

NOTE: Today is a computer lab day. Make sure you have signed up for the lab in advance.

TITLE OF LESSON

World History Unit 1 Lesson 24 – How Was the Inside vs. Outside Paradigm Created?
The Versus Habit: True or False? When do you know the truth?

TIME ESTIMATE FOR THIS LESSON

One class period

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

MATERIALS

Project #2: The Mystery, Directions and Rubric copied for each student

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

EXPLANATION OF LESSON

Students will finish working on their projects today; details of the actual project are all written into the student handouts. They will present their projects tomorrow in class. Because they are working under a time constraint, you may want to open the lab for them at lunch and after school if you have the time and the access. This will allow students to make any changes and finish up their assignment on time.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Daily Log** and **Summary** – Have students copy daily log while listening to the summary from last week. Choose a student for day’s summary.
- 2) **Computer Lab Etiquette** – Remind students of appropriate computer lab behavior and the consequences for any misbehavior.
- 3) **Saving** – Remind students to save their work frequently. You will not be responsible for any lost or deleted work because they forgot to save.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
			Project #2			Work on Project #2. Prepare for presentations tomorrow. Practice in groups.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Presentations** – Explain how presentations will be held tomorrow. Remind students that another group will be evaluating their work. (Check directions for Day 25 if you are not sure how to explain this.) Tell them that their homework for this evening will be to prepare for their presentations tomorrow. This means they should each have a role and they should know the order they will be presenting. They should practice their presentations as if they were really presenting to a live audience. The best presentations are most always the ones where the presenters practice, practice and practice again! So students should figure out together how they will present and then practice. If they finish their projects before the end of the period, they may practice in class. If not, it is homework tonight. Yes, that means they will have to get together with their group members after class!
 2. **Project 2** – Have students get right to work, reminding them that today is the last day to finish their project.
 3. You should be walking around, monitoring both behavior and work. Remind students to prep for their presentation, too.
 4. **Save and Print** – Approximately 15 minutes before the class ends, remind students to start printing and to save their work, as you cannot be responsible for unsaved or accidentally deleted projects. Tell students they will be presenting tomorrow in class so they must print their work and bring their hard copy with them to class tomorrow. After today, they will not have access to the computer lab. At this point, if you have decided to help students out by opening the lab to them at lunch and after school, you will want to announce that. Make sure you let students know that you are doing them a favor, as they really should be finished with their project by the end of the period today, if they have been working diligently.
 5. **Clean Up** – Finally, have students clean up their workstation and shut down their computers. Remind them of their homework one last time.
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HOMEWORK

- 1) Prepare for project presentations tomorrow. Practice with your group.
 - 2) Make sure you come to class with a hard copy of your project, your rubric, and your **Project #2 Directions** sheet with the teacher's initials. No teacher initials means no credit for all of the research you have done this week! Don't forget to bring your notes, too.
 - 3) Study vocabulary to date.
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GROUP ROLES

See **Project #2 Directions**

DOCUMENTATION FOR PORTFOLIO

Project #- The Historian
Rewritten rap lyrics
Essay #1