

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 10 – Personal Coat of Arms Project Presentations

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

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.

MATERIALS

Presentation Evaluation Sheet – Student Page
Personal Coat of Arms Project Rubric – Student Page

LESSON OBJECTIVES

- To present projects to the class in a concise and engaging presentation
 - To use the Coat of Arms Project Rubric to evaluate student presentations
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EXPLANATION OF LESSON

This lesson will be the culmination and completion of the students' first major project. Although there may be grumbling and complaining about the need to present their accomplishments to their peers, its an important validation of what they have achieved. In this vein, the teacher should attempt to keep the presentations professional and formal. Students should be required to come to the front of the class and the audience should be respectful, quiet and listening intently in order to evaluate the presentations according to the **Personal Coat of Arms Project Rubric**. Depending on the size of the class and the length of the class period, presentations may vary in the length of time. Evaluation of the presentations by each student, according to the rubric, may prove to be difficult if there are 30+ performances. Thus, it is recommended that the teacher tailor the lesson and contribution of the students to fit the time constraints of their school (i.e. you might want to extremely limit evaluations, you might want the evaluations to only have one compliment and one question, or you may allow only two minutes per student for presentations.). These evaluations, though, are important for maintaining the integrity of the presentations, as well as keeping everyone in class focused. See *Materials* section for all relevant materials.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Agenda – Have students copy the agenda you have posted.
- 2) **Goal Setting** – As students enter the room, have displayed the **Personal Coat of Arms Project Rubric** so that all students can easily see it (or have a copy of the rubric available for each student). Return to them their projects (both the Interpretation Essay and the Coat of Arms Project #1). Ask them to look at the rubric and decide which grade they would like to achieve today. Have them write it on a separate sheet of paper. Underneath the grade they would like to achieve, have them write themselves some presentation notes that will help them to achieve that goal. Remind students that much of a good presentation is about organization and speaking loudly. If students write down what they want to say and when (keeping in mind a quick introduction and conclusion), it will help them immensely when they get in front of the class. However, their notes should only be brief reminders of what to say. They should not be whole sentences, as they do not want to read off a sheet of paper. They want to look directly at their audience and speak directly to them much like they are having a conversation. Tell them when they have finished, they should turn in their notes and the goal they have set for themselves.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Project Rubric – Depending on the size of the class, limit the warm-up to only about five minutes. After this short period, review the presentation section of the rubric. Make sure that students know what is expected of them and you should model good body language and voice control as you go through each rubric level.
 2. Peer Evaluations – Pass out to all students a **Presentation Evaluation** sheet. Review this with them and let them know that you will be collecting these at the end of class. The purpose of the Presentation Evaluation is to help keep students focussed for the presentations and to provide the presenter feedback so that they will improve their presentations for the final project.
 3. Present – Ask for student volunteers to present first. Carefully explain why it is usually good to be the first one to complete their presentation (they do not get compared to other presenters, they get it out of the way, you and others will give them credit for going first, etc.). After these initial volunteers, you should choose students randomly to do their presentations. Remind students that it is their responsibility to come to class prepared. They may not pass when their name is called. If they do, they will receive a zero on their presentation.
 4. Comments – During the performances, keep the tone formal and respectful. If the class is large, it would also be good to have the students timed and held to a strict limit. If time permits, comment positively on something in each student’s presentation. As teachers, it is easy to forget how difficult public speaking is, especially when you realize how little students actually have the opportunity to do it.
 5. Praise – Ten minutes before the end of class, ask the students to give themselves a round of applause and a pat on the back for a job well done. It should be obvious to everyone the amount of work and thought that went into these projects. It’s good to give as much validation as you can.
 6. Final Discussion – As a final discussion and conclusion to this project, have students compare the various presentations and projects they have seen. What themes were there? Choose a couple of projects (especially ones that may have had identical “identities” for the census, but have extremely different Coat of Arms projects and vice versa) and ask students to guess whether they think these individuals would be part of the same “people”. Why not? Refer to the definition of a people that the students created and have a discussion about which of the identities (the Coat of Arms or the Census) is more important to themselves and others. The important thing here is to be pushing students to understand that identity is both individually created and socially created. Which of these creations, though, defines a people. It might be interesting to see how much influence the government has to defining “a people” even when the individuals in that group have very different identities (as exemplified in the Coat of Arms). Which identity is more important?
 7. Collect Work – Before students leave, be sure to collect all of their Coat of Arms Projects and Essays to be graded and placed in their portfolios. Make sure that names are on each project.
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HOMEWORK

None

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Personal Coat of Arms Image

Interpretation Essay #1

Note: The Coat of Arms Images and Interpretation Essays will eventually go into the students’ portfolios, however, it is recommended that ALL of the projects be displayed in the class. The reason for this is three-fold.



First, displaying student work is a validation of the work and effort that they put into this project. Second, it demonstrates to students how important you, as the teacher, view their work. And, third, throughout the remainder of the course it will be beneficial to refer to the Coat of Arms' projects and make comparisons and contrasts in different contexts.