

TITLE OF LESSON

World History Unit 1 Lesson 7 – How are Boundaries Created?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Hist 10: 10.4

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

Orientalism (Said) – Reading

Seven Years in Tibet – Film

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

The personal nature of the subject matter this week should directly engage students in an exploration of their own identities, as well as the ramifications such identities have on the creation of history.

Preparation Before Class

- Make *Orientalism* (Said) available. (Choose either the article on Said located at <http://www.frontpagemag.com/archives/rogues/windschuttle1-29-99.htm> or <http://www.cc.emory.edu/ENGLISH/Bahri/Orientalism.html>. (The second article is more to the point and perhaps easier to understand; the first article is better suited to students somewhat versed in Said.)
- Prepare video of *Seven Years in Tibet*.
- Prepare clear, concise definitions of objectification and orientalism.

FOCUS AND MOTIVATE STUDENTS – WARM UP ACTIVITY

- 1) Homework Check – Stamp/initial 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 yesterday. Stamp homework. Choose student for today’s summary.

Date	Africa	Asia	Lat-Am	Europe	World	Homework
		3. Objectification, orientalism definitions (4. HW : Edward Said, Orientalism (excerpt))				1. Read Edward Said, Orientalism . 2. Highlight sections you feel are big ideas. Circle any words you don't know. Write 3 questions you need answers to in order to understand the reading. 3. Study for vocab quiz tomorrow! ("The Terms" section of reading)

ACTIVITIES – INDIVIDUAL AND GROUP

1. Reading – Ask three volunteers to read their narratives of the larger history from last night’s homework. First, call on students for “applause,” and then ask for “critiques.” (Continue to emphasize this model when reacting to other people’s work. See *Teaching Strategies* section of our site for instructions on [Applaud/Critique](#) strategy.)
2. Discussion – Now, ask students: how can we make the leap to inside vs. outside for an entire nation? Allow for as many diverse answers from students as possible before watching the film.
3. Film – Watch two film clips from *Seven Years in Tibet*, (At the border, when Brad Pitt is told not to enter Tibet; then, when Tibetans are building the movie house under Brad Pitt’s direction.) 1) Can Heinrich (Brad Pitt’s character) ever understand the “inside” of Tibetan experience? Why or why not? 2) Is Heinrich’s history “true?” Why or why not? Many people who have been invaded and/or colonized object to the way their “perspective” is portrayed; teach students the words: “objectification” and “orientalism.” Have them copy these words and their definitions into their binder. Ask them to memorize the definitions for tomorrow. Then ask students in their groups to answer the questions above. Give them ten minutes to decide on an answer for each. They should be prepared to present their answers to the class. Let them know you will be calling on any group member to answer. So all students should be able to explain their answers thoroughly. All students should be writing the answers in their notebooks.
4. Discussion – Call time at the end of ten minutes. Randomly call on individuals in groups to answer each of the questions. When students have finished. Ask students how today’s definitions of orientalism and objectification might fit with the answers they gave to the questions about *Seven Years in Tibet*.
5. Quiz Terminology – Briefly explain the terms the quiz tomorrow will cover (see the Terms section of the reading). The idea is that students should be prepared to understand a piece of text, including key concepts and ideas. They should understand all words in the text and be able to explain them by tomorrow in class. Explain the homework assignment. (Students should do the best they can to understand, but not panic if they don’t get it. Just read the article in full, circle words they don’t understand and look them up, and write three key questions that they need to know the answer to, in order to understand the reading.)
6. Computer Lab – Remind students to meet you in the computer lab tomorrow. Have them go directly to the lab, as they will have much to accomplish in a very short period of time.

HOMEWORK

- 1) Read *Orientalism* (Said).
 - 2) Highlight any sections that you feel are big ideas.
 - 3) Circle and look up any words you don't know.
 - 4) Write three key questions that you need to know the answer to in order to understand the reading.
 - 5) Quiz on words in Said's article tomorrow!
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

None