

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 24 – Revising an Essay
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

Revising an Essay – Teacher Page
Essay Grading Procedure – Teacher Page
Essay Rubric – Teacher 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 revise a partner's essay for content
 - To view a piece of artwork and respond in their written essay
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: synthesis

- 1) **Agenda** – Have students copy the agenda you post.
- 2) **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.
- 3) **Homework Check** – Stamp complete, typed first drafts of Final Essay. Do not collect them, as students will be revising with a partner today.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Post Work** – Have removable tack (sticky blue stuff) ready. You can buy tack at any drugstore or hardware store; it costs about \$1-2 for a large pack. Help students put their art pieces up on display around half of the room. Their art piece should now include the type-written paragraph explaining the art piece as well.
2. **Assign Groups** – Divide the class into groups of four; they will be rotating around the room in staggered fashion (not all groups will be looking at the same art piece at the same time, for obvious reasons.) You will be telling students when to rotate. Five minutes is a good amount of time, although you will best be able to gauge if students need more/less time as they go along.
3. **Directions** – Give directions to the entire class at once, and then let the class proceed as they are divided. Everyone will be rotating around the classroom as follows: they will have fifteen minutes to look at all the art pieces and take notes of which ones they agreed with strongly, and which ones they disagreed with strongly. They will then sit down and write **Journal 7** (at least one full page hand-written) explaining their reaction to two pieces. One of the pieces should be one that they agree with, and the other should be one that they disagree with. This should be practice for the essay question on the final exam; remind them of this so they understand the larger context of this assignment. They should definitely be writing in essay form (five paragraph structure with reasons and supporting evidence).
4. **Journal 7** – At the end of 15 minutes, call time. Have students sit down and write their journal. Tell them they will only have 20 minutes to write. At the end of 20 minutes, call time. Collect journals.
5. **Essay Rubric** – Post the **Essay Rubric** on the overhead. Tell students this is how they will be graded on the quality of their final essay that they typed yesterday. Be sure to make the distinction between quality and effort. The quality is only a portion of their grade, but a very important portion. They should remember this from previous units. Tell them that as they revise their partner's essay, they should keep in mind the quality of the content.
6. **Peer Revision** – On the overhead, post **Revising an Essay**. Ask students to take out the typed version of their final essay. Students should be seated in a circle. Have them pass their papers to the right. You are going to walk students through each step of the revision process. So reveal only the first step. Read the directions to them. Then ask them to complete the first step. Tell them to look at you when they have finished. Wait until all eyes are on you before you move on to the second step. Do this for each step of the process.
7. When the whole class has finished, have them sign the essay and pass it back to the author.
8. **Draft 2** – Based on the suggestions of your partner, write your second draft. Your second draft must include the changes that your partner suggested. When you have completed your second draft, show the first draft with the revisions and your second draft to your teacher and have your teacher initial it to show that it was done on time. Due tomorrow at the beginning of the period. Remind students that they do not have to take the suggestions of a partner if they truly do not agree with them. However, their essay must show change/improvement, as everyone knows that no writer ever writes a perfect piece the first time around. If there is time, have students begin making changes directly on their first draft. Remind them not to throw away any of their drafts or their essay organizer, as those drafts are proof they completed that portion of the assignment and it is part of their grade.

9. Grading – Post the **Essay Grading Procedure** on the overhead. Review it with the students.
 10. Wrap Up – Remind students that tomorrow will be their last day in lab, and that they also have a vocabulary quiz tomorrow. They will meet in the classroom first in order to take their vocabulary quiz and share journals before moving to the lab. (Teacher, remember – you may also simply collect journals and provide individual feedback yourself if you do not feel you are going to have enough time for all of this.) Students should, again, remember to bring their floppy disks, all drafts of their essay, and their essay organizer!!
 11. Clean Up – Five minutes before class is up, ask students to reorganize the room, and take their art pieces down from the wall. They are going to be placing their art pieces in their portfolios and sharing their journals tomorrow.
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HOMEWORK

- 1) Read over comments from peer revision and make necessary changes.
 - 2) Study your vocabulary words.
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GROUP ROLES

None; although they will be working with others, the artwork section of the day will be completed individually, as will the peer editing portion.

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
The Scapegoat Artpiece