

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 29 – Final Exam
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

Scantrons
Copies of exams you wrote based on student sample questions
Extra pencils and erasers

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
- To successfully complete a final exam
- To demonstrate knowledge of Asian American history

- To utilize test taking strategies in order to successfully complete a formal final exam
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EXPLANATION OF LESSON

Students will be taking their final exam. Using the mock questions students created in Lesson 29 (or you can simply create your own questions based on the content you have covered), create a 40-question multiple-choice exam. Ten questions should be fill-in-the-blank vocabulary word questions, and the remaining 30 questions should vary in complexity and format. Add one essay question that takes students no more than ten minutes to answer. The question should address the concept embodied in the unit question: “What causes conflict between peoples?” Be sure you have photocopied your test prior to class. You may also use Scantron sheets for the students to record their answers, as this will make grading much easier. Be sure that you have set your classroom up in formal exam format—that is, chairs in rows.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

None

ACTIVITIES – INDIVIDUAL AND GROUP

1. Desk Set Up – Have classroom set up in formal exam format. (All chairs in rows.)
 2. Enter Room – Have students walk into the classroom ONLY when prepared for the exam. A simple note on the door should suffice: “Only come in when you are prepared; you should have a #2 pencil and eraser out. NO notes should be visible when you walk in.” Be sure everything else is put away and placed underneath their desks.
 3. Begin – Lay exams face down on tables. Students may begin exam as soon as they enter. Again, they should not enter until they are ready.
 4. Keep Time – Write remaining time on chalkboard periodically.
 5. Early Finish – Write on the chalkboard: “When you are finished, place your exam face down on your table. You may NOT leave early or take out any other material. You are to sit quietly at your desk until the period is over. You may raise your hand and I will bring you white paper so that you can draw while you wait.”
 6. When time is finished, collect all exams.
 7. Collect **How to Prepare for an Exam** worksheets.
 8. Congratulate students on completing their exam!
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HOMEWORK

- 1) Remind students to bring all portfolio items, if they have any at home.
 - 2) Organize your folder according to date. Due Lesson 30 at the end of the period.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Personal Coat of Arms Image
Interpretation Essay #1

Unit 2

Unit 3

Map
timeline



Community
What causes conflict between peoples?

1:3:29:Final Exam

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

Did you know...Poster Project
Slaying the Dragon Artistic Response
The Scapegoat art piece (with
accompanying explanatory paragraph)
Final Essay
History 1Unit 3 Final Exam