

TITLE OF LESSON

World History Unit 1 Lesson 29 – 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.
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

Arrested Development Lyrics – Reading for each student and a copy of the song on tape or CD.

Essay #2 Requirements – Student Page

Circle Diagram – Student Page

A CD player or tape player.

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
 - To construct an essay outline and prepare a first draft
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EXPLANATION OF LESSON



Preparation before Class

- Grade highlighting/annotating of Soyinka excerpt. (Check plus=excellent; check=decent; check minus =needs work).
- Make photocopies of *Arrested Development Lyrics*, **Circle Diagram** and **Essay #2 Requirements**.
- A CD player or a tape player.
- A CD or tape of the Arrested Development song found in the student pages portion of the site.
- If you have not already done so, create lecture notes and outline on Nigeria using Kevin Shillington’s *History of Africa* reading.
- Prepare an outline on an overhead for the students.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded work 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 and any explanations that were not turned in yesterday. Choose a student for day’s summary.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
	Lecture: Nigeria: From slavetrading to Civil War				(HW: Circle diagram for essay #1)	Finish circle diagram for essay question: "Does the Third World operate on a "versus" paradigm?" Begin rough draft.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Lecture – Finish Nigeria lecture or start it and end it. Make sure to have a student take notes on the overhead while you lecture. Choose a student that has not taken notes on the overhead before.
2. Song – Listen to the Arrested Development song about slavery. Then hand out the lyrics (see Reading, *Arrested Development Lyrics*).
3. Group Questions – Have all students take out a sheet of paper and write the questions below on it. In their new groups, have students decide on their answers to the following questions:
 - A) How do students explain the use of history in dealing with the legacy of slavery?
 - B) What opposition best captures this song: *what* versus *what*?
 - C) What does it mean to belong to the “Third World” versus the “First World”?
 - D) What importance or weight do these labels carry?

Tell them they will have approximately ten minutes to write down their answers to each of these questions. Each student in the group should thoroughly understand the answers to the questions and why their group came up with that answer as you will be calling on people randomly from each group to present. At the end of ten minutes, call time.

4. Instructions – Tell students that as they are listening to other groups present their answers, they should be taking notes. They may use any information gotten today as part of their essay that they will be starting tomorrow. So they should be listening for particularly thoughtful responses and/or well informed responses that they can use in their essays.
5. Presentations – Call on students randomly from each group to present their responses to question #1. When all

groups have given their response, move on to question #2 and so on until you are done. This larger class discussion should be leading up to the essay question: Does the Third World operate on a "versus" paradigm?

6. Essay 2 – Tell students this will be their essay question and they will begin their circle diagram for homework this evening. Tell them they may use any lecture notes or notes they took today to complete their circle diagram and bring it to class tomorrow. Hand out **Circle Diagrams** and **Essay #2 Requirements**. Review with students Essay #2 Requirements. Take questions as needed.
 7. **Circle Diagram** – Review with students how to fill in a Circle Diagram. If there is time, have them begin their Circle Diagrams in class.
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HOMEWORK

Students should complete their circle diagrams for homework and bring them to class tomorrow for your signature.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

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