

TITLE OF LESSON

World History Unit 1 Lesson 4 – What's on the Outside/Inside?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

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.
 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.
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MATERIALS

Letter to Prospective Mother-in-Law – Reading
CDs (see **Preparation Before Class** below)
tape player/CD player

LESSON OBJECTIVES

(FOR THE WEEK)

- To help students learn more about each other's ways of thinking
 - To clarify issues of outside/inside, whether pertaining to perspective or intellectual constructions of space
 - To complicate traditional notions of *Absolutes* by which to compare historical phenomena
 - To introduce students to the variety of historiography
 - To intellectually grab students from the very beginning
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EXPLANATION OF LESSON

Preparation before Class

- Grade journals. (5 pts = excellent, 3 pts = decent effort, 1pt = needs work.) You can use this grading method or create your own for each homework and journal assignment.
- Bring in a copy of Sting's "History Can Teach Us Nothing," Lauryn Hill's "The Miseducation of Lauryn Hill," and a CD player. (Or equivalent CD that deals with the same issues.) Wu Tang has some great songs, but they do use language that might be considered offensive. Try to use songs that you're comfortable with.
- Class reading: "Letter to Prospective Mother-in-Law" by Barbara J. Pulmano Reyes.

Students will incorporate music lyrics and poetry in their discussion of "inside history." They will now be shifting gears from a third-person look at how histories are written, to trying to find ways to write "inside history." This helps students move into a more active stance in thinking about the writing of a collective past.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp homework, [Journal 2](#). Be sure to also jot down extra credit points for any student who brought in the CD of their song, making sure to take away extra credit for any lyrics with profanity in them.
- 2) [Daily Log](#) and [Summary](#) – Tell students to copy down daily log while listening to summary from previous day.

Date	Africa	Asia	Lat-Am	Europe	World	Homework
					3. Lyrics discussion (no written component)	Read Letter to Prospective Mother, memorize 4 lines for tomorrow's performance!

ACTIVITIES – INDIVIDUAL AND GROUP

1. Discussion – Begin with Lauryn Hill or Sting. Play the song. Ask students to think of ways in which she/he defines history; who or what is on the inside? Outside? (What does it mean to be on the “inside” of history?) After discussing as a class, ask a student to quickly summarize the class’ discussion. Then, ask another student to applaud the summary. Finally, ask a last student to critique the summary. (Do not have the student judge how well she/he summarized, but rather have the student critique the content of the analysis.) This [Applaud/Critique Strategy](#) can be found in the *Teaching Strategies* portion of our site for further explanation.
2. [Journal Read Around](#) – Now tell students to break out into their groups. Share their homework lyrics in groups. The groups should follow this format: Listen, Applaud, Critique. (The student sitting to the right of the reader will applaud, and the remaining student will critique. This way, all students try each role.) Explain this to the class prior to starting. Then ask for a volunteer from each group to begin this portion of the exercise. When you have one volunteer from each group, have them begin by reading their journal out loud to their group. Give them two minutes to complete this. Call time. Ask the student to the right to applaud. Give that student two minutes. Call time. Then ask the student to the left to critique. Give that student two minutes. Call time. Now ask the student that read if they would like to go to their right or their left. Whichever direction they choose, that will be the student that reads their journal next. Continue the reading and applaud/critique method until each student in the group has read their journal.
3. [Summary](#) – Choose a student to write the summary for the day.
4. Extra Credit and/or Song Discussion – If any student brought their CD, have them play it and explain it to the class. (Make sure to stamp their daily log, write the date, and “Lyrics Extra Credit” next to the stamp.) If nobody brought a CD, discuss the second song (Lauryn Hill or Sting) with the class, using the same format as before.
5. Discussion – Ask: How do these songs fit with their notion of history? Is music history?
6. Homework Review – Collect assignments and review homework.

HOMEWORK

- 1) Read “Letter to Prospective Mother-in-Law.” Memorize 4 lines in a row—they should be next to each other. Be prepared to perform your four lines when you come to class—don’t be unprepared!
- 2) Study vocabulary to date.

GROUP ROLES
 None



The Versus Habit
True or False? When do you know the Truth?

2:1:4:What's on the Outside/Inside?

DOCUMENTATION FOR PORTFOLIO
None