

TITLE OF LESSON

World History Unit 1 Lesson 6 – How are boundaries created?

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

Inside vs. Outside Worksheet – Student Page
Inside vs. Outside Worksheet overhead that you create
TV, VCR
computer lab
copy machine access for worksheets

LESSON OBJECTIVES

(FOR THE WEEK)

- To further develop notions of inside and outside to include a thorough examination of borders, including their construction, maintenance, and disintegration
 - To involve students' personal sense of self with the creation of history, and to make connections between personal and "historical" narratives
 - To begin introducing students to historical terms and vocabulary, and to teach students the applications of these words
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EXPLANATION OF LESSON

Preparation before Class

- Make an overhead of your **Inside vs. Outside Worksheet**. Fill it in with your information as a sample for the students. (Or, if you have the technology, make your diagram ready for computer display.) Remember, if you are going to ask your students to do this, you should be ready to do it as well. Discuss inside/outside of your personal history. Take the student sheet and fill it in with your own answers. Be careful about what information you wish to disclose. You may choose to discuss the appropriateness of being mindful of your audience when preparing a presentation for the class. Have students think about the same thing as they create their diagrams.
 - Make copies of **Inside vs. Outside Worksheet** (Student Page).
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Collect complete assignments. Pass back graded work and have students place in the appropriate section of binders.

- 2) **Daily Log** and **Summary** – Have students copy daily log while listening to summary from last Friday. Choose a student to write today’s summary.

Date	Africa	Asia	Lat-Am	Europe	World	Homework
					4. Inside vs. Outside (5. HW: Inside/Outside History of Our Class)	Journal 3 -Inside/Outside History of Our Class

ACTIVITIES – INDIVIDUAL AND GROUP

- Vocabulary** – Post the following vocabulary words on the board: objectification and orientalism. Ask students to copy them into their notebooks. Have them write down the definition of each word without using a dictionary. Guessing is what counts here. They can think about the roots of each word and what they mean to come up with their guesses. Give them just two minutes. Then take responses from the class and write them up on the board, being sure to ask students how they got their answers. When you are satisfied that you have exhausted their guesses, ask students to look up the words. Have students put the definition in language that helps them to understand the meaning. In other words, have them write the definition in their own words. As a class, agree upon one definition written in their own words. Students should write down the agreed upon definitions in their notebooks and underline them. Tell them they will be working with these ideas this week.
- Explain** – Tell students: now that we understand better what the inside/outside of history means (even if we may not have ONE agreed-upon definition), we are going to begin looking more closely at the border between inside and outside. We’ll start with you as individual people, with individual histories.
- Inside vs. Outside Modeling** – Put your personal diagram of **Inside vs. Outside** up on the overhead. Explain what it means to you, to say someone knows the “inside” history versus the “outside” history of your life. Now would be a perfect opportunity to talk about what you feel comfortable disclosing in what arenas (personal vs. public, male vs. female, family vs. friends, etc.) and for what audiences. Keep in mind your students will take their cue from you. Try to be as open as possible while still maintaining your professionalism. What makes up the border between inside and outside, literally and figuratively? Explore this a little with them. Some examples of borders might be “the idea of persona,” “issues of safety,” or “the person’s understanding of community.” (If you’d like to, you can use Adobe Illustrator or Photoshop to draw your image, and then project it from your computer to a projector screen for students to see. To learn Photoshop basics, review the Photoshop tutorial included in this unit. If you do not have access to a computer in your classroom or a projector, simply photocopy the Inside vs. Outside worksheet onto an overhead and use an overhead projector to fill it in and show the class. If you cannot do this, draw the diagram on your chalkboard and fill it in.)
- Individual Inside vs. Outside: Group Work** – Now, break them up into their old groups. Pass out copies of the blank **Inside vs. Outside** worksheet to all students. Tell them they are seated in groups so that they can help each other; they should each fill out their chart individually, however. Tell them NOT to write their names on the chart. If students feel that the chart itself is the “outside” history of their personal lives, then they should leave the “inside” blank. Allow students the flexibility to work out these issues of personal space on their own terms. Remind students that whatever they write will become public knowledge.
- Group Presentations** – Ask students to first share these in their groups. (Give them at least 15 minutes to explain their charts.) Then, collect all the students’ charts.
- Finding the Owner** – Mix up the charts, making sure NOT to give a student their own paper. Then, give students 15 minutes to discover its owner. They CANNOT actually show the paper to different students; they can only ask questions and discuss.
- Wrap Up** – When students have found the right owner of their paper, debrief as a class. What was hard about this exercise? What was easy? What did they find was typical in the “inside” or “outside” of people’s histories?

8. **Journal 3**- Ask students to reflect on what they learned about each other by writing a history of the inside/outside for the entire class. They should focus on creating at least a one page historical document that addresses the issues of the entire class, including the class's characteristics of inside vs. outside. What they do not finish will need to be completed for homework. Collect **Inside vs. Outside** worksheet tomorrow, along with homework ("Inside/Outside History of Our Class").
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HOMEWORK

- 1) Write **Journal 3 – Inside/Outside History of Our Class** worksheet (At least one full page.)
 - 2) Study vocabulary to date.
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GROUP ROLES

None. Students will be working individually to complete their assignment for the day.

DOCUMENTATION FOR PORTFOLIO

None