

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 21 – Begin Essay: What Causes Conflict Between Peoples?
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

Final Essay Directions overhead copy – Teacher Page
Essay Graphic Organizer – Student Page

LESSON OBJECTIVES FOR THE WEEK

- To teach students to synthesize all that they've learned in the past term
 - To create an organized essay explaining the source of conflicts between peoples
 - To create a logical cohesive outline for the essay with supporting reasons and evidence from lectures, readings, class discussions, films, and personal anecdotes
 - To revise peer's Organizing Webs for content
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: discord

- 1) **Agenda** – Have students copy the agenda you posted.
 - 2) **Vocabulary** – Post today's words 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.
 - 3) **Homework Check** – Hand back graded vocabulary quizzes and readings (*Home is Where the Han Is*) from Lesson 20.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Introduction** – Explain to students that the next two weeks will be a wrap-up of the last three units on multicultural history post-1945, focusing on California. They will be writing an essay this week and completing The Scapegoat art piece. Next week they will begin their final project.
 2. **Essay Directions** – Post the **Final Essay Directions** on an overhead. Read through ALL the directions with them, and answer any question students may have. Remind them that today they will finish their outline, for homework tonight they will write their rough draft, and in Lesson 23 they will type the paper in the computer lab. They should remember to buy or get a floppy disk to take with them to the lab in Lesson 23.
 3. **Essay Outline: Teacher Model** – Place students into groups of three ahead of time; announce these groups. Hand out the student page, **Essay Graphic Organizer**. You are going to walk students through each part of Step 1 so that they understand how to fill in the **Essay Graphic Organizer**. Use your overhead page of the **Essay Graphic Organizer** and examples you may want to create prior to class as a visual to explain to students who may not understand. By now, students should understand how to create an essay using a graphic organizer (they've had lots of practice). So you shouldn't have to spend a lot of time. Plus, they have group members to help them out. Remind them that this is just a graphic organizer. They are creating an essay with reasons and supporting evidence. The only difference is that this essay will be more than five paragraphs long. Have them include two more reasons boxes and their subsequent examples on the back of their organizer.
 4. **Essay Organizer** – Then tell them that in their groups, they should complete their **Essay Graphic Organizer**. The organizers do not need to be the same, nor do they have to even be remotely similar in outlook. Explain to students that they are in groups to help each other come up with their individual outline, and that they should share ideas with each other and correct each other's work as they write. They will have about 25 minutes to work on their organizers together, and then they will send their organizers to another neighboring group to have them evaluate them with check plus, check, or check minus.
 5. **Work** – Tell the students they have 25 minutes to complete STEP 1.
 6. **Peer Evaluation** – After 25 minutes are up (and you may want to give students a "heads up" warning a few minutes prior to the time running out), have students exchange organizers in groups. Using your overhead **Final Essay Directions**, read STEP 2 to the class. Tell them they have 20 minutes to complete STEP 2.
 7. **Homework Review** – At the end of 20 minutes, call time. Have students return papers to each other so that they can see their results. Collect their organizers and record their grades quickly. Hand back the organizers and tell students it will be their job to create a second draft of them tonight. The second draft should include the suggested changes. It is due tomorrow when they walk in the door.
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HOMEWORK

- 1) Work on The Scapegoat image.
 - 2) Finish draft 2 of **Essay Graphic Organizer**. Due tomorrow at the beginning of the period for full credit.
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GROUP ROLES



Web Master – gets and gives organizers from group to group and keeps time

Marker – writes the unhappy faces/stars on the papers and tallies the totals

Advisor – gives the two pieces of advice

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
Slaying the Dragon Artistic
Response