

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 34 – 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

extra photocopies of **Project #3 – Media with a Message** for students who may have been absent

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 students who did not receive them yesterday.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Homework Check – Stamp/initial complete homework assignments. Pass back graded work and place in binders.**
- 2) **Daily Log and Summary** – Have students copy daily log while listening to summary from yesterday. Choose student for day’s summary.
- 3) **Computer Lab Etiquette** – Review 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 Review** – Have students take out their Project #3 directions. Remind them that they should be completing their surveys this evening for homework or at lunch or at any time in between classes. Remind them that in order for them to complete their surveys they must have completed their project. They will only have class time today to complete their images and get them distributed. So students may want to think about the most effective way to communicate their message in a very short period of time. Provide them with the rest of the period to complete their images. If you are feeling generous and you have the access, you may want to open the computer lab at lunch and after school so that students can complete their project.
2. Tell students to continue work on their project.
3. **Saving** – Call time at the end of the period five minutes before the bell rings. Make sure students have saved their work. At this point, if students have not completed their work on the computer, they will need to complete it on their own time. If you are feeling generous, you may want to offer to open the lab for them at lunch and after school. Otherwise, they will need to find a way to complete this on their own.
4. **Printing** – Have students print out their images. Each student will need a copy of the image, as this will be placed in their portfolio. And each student should have a print out of their Media With a Message Project #3 Instruction Sheet complete with their answers to all of the questions, as this will be placed in their portfolio along with the actual advertisement. Make sure there is enough time for all students to print.
5. **Presentations and Evaluations** – Remind students they will be presenting their project to another class, more than one other class or to their classmates depending upon the arrangements you have made. Tell them they will be graded by their peers based on the rubric for Project #3. So they must be prepared to explain their projects thoroughly or it will be reflected in their grade. In particular, if they are presenting to another class, they will have to be clear about what the versus habit is in order for other students to understand the advertisements. Remind students that each person in their group must have a role in their presentation. No one may remain quiet

for the entire presentation or it will be reflected in their grade. Tell students they will have a little bit of time to practice in class tomorrow, but they should really arrange to practice with their group members tonight.

6. Make sure students clean their workspace prior to leaving the room.
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HOMEWORK

Complete Project #3. Assign presentation roles and practice presenting. Complete survey to be turned in with their project tomorrow.

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