

NOTE: Make sure you have signed up in advance for the computer lab today.

TITLE OF LESSON

History 2 Unit 1 Lesson 20 – How are Boundaries Made, Kept, Broken?

TIME ESTIMATE FOR THIS LESSON

One class period

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.

NETS for Students – 1, 2, 3, 4

MATERIALS

Extra copies of the **Essay #1 Rubric** just in case some students have lost theirs
Word Processing Review – Teacher Page

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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EXPLANATION OF LESSON

You will be in the computer lab with students today. Make sure you review with them the rules for the lab and the consequences for breaking those rules. They will be typing up the final draft of their essay in class today, due at the end of the period. Prior to class, decide how you will have students save their work. If it's possible, you

may want students to save their work to your school's network. This allows them to work on any networked computer at school, making it possible for them to work outside of the lab when necessary. Get together with your site technology person and decide what the best way to save for your class will be. You will need to teach students the method you have chosen for saving work today.

Grade their Essay #1 tonight, as you will place them in their portfolios in the next class session.

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.
- 3) Computer Protocol – Remind students of appropriate computer lab behavior and the consequences for any misbehavior. Ask them not to turn on their computers until you have finished your instructions.

Date	Africa	Asia	Lat-Am	Europe	World	Homework
	4) Finish Things Fall Apart. 5) Essay #1.					(none)

ACTIVITIES – INDIVIDUAL AND GROUP

1. Essay 1 – Remind students that their completed Essay #1 is due at the end of the period typed (if you do not have access to a computer lab, you may ask students to neatly write their final draft in ink), complete with all drafts stapled together in order to show their work and the original **Essay #1 Directions** sheet with your initials to prove they did the rest of the work. If any of those things are missing, points will be taken off. Tell them anything turned in after class is over will be considered late and points will be taken off.
2. Word Processing Basics – You may want to review with students the basics of word processing in Microsoft Word (see **Word Processing Review**, Teacher Page) prior to beginning today. Because students will be at different places in the Essay process, you will want to be walking around the room to help where you can and to keep students on task. If there are students who have finished a portion of their essay, you may ask them to work on their dialectical journals. But there should be no one with nothing to do!
3. Saving – Finally, make sure all students have saved their work. Tell them you cannot be responsible for any unsaved or “accidentally” deleted work. Let students know how they should be saving their work (to a floppy disk, to the school network in your folder, to the C drive of their computers, etc. – whatever you have decided prior to class).
4. Remind them that their Dialectical Journals 7, 8 and 9 are due by the end of the period and that they should have finished reading *Things Fall Apart* by that time too.
5. Typing – Allow students the rest of the period to work at their own pace.
6. Five minutes before the end of the period, ask students to print out their essays if they have not already done so. Ask them to staple all of their drafts together in the following order:
 - a) On top, their final typed version of Essay #1 with no mistakes.
 - b) Underneath that, their 2nd draft.
 - c) Underneath that, their 1st draft.
 - d) Underneath that, their circle diagram.
 - e) On the bottom, their Essay #1 Directions sheet with your initials and the rubric.
7. Collect their Essay #1 and their Dialectical Journal Entries 7, 8, and 9.

8. Make sure the computer lab is left in order. Computers shut down, chairs pushed in, workstations cleaned up.

HOMEWORK
None

GROUP ROLES
None

DOCUMENTATION FOR PORTFOLIO
Project #1 The Historian
Rewritten rap lyrics
Essay #1