

**NOTE:** Today is a computer lab day. Make sure you have signed up for the lab ahead of time and that Adobe Photoshop is installed on all of the computers.

TITLE OF LESSON

World History Unit 1 Lesson 23 – How Was the Inside vs. Outside Paradigm Created?  
*The Versus Habit: True or False? When do you know the truth?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Hist 10: 10.4  
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.

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, 5

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MATERIALS

**Project #2: The Mystery, Directions and Rubric** – Student Page  
**Explanation of Tools** – Student Page  
**Photoshop Basics** – Teacher Page  
**Photoshop Basics II** – Teacher Page

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LESSON OBJECTIVES (FOR THE WEEK)

- To return to original questions from lessons 1-5, combine with work on boundaries

- To teach students to apply similar concepts or models of Inside vs. Outside and boundaries to different historical events
  - To reinforce different methods of research
  - To learn and understand how to use the Internet as a resource for research
  - To utilize library skills
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EXPLANATION OF LESSON

**Preparation Before Class**

- Make sure all computers have a copy of Photoshop installed and working.
  - Make sure you bring extra copies of **Project #2** to review with students, in case some students need them.
  - You may want to bring the project readings just in case some students need to reference copies for their project.
  - Bring extra copies of the **Explanation of Tools** handout to help students to remember how to use the Photoshop tools.
  - Review the **Photoshop Basics** Teacher Page to refresh your memory of Photoshop.
  - Prior to class, walk through the **Photoshop Basics II** lecture using the Photoshop program to make sure you understand how to use these new tools, as you will be delivering this lecture today.
  - Saving – Again, decide how you will have students save their work. Because they are working in a visual medium and it uses color, you may want to have students save their projects to disk so that it can be viewed appropriately.
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FOCUS AND MOTIVATE STUDENTS – WARM UP ACTIVITY

- 1) **Daily Log and Summary** – Have students copy daily log while listening to the summary from yesterday. Choose a student for day's summary.
  - 2) **Computer Protocol** – Remind students of appropriate computer lab behavior and the consequences you have established for misbehavior. Remind them to save their work frequently.
  - 3) **Mini Lecture** – Using your **Photoshop Basics II** Teacher Page, deliver your lecture. Make sure students have Photoshop open on their computers and that they have out a sheet of paper and are taking notes. When you have finished, have students leave their Photoshop notes out on their desk so that you can give them credit while they are working on their projects.
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Date	Africa	Asia	Lat-Am.	Europe	World	Homework
			Project #2			Work on Project #2.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Note Check** – Check students' Photoshop notes. You may want to give a quick checkplus/check/checkminus in your gradebook to keep track of students' work.
2. **Project 2** – Go over directions for Day 3 and 4 with students. Tell students they will have 20 minutes in class today to plan, and then they may work on the computers. Remind them that they cannot work on the computers until they have planned their project on paper. You will want to walk around the room and monitor the students' work on their plan. As soon as they have obtained your initials, they may work on the computer. Some students may have chosen to complete their plan last night so that they could get started immediately on their project. Initial their Project #2 sheet and let them get started. Remind students they do not have a lot of time, just today and tomorrow to complete the project, so they don't have time to mess around.
3. **Time Reminder** – After 20 minutes have passed, tell students if they have not obtained your initials by now, they had better get going.

4. Using Photoshop – Allow students to get to work on creating their images. Monitor their progress and answer any questions students may have. You may want to bring along copies of the Explanation of Tools handout to refresh everyone’s memory about how Photoshop works. Ask students to take out their notes from the first Photoshop Basics lecture, just in case they have forgotten how to use the program. Remind them that they should rely on each other for help, before asking you. While you will answer their questions and help them to troubleshoot, the only way to learn is to attempt to troubleshoot problems on their own.
  5. Save and Clean Up – Finally, 5 minutes before the end of the period, remind students to save their work. You cannot be responsible for unsaved work or accidentally deleted projects. Have them clean up their workstation and shut down their computers.
  6. Tell students to meet you in the computer lab tomorrow to save time.
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#### HOMEWORK

Work on steps 3 and 4 of **Project #2**. It is highly recommended that you set aside time to work with your group in preparation for Friday’s presentations!

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#### GROUP ROLES

See **Project #2 directions**

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#### DOCUMENTATION FOR PORTFOLIO

Project #1 The Historian  
Rewritten rap lyrics  
Essay #1