

TITLE OF LESSON

World History Unit 1 Lesson 30 – How Was the Inside vs. Outside Paradigm Created?  
*The Versus Habit: True or False? When do you know the truth?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Hist 10: 10.4

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.

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.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

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

None

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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 Nigeria lecture notes. (Check plus=3 points, excellent; check=2 points, decent; check minus =1 point, needs work).

Students will write their first draft of Essay #2.

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**FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY**

- 1) Homework Check – Stamp/initial homework. Pass back graded assignments and place in binders.
- 2) **Daily Log** and **Summary** – Have students copy daily log while listening to the summary from yesterday. Stamp Circle Diagrams. Choose a student for day’s summary.

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<b>Date</b>	<b>Africa</b>	<b>Asia</b>	<b>Lat-Am.</b>	<b>Europe</b>	<b>World</b>	<b>Homework</b>
					Essay #2.	(none)

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**ACTIVITIES – INDIVIDUAL AND GROUP**

1. Essay 2 Draft 1 – Ask students to take out their Circle Diagrams from last night. Tell them they will be writing only a first draft of Essay #2 today. Tell them you will be grading their essay this weekend based on how well they are able to articulate their ideas in a cohesive, persuasive manner. You will be looking at their use of a basic thesis statement that uses good solid reasons and evidence to back it up. They had the opportunity to practice this format in Essay #1. Now they will be putting that knowledge to the test. By the end of class they should have finished the entire essay. You will be collecting the essay and the Circle Diagram. If students finish early, they may want to recheck their essay for spelling, punctuation and grammar, as those too will count this time. This is similar to an essay test and students should be prepared to demonstrate their mastery of essay writing at any time.
  2. Writing Draft 1 – The rest of the class period should be fairly silent. Students should be writing, not talking! If students talk, assume they have finished and collect their essay.
  3. Five minutes prior to the end of class, ask students to finish up their essay. Have them staple their circle diagram and their Essay #2 Requirements sheet and rubric to the essay and turn them all in.
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**HOMEWORK**

None

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**GROUP ROLES**

None

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**DOCUMENTATION FOR PORTFOLIO**

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