

TITLE OF LESSON

World History Unit 1 Lesson 41 – 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

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

Final Project #4 – Student Page

Final Project #4 Teacher Rubric – Teacher page

LESSON OBJECTIVES (FOR THE WEEK)

- To demonstrate mastery of historical concepts learned to date
 - To demonstrate mastery of Photoshop and Word
 - To complete the unit's final project
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EXPLANATION OF LESSON

Preparation before Class



- Make copies of **Final Project #4 Directions**. (Make extra copies of student rubrics.)
- Invite another class to come visit yours on Friday. (Each period should have visitors.) They will be evaluating the students' performances and final project. For this project it is very important that students go public with their work. If you cannot find a whole class to observe their performances, invite your principal, vice principals, teachers who do not have a class and other staff members. You may even want to think about inviting parents for this.
- Reserve lab for Lesson 42 and 43.
- Post Group Roles C on the front board as reminders to the students (see group roles below).

Students will be completing a project that synthesizes previously-learned information into a more complete understanding of world history. This second assessment also allows students to excel and demonstrate knowledge learned without relying wholly upon written essays.

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) **Portfolios** – Pass back Essay #3 with their grades and have students place them in their portfolios.

Date	Africa	Asia	Lat-Am.	Europe	World	Homework
					Final Project #4	Work on Final Project #4! Organize binders!

ACTIVITIES – INDIVIDUAL AND GROUP

- 1) Final Project – Hand out **Final Project#4 Directions**. Read them together in class, having different students read different sections. Make sure to pause at the end of each part to answer questions. Also, make sure to review the rubric in great detail so students know exactly how they will be graded. Although grading procedures should (obviously) be tailored to individual tastes, the point system usually lends itself to a non-curved final grade. This method is preferable for many reasons: students should not be competing to set the average; they should be competing against the high standards set by you. Also, this allows students to know exactly what grade they have created with their work.
- 2) Choosing Roles – Have students choose their roles based on the duties you have listed on the front board. Have them write the names of the person responsible for each on their Project #4 Directions sheet.
- 3) Steps 1 to 3 – Tell students they should be done with the writing portion of Step 3 by the time they walk out of the classroom today. They will need to have their poem edited by an adult tonight because they will be typing tomorrow. You may want to either go around and check students' work, offering suggestions, etc., and/or consult with individual students about the work in their binders. If the students are lagging or are not on task, you may want to set up some intermediary steps. For example, you might want to add a daily grade for completion of steps by due dates. Or, you may want to have a punitive point system (-1 for every day late).
- 4) **Binders** – Collect binders and grade them while students are working on their projects. This way, you don't have to lug them around, and they won't lose them for more than one class period! Ask for volunteers today; students' binders should all be ready by tomorrow.
- 5) Tell students to go directly to the computer lab tomorrow, where they will be typing up their poems and choosing the images they would like to use for their project.

HOMEWORK

Work on Final Project #4 and organizing binders to be turned in for a formal grade. Binders should be organized chronologically in each section and students should have kept everything!

GROUP ROLES

If you only have three people, one person must be responsible for two roles.

Director – Responsible for coordinating all work, and deciding meeting times, places, etc. Should collect all group members' phone numbers/e-mail addresses at the beginning of the assignment in case of emergency. Also responsible for occasionally consulting with teacher (making sure group is going in the right direction.)

Scribe – Responsible for taking (and bringing to class everyday) all group notes.

Artist – Responsible for any minor artwork. If the project is mostly art-based, the artist is responsible for coordinating artistic resources (i.e., bring newspapers/magazines/disks/other supplies, and/or recruit other group members to bring in supplies.)

Researcher – Responsible for looking into any particular research “holes” that appear as the project moves forward. NOT responsible for doing all the research; simply needs to work on specific and small tasks (e.g., the group would like to know a little more about the context of a film shown in class.)

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