

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 27 – Review for Final Exam  
*What causes conflict among 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.
- 

MATERIALS

**How to Prepare for Final Exam** – Student Page  
Huge stack of blank notecards

---

LESSON OBJECTIVES FOR THE WEEK

- To teach students to synthesize what they've learned so far into a dynamic and rich expression of their reactions (Who is a scapegoat?)
  - To teach students to prepare for and take a final exam
  - To help students organize and compile all their semester's work into a neat portfolio
- 

EXPLANATION OF LESSON

Students will be reviewing for their final exam. So be sure you have photocopied the Student Page, **How to Prepare for Your Final Exam**. They will also be revising their poems, writing a second draft, deciding who will be performing which pieces of the poem, and practicing for their slam tomorrow. You may want to make an overhead copy of STEPS 8 and 9 so that you can help students with the revision of their poems.

---

#### 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. **TODAY IS THE LAST WORD FOR THE SEMESTER!!! Woo-HOO!**
- 3) **Peer Revision** – In their poetry slam groups, ask students to take out their copies of the second draft of their poem. Have them make sure their name is at the top. Ask them to exchange poems with another group. Tell them they will be revising the poems based on the instructions in the Poetry Slam Directions sheet STEP 9 (or you can simply post them on the overhead for students). Give them 10 minutes in their groups to walk through each of the steps of revision. If you are unfamiliar with the terms *hook* or *show not tell*, here are the definitions:

hook – the initial part of a piece of writing that acts to grab the reader's attention (or in this case, the audience's attention). Some great devices used to capture attention are dialogue (yes they could use it in a poem), metaphor/simile, unique words or phrases that create a picture in the reader's mind, etc.

show not tell – a descriptive piece of text that creates a picture in the reader's mind without coming right out and telling what it is trying to describe (ie. rather than saying hair, author's might use a metaphor/simile to convey the idea).

- 4) **Draft 2 Changes** – At the end of 10 minutes, call time. Tell students they will have 10 minutes to work together to make changes to their poem and complete STEPS 9-14 of their **Poetry Slam Directions** sheet. Tell them that you understand they will not be able to complete this in class. That is the point. They must get together on their own time to complete the project. The rest of the period they will be working together to study for their final exam.
  - 5) **Memorize** – At the end of 10 minutes, call time. Remind students that memorizing the poem is much more effective than reading it off a piece of paper. So they should memorize their poem tonight, if they have not already done so. Have students put all Poetry Slam information away.
- 

#### ACTIVITIES – INDIVIDUAL AND GROUP

1. **Directions** – Hand out the **How to Prepare for Your Final Exam** worksheet. Go over the group assignments (you assign!), and group roles together as a class. Explain the task ahead of them, and then let them work for the remainder of the class. Tell them they must complete this assignment by the end of the period today. So they should get right to work.
  2. **Q & A** – You should be walking around the room, answering the questions of ambassadors.
  3. **Wrap Up** – Collect only STEP 7 at the end of class; use their fake questions to write your final exam or create your own multiple choice test with 10 vocabulary fill in the blanks and 30 varying fill in the blanks, choose the correct answers, and choose the incorrect answers on the historical content they have learned for this unit. Add one brief essay question to the exam.
- 

#### HOMEWORK

- 1) Prepare for the poetry slam tomorrow! Practice! Practice! Practice!
- 2) Study for the final exam!
- 3) Organize your folder with all of your assignments and readings according to date.

---

**GROUP ROLES**

**Two Note finders:** These two students who will be responsible for looking through their notes. Note finders should have excellent notes and excellent organization skills.

**Scribe:** This student will write down everything that group members say; you will copy down his information at the end of each step.

**Ambassador:** This student will be responsible for going to the teacher and asking for help whenever a question pops up.

---

**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 art piece (with  
accompanying explanatory paragraph)  
Final Essay