

TITLE OF LESSON

History 2 Unit 1 Lesson 19 – How are Boundaries Made, Kept, Broken?

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Hist 10: 10.4, 10.10

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.

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

Same as Lesson 16

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LESSON OBJECTIVES (FOR THE WEEK)

- To continue teaching students the concepts of reading as a group, reading for meaning, and searching for significant parts of text
  - To teach students how to organize their thoughts into an argument, the first step in writing an essay
  - To review and practice word processing skills
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FOCUS AND MOTIVATE STUDENTS – WARM UP ACTIVITY

- 1) Homework Check – Collect any completed dialectical journals and stamp. Pass back graded assignments and place in binders.
- 2) **Daily Log** and **Summary** – Have students copy daily log while listening to the summary from yesterday. Choose a student for day's summary.

<b>Date</b>	<b>Africa</b>	<b>Asia</b>	<b>Lat-Am</b>	<b>Europe</b>	<b>World</b>	<b>Homework</b>
	4) Finish Things Fall Apart and write dialectical journals # 7, 8 and 9.. 5) Essay #1..					Finish Things Fall Apart by Friday. Dialectical journals according to what day you finish. Finish paper by Friday.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Essay #1 – All students should have their first draft complete. Remind them that they will need to have their peers edit their first draft in class today so that they can complete their second draft by the end of the period. Tonight, they will need to have TWO adults correct their paper. There should be no students with nothing to do. Either they are working on their essay or they are working on their dialectical journals or they are silently reading *Things Fall Apart*.
2. Homework Review – Prior to the end of the period, remind students that their essay is due tomorrow at the end of the period. They must have all of their drafts stapled to the final draft, which should be typed with no mistakes. Any missing portions of this assignment will result in points being taken off. They must also have their original **Essay #1 Directions** sheet with your initials on each portion. Points will be taken off for a missing sheet and for any missing initials.
3. Remind them that their Dialectical Journals 7, 8 and 9 are due tomorrow and that they should have finished reading *Things Fall Apart* by that time too.
4. Remind students to go directly to the computer lab tomorrow. Tell them you will meet them there.

HOMEWORK

- 1) Make sure you have completed all steps of Essay #1. It is due tomorrow complete with your Circle Diagram, all drafts, and the rubric stapled together. Don't forget to have TWO ADULTS correct your second draft.
- 2) Finish reading *Things Fall Apart* and write Dialectical Journals #7, 8, and 9. Due tomorrow.
- 3) Study vocabulary to date.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Project #1 The Historian  
 Re-written rap lyrics