

TITLE OF LESSON

Multiculturalism Unit 1 Lesson 30 – Final Project Presentations

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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

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.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

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.

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MATERIALS

**Presentation Evaluation Sheet** – Student Page

**Final Project Rubric** – Teacher Page

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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

Today is the culmination of weeks of work by the students and the final lesson for Unit 1. 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 somewhat formal. Students should be required to come to the front of the class and the audience should be respectful and quiet. 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 (e.g., each student has only one minute to present the parts of their image that address the requirements and explain HOW they address the requirements, or each student has two minutes which is plenty of time for a ninth grader to speak.). These evaluations are important for maintaining the integrity of the presentations, as well as keeping everyone in class focused. See *Materials* section for relevant materials.

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Pass back graded assignments and have students place them in the appropriate sections of their folders. If you have graded their final exams, you may want to simply place them in student portfolios for now and pass them back tomorrow so that students can begin their presentations.
- 2) Presentation Preparation – As students enter the room, have displayed the **Final Project Rubric** (or have a copy of the rubric available for each student). Have them take out their projects (both the essay and Coat of Arms assignment) and briefly write themselves some presentation notes so that their objective is to have an exceptional performance. 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.

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#### ACTIVITIES – INDIVIDUAL AND GROUP

1. Review Rubric – Depending on the size of the class the teacher should limit the warm-up to only about five minutes. After this short period there should be a quick review of the presentation section of the rubric. Make sure that students know what is expected of them. Model good body language and voice control.
  2. **Peer Evaluation** – 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. (Note: If the class is exceptionally large and presentations will be difficult to fit into the class period you might want to limit the time spent on these evaluations to simply circling a rubric number and giving comments.)
  3. Present – Ask for student volunteers to present first and explain again why it is usually good to be the first one finished with their presentation. After these initial volunteers, you should choose students randomly to do their presentations. Remind students that it is their job to be prepared to present as soon as you call on them. No one should be talking during presentations. Everyone should be evaluating the presenter. If there is any talking, tell them you will assume there are not prepared to present and they will receive an ‘F’ on this assignment. They should show respect to their classmates and pay attention. During the performances the teacher should 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, the teacher should 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 infrequently students actually do this.
  4. Discuss – Ten to fifteen minutes before the end of class, have students revisit the central question again, but this time through an analysis of the presentations compared to students’ interpretations during the final exam the day before. How were they similar? How were they different? Which opinion is correct? Why? If interpretations are as valuable as self-identity then “what makes a people”? For Latinos, what role then does the US government play in creating their identity? Is this a good thing? Is it possible for an individual to resist “imposed identity”?
  5. Applaud – Five 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 and it’s good to give as much validation as you can.
  6. Collect Work – Collect student folders and all projects to grade tonight. Be sure to place all final exams in student portfolios. The projects and their essays should be displayed in the room for a while before placing them in portfolios. Don’t forget to collect the **Presentation Evaluation Sheets**.
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HOMEWORK  
None

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GROUP ROLES  
None

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DOCUMENTATION FOR PORTFOLIO  
Personal Coat of Arms Image  
Interpretation Essay #1  
Final Project  
Interpretation Essay #2  
History 1 Unit 1 Final Exam