

TITLE OF LESSON

World History Unit 1 Lesson 38 – 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.
- 

MATERIALS

**Peer Editing** – 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
- 

EXPLANATION OF LESSON

**Preparation before Class**

- Make two copies of **Peer Editing** for each student.

- 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 assignments. Stamp complete first drafts only. 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.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
					Essay #3	Peer edits and a completed second draft are due tomorrow!

---

ACTIVITIES – INDIVIDUAL AND GROUP

1. [Peer Edit](#) – Hand out **Peer Editing** directions to each student. Review directions.
  2. Directions – Have students switch first drafts with a partner and peer edit their papers. There should be no talking. If students find they must ask questions, then the author did not do a very good job of writing. In which case, the editor should be writing what is missing or what their question is directly on their partner’s first draft. Remind students they must get two of their peers to edit and they must each edit two papers. Tell them their signature should be given only when the editing is complete, that means the entire sheet has been filled in thoroughly.
  3. Writing a Second Draft – When students have finished peer editing, they should hand the paper back to its author and get started immediately on their second draft, which should include all changes suggested by their editing partner. Their second draft should be complete by the end of the period, as they will need to have an adult correct their mistakes in a different color pen or pencil tonight and sign it in order for students to begin typing tomorrow.
  4. [Binders](#) – Tell students to begin organizing binders; all binders should be in perfect order by next week.
  5. Last, remind students that they should go directly to the computer lab tomorrow to type their papers. You will meet them there.
- 

HOMEWORK

Second drafts complete with adult signatures and corrections are due tomorrow.

---

GROUP ROLES

None

---

DOCUMENTATION FOR PORTFOLIO

- Project #1– The Historian
- Rewritten rap lyrics
- Project #2 – The Mystery



*The Versus Habit*  
*True or False? When do you know the Truth?*

*2:1:38: Pulling the Unit Together*

Essay #1  
Essay #2  
Project #3 – Media with a Message

