

TITLE OF LESSON

World History Unit 1 Lesson 5 – What's on the Outside/Inside?

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TIME ESTIMATE FOR THIS LESSON

One class period

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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 Rubric** – Student Page  
general art supplies, incl. butcher paper  
tape player/CD player

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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 lyrics & writing. (5 pts = excellent, 3 pts = decent effort, 1pt = needs work.)
- Make copies of **Letter to Prospective Mother-in-Law Rubric** (Student Page).

Students will perform their poetry piece as practiced last night. Students will also organize their binders so that they know how to do so on their own in the future.

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded work and have students place in the appropriate section of their binders.
- 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
		2. Group performance of Letter to Prospective Mother ("Letter to Prospective Mother Rubric")				none

ACTIVITIES – INDIVIDUAL AND GROUP

1. Line Reading – Ask students to all stand in a circle around the classroom with all their papers put away. They will now recite the lines they memorized - but without any order. Tell them they are to read their lines when they feel compelled to do so. They may repeat their lines as many times as they want to; they may interrupt each other; they may whisper, shout, whatever. They will be graded on their performance. (Simply note in your book whether or not they did their homework; 2 pts = did it; 1 pt = done pretty weakly; 0 pts = stayed silent)
2. Discussion – Ask students how this reading sounded to them. What would be the purpose in reading it in this manner? Was it effective? Ineffective? Why or why not?
3. Preparing a Group Reading – Now, tell students to return to their groups. They have 15 minutes to prepare one section for performance. (Assign each group one section.) They can choose to read some parts in unison, and divide up the lines in meaningful ways, ways that effectively convey the meaning the author intended for her poem. (The more creative, the better!) Whatever you do, don't encourage students to divide up lines randomly—"you do the first two, I'll do the next two, etc." This type of division does not mean anything for the actual performance of the poem. Hand out copies of **Letter to Prospective Mother-in-Law Rubric**. Explain to students that this is how they will be graded on their performance. They should create their performance keeping in mind the grade they are attempting to earn and the criteria necessary to earn that grade.
4. Perform. Grade according to rubric.
5. Discuss – As a class: Who is on the inside/outside of history, according to Barbara J. Pulmano Reyes? Do you agree with her definition of inside/outside history?
6. Discuss – Who was on the inside/ outside of history according to the song lyrics they chose? According to Barbara Duden? This is meant to be a review of the week's readings and topic. Please be sure to allow full discussion.
7. **Summary** – Assign a student to write the day's summary.
8. **Binders** – Organize binders together as a class. (A little bit of time at the end of each week will be devoted to re-organizing and straightening binders.) Remind students which assignments belong in which sections. Explain grades.

HOMEWORK  
 None

GROUP ROLES  
 None

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

*2:1:5:What's on the Outside/Inside?*

DOCUMENTATION FOR PORTFOLIO  
None