

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 10 – Poster Project
What causes conflict between peoples?

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.
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.
4. Students relate current events to the physical and human characteristics of places and regions.

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

Poster-making materials (pens, markers, rulers, colored paper, etc.)

LESSON OBJECTIVES FOR THE WEEK

- To teach students how Asians and Asian Americans are incorporated into the development of the nation, and to not isolate Asian American history to two instances of railroad work and internment during World War II
 - To learn how to contextualize multicultural history (instead of studying it as the development of race awareness or identity history.)
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EXPLANATION OF LESSON

Today, students will be finishing their **Did you know... Posters**. Before they finish up their posters, they will be taking a quiz. You will need to create a short quiz (not more than five of the 9 words they have been given) that demonstrates their understanding of the words and their ability to spell them correctly. The easiest way to do this is to create five sentences that have to do with the Asian American immigration issues they have studied so far. Then take out the vocabulary word so that students must fill in the blank with the correct word and it's spelling.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: efficacy, efficacious

- 1) Homework Check – Collect homework. Pass back all graded assignments and have students place them in the appropriate section of their folders.
 - 2) **Agenda** – Have students copy the agenda you posted.
 - 3) **Vocabulary** – Post today's word on the board. Ask students to add it to their list of vocabulary words. Have them look up the definition in the dictionary and write it next to the word. Then ask them to put the definition in their own words, that is, the words of a teen. Give them no more than five minutes for this.
 - 4) **Vocabulary Quiz 1** – At the end of five minutes, call time. Tell students to put all of their belongings away. They should have on the desk a sheet of paper and a pen or pencil. Ask them to title this Vocabulary Quiz 1. Tell students you will read the sentence twice. They should write the vocabulary word that best fits in the blank portion of the sentence. Remind them that spelling counts.
 - 5) When you have finished, collect all quizzes.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Project Work – Give students the whole period to finish Steps 6-8 of their poster production. Remind students to think of the most efficacious way to convey the knowledge they now have through their posters. Is all the research effectively demonstrated, or did students “waste” some of their research by not including it in their final product? Are dates and details clearly marked? Remind students that they know quite a lot if they did their research well, and their posters should reflect all the hard work they've already put into this!
 2. Post Work – Once students are finished, have them hang the posters around the classroom. The students can remove them temporarily from the wall for their presentations during Lesson 11; they should remain on the walls until they use the posters again for their final project. Eventually, they will go into their portfolios.
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HOMEWORK

None

GROUP ROLES

Same as Lesson 9

DOCUMENTATION FOR PORTFOLIO

Unit 1

Personal Coat of Arms Image
Interpretation Essay #1
Final Coat of Arms Image
Interpretation Essay #2
History 1 Unit 1 Final Exam

Unit 2

Unit 3

Map
timeline
Did you know...Poster Project