

TITLE OF LESSON

World History Unit 1 Lesson 36 – Pulling the Unit Together  
*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, 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.
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MATERIALS

Extra copies of all previous readings  
**Essay #3 Requirements and Rubric** – Student Page  
**Blank Circle Diagram** – Student Page

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LESSON OBJECTIVES

(FOR THE WEEK)

- To begin wrapping up, reminding students of what they've learned so far
  - To move towards the unit final project
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EXPLANATION OF LESSON



**Preparation before Class**

- Make copies of **Essay #3 Requirements and Rubric**.
- Make copies of **Blank Circle Diagram** for each student.
- Sign up for computer lab lessons 39-40.
- Assign new groups for this week.

Students will be writing a paper on a similar theme to the first paper in order to hone their writing skills while developing a finer sense of how all their work thus far fits together. They will also put their portfolios and timelines in order. You may want to post the students' advertisements in the room and have the students put them in their portfolios at a later date. Make sure to assign new groups for this week.

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Daily Log** and **Summary** – Have students copy daily log while listening to summary from last week. Choose student for day's summary.
- 2) Applaud student work from last week.
- 3) Portfolio – Hand back their Project #3 final grade. Either have them place their Project #3 in their portfolios or post them in the room.

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Date	Africa	Asia	Lat-Am.	Europe	World	Homework
					Essay #3	Essay #3 - Circle diagram due tomorrow

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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Timeline** – Pick out key events in drug trade that students think belong on their timeline. Write them in. (Work with the entire class to do this—make sure to at least include something from each reading.) Remember, the timeline is a separate piece of work kept at the front of the “world” section of your binder. The timeline should be a summary of all the events studied over the course of the semester! (Also add info to the wall timeline if you chose to make a larger version.)
  2. Groups – Read off the new groups. Have students move to sit with their new group members.
  3. Timeline Comparisons – Now, in new groups, check your entire timeline with those of your group members. You should fill in any events you are missing. After five minutes, rotate two members from each group to the next group. Give these new groups another five minutes to check their timelines; keep rotating the SAME two students until all students have seen others' timelines. (The whole activity shouldn't take longer than 20 minutes—if it does, simply stop them after the time has passed.)
  4. Essay 3 – Hand out **Essay #3 Requirements**. Explain the second paper; students may use any and all pieces of their second essay in this third essay, but if they choose to do so, they must attach their Essay #2. Essay #2 in NO WAY counts as a first draft.
  5. **Circle Diagrams** – Hand out **Blank Circle Diagrams**. Begin circle diagrams—ask students to work in pairs with someone in their group. Go around and check their work; make sure students understand the essay before they leave. Students may have the same circle diagram as their partner, but they must write their papers individually. (That is, the wording of their papers should not sound alike in any which way!)
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HOMEWORK

Complete circle diagrams. Circle diagrams are due tomorrow.

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**GROUP ROLES**

None

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**DOCUMENTATION FOR PORTFOLIO**

Project #1 – The Historian  
Rewritten rap lyrics  
Project #2 – The Mystery  
Essay #1  
Essay #2  
Project #3 – Media with a Message