

TITLE OF LESSON

World History Unit 1 Lesson 37 – Pulling the Unit Together
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.
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MATERIALS

extra copies of all previous readings
Essay #3 Requirements and Rubric – Student Page

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

Sign up for computer lab lessons 39-40.

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.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Pass back graded work and place in binders.
- 2) **Daily Log** and **Summary** – Have students copy daily log while listening to summary from yesterday. Stamp complete **Circle Diagrams** only. Choose student for day’s summary.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
					Essay #3	First draft due tomorrow!

ACTIVITIES – INDIVIDUAL AND GROUP

1. First Draft Essay 3 – Check actual content of circle diagrams while students begin writing their first draft. If there is a problem with a circle diagram, make sure to let that student know quickly. (First drafts should meet the page requirements! Students will need to “guesstimate” because they will not be in the lab until Lesson 39. If they have huge handwriting, then they will need to count each page as only a half page. If they have very small handwriting, they are probably right at a typed page.)
 2. Students should be working on completing their first draft by the end of the period today. Any incomplete drafts will mean homework for them.
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HOMEWORK

Finish Draft 1 of Essay #3.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

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