubrics students created, and their evaluation of each article based on their rubric. Choose a student for day’s summary.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
	What comes first in Africa? Lecture: Nigeria: From slavetrading to Civil War (HW: Wole Soyinka, The Man Died)					Read, highlight, and annotate Wole Soyinka, The Man Died excerpt

ACTIVITIES – INDIVIDUAL AND GROUP

1. Groups – Place students in new groups of three. Have them move to sit with their new group.
2. **Timeline** – Add *World Bank/IMF, structural adjustment programs, uhuru, debt,* and any other categories students think are important from their readings last night, yesterday and from your lecture yesterday, to the timeline.
3. **Ordering Ideas** – In groups, tell students they will have only 15 minutes to complete this portion of the activity. Pass out notecards; each set of notecards should have the following words written on them: *IMF/World Bank loans, uhuru, Structural Adjustment Programs, colonization, neocolonization, slavery, progress.* The students now have 5 minutes to put the cards in the correct order. Students may ask questions like, “Do you want us to put them in chronological order?” Tell them you will not answer any questions. They must think for themselves. (Trick students into thinking there is a correct order; telling them that you will put up the “right” answer at the end of class usually does the trick. There actually isn’t a correct order, of course.) Students will start off trying to arrange the cards in a single-file row. After letting them do this for awhile (don’t jump the gun!), start asking them questions. “Does freedom really lead to slavery?” “Do IMF/World Bank loans really come so far after colonization?” etc. Then, give them the big hint: “You may want to try a different shape, not a line!” (Students usually try circles and weird graphs thereafter, stretching their creativity and also their understanding of these concepts.) At the end of 15 minutes, call time.
4. **Written Explanation** – Tell students they must write up their shape/order of cards and explanation. Each student should have their own copy, but groups may choose to write exactly the same information if they want. The title

should be “What comes first in Africa?” It should be written in paragraph form and it should explain how their shape best addresses that question. It should also explain why they chose the order they chose for each of the cards, citing specific examples from their readings, lectures and what they already know about those words. Give students 20 minutes for this portion of the lesson. Anything they do not finish will be assigned for homework.

5. Wrap Up Discussion – Now, tell students there is no one right answer, although there are some stupid ones. For example, colonization must come before Structural Adjustment Programs, etc. Go over the MUST’s together. At the end of 20 minutes, ask a student to collect the card packets (with rubber bands around them! This will save you time!) and the explanations.
 6. Nigeria Lecture – If you have the time, begin the Nigeria lecture. Use Kevin Shillington’s *History of Africa* as the source for your lecture notes. Collect lecture notes on Colonization and on Slavery.
 7. Reading – Hand out the Soyinka excerpt for homework.
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HOMEWORK

- 1) Read, highlight, and annotate Wole Soyinka’s *The Man Died*.
 - 2) Finish explanation of card order, if not already done.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

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