

**NOTE: Make sure you have signed up for the computer lab today and tomorrow, and that you have access to Photoshop.**

TITLE OF LESSON

World History Unit 1 Lesson 33: What Is This “Versus Habit?”  
*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, 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.
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.

NETS for Students – 1, 2, 3, 4, 5, 6

---

MATERIALS

**Project #3 – Media with a Message – Student Page**

---

LESSON OBJECTIVES (FOR THE WEEK)

- To apply understandings of inside/outside and “versus” to the metaphorical and real world of drugs (be able to see addiction, the drug “habit,” profit motives, and issues of control as both “real” and as metaphor for the “versus” paradigm)
- To guide students to a more comfortable dialectic between abstract theory and conceptions of “reality”

- To continue to develop Photoshop skills; merge with media awareness skills

EXPLANATION OF LESSON

**Preparation before Class**

- Arrange for another class to visit on Friday—ask another teacher if your class can present their visuals to their class in lesson 35. (If you can arrange it, it is preferable to get several classes to visit your museum-style classroom for 15 minutes or so. This way, students can sit behind their presentations and answer any and all questions that other students may pose. ) Or if other teachers are not willing to bring their classes, you may have your students present to each other and grade each other using the rubric for Project #3.
- Sign up for the lab for Lessons 33-34.
- Photocopy **Project # 3 – Media with a Message** for all students.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Homework Check – Stamp/initial homework assignments. Pass back graded work and have students place in binders.**
- 2) **Daily Log and Summary** – Have students copy daily log while listening to summary from yesterday. Stamp homework. Choose student for day’s summary.
- 3) **Computer Lab Etiquette** – Remind students of appropriate computer lab behavior and the consequences for any misbehavior.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
					Project #3: Media with a Message	Project#3: Media with a Message

ACTIVITIES – INDIVIDUAL AND GROUP

1. Project 3 – Hand out copies of **Project #3 – Media with a Message**. Give students five minutes to review the instructions. Tell them you will answer any questions they have now. Give them an opportunity to ask questions before they get started. Remind them it is their job to be as clear as possible about what they need to do and how they need to do it. Make sure to review with them their rubric for this project as well so that they are clear about what they will need to do to get the grade they really want.
2. Group Roles – Have the group roles (see group roles below) printed on the front board and ask students to choose their roles prior to starting their projects. Have them write down who will be which role on their project sheet.
3. Project Work WITH NO COMPUTERS – Tell them to begin. Ask students to refer to their homework to complete the first part of the project; then, continue work on the rest. Because students are in the lab today, you will need to remind them that they are not to work on the computers until their group has made it to step 7 of their project and collected your signature. Therefore, no computers should be turned on.
4. Surveys – Tell students they will be conducting the surveys on their own time and they must survey people who are not in this class. All surveys are due when their project is turned in (Lesson 35). No excuses. It is the responsibility of the partner groups to complete the survey. If your group is having problems with a particular partner group, it is up to the group whose project is on the line to let the teacher know and arrange to have another group complete the survey for them. Now would be a good time to remind students that if they are not responsible about completing the survey for their partner group, they may receive the same response from the group that is helping them to complete the surveys. So it is in their best interests to make sure they are diligent.
5. While students are working on their project, you should be walking around the room, helping them to stay focused on the task at hand.

6. Saving – Five minutes before the end of the period, remind students to save their work and clean up their area in the lab. Tell them you cannot be responsible for unsaved assignments or accidentally deleted work.
  7. Tell them to meet you in the computer lab tomorrow.
- 

#### HOMEWORK

Work on project with your group members, making sure to research your method of distribution.

---

#### GROUP ROLES

*If you only have three people, one person must be the Coordinator and the Time Keeper.*

Artist – Responsible for all preliminary sketches and preparatory drawings.

Scribe – Responsible for the recording of all written information, as needed. Only when one set of notes is needed for the whole group will the scribe do all the writing.

Coordinator – Must divide out tasks for Photoshop work. (Who will look for which images? Who will work on which layers? How will the computer work be divided?)

Time Keeper – Must keep time. Sound simple? Actually, if your group does not finish on time, it is YOUR fault! Make sure to request extra time BEFORE teacher announces that time is up. Otherwise, the fault is yours.

---

#### DOCUMENTATION FOR PORTFOLIO

Project #1- The Historian

Rewritten rap lyrics

Project #2- The Mystery

Essay #1

Essay #2