

NOTE: Make sure you have signed up for the computer lab today.

TITLE OF LESSON

World History Unit 1 Lesson 40 – 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.

NETS for Students – 1, 2, 3, 4

MATERIALS

Essay #3 Rubric – Student Page (found at the bottom of the **Essay #3 Requirements** sheet)

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
 - To access prior Word processing skills and demonstrate mastery
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EXPLANATION OF LESSON

Preparation before Class

- Sign up for the computer lab for today.
- Make sure you have extra copies of the **Essay #3 Rubric** (found at the bottom of the Student Page **Essay #3 Requirements**) just in case some students have forgotten them.

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. Choose student for day’s summary.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
					Essay #3	none

ACTIVITIES – INDIVIDUAL AND GROUP

1. Saving – Quickly remind students to save their work today. Remind them you will not be responsible for accidentally deleted work or unsaved information.
2. Review – Review with students what is due today stapled together at the end of the period using their **Essay #3 Requirements and Rubric** handout. Remind them that there should be no talking during class today, just a lot of typing. Any student that finishes early should be working to organize their binders.
3. Typing Final Draft – Have them get started typing. Go around checking content of papers while students are typing. Answer any questions students may have and/or provide help where it is needed.
4. Collect papers at the end of class, stapled together with the final draft on top. Have them make sure to include their rubric so that you can grade them.
5. Binders – Remind students that binders will be collected beginning next week.

HOMEWORK

None

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
- Essay #3