

**NOTE: Make sure you have signed up for the computer lab and that you have access to Photoshop.**

TITLE OF LESSON

World History Unit 1 Lesson 42 – 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  
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, 5, 6

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MATERIALS

**Final Project #4** – Student Page

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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 computer lab for tomorrow.

Today students will be working to type up their poem and perfect it. They will also be choosing the images they will use to enhance their poem. They may use images they have already created in this course and improve upon them or they may attempt to create some new images. Every group member must have at least one image designed in Photoshop, but they are welcome to use more than one image if they believe it will offer them a better grade. They will have only two days in the computer lab, today and tomorrow. So they must work quickly and efficiently. No one should be sitting around with nothing to do!

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

**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
					Final Project #4	Work on Final Project #4! Memorize your lines in the poem. Organize binders!

ACTIVITIES – INDIVIDUAL AND GROUP

1. Review Instructions – Briefly, review with students computer lab etiquette. Tell them today they will be working to type their poem, making sure that each group member has a copy of the finished piece. And they will be working to choose the images that best go with their poem, make them better using Photoshop and/or capture and create new images to include in their project as well. Tell them they will only have today and tomorrow in the lab. So they must work quickly and efficiently. Every group member should be busy on their computer and everyone should have something to do. No one should be sitting around bored.
2. Ask students to take out their **Final Project #4 Directions**.
3. Project 4 – Answer any questions students may have. Tell students they should be done with Step 4 by the end of the day today. Have them get right to work. Go around and watch their work, signing when you feel their work is satisfactory.
4. **Binders** – Collect binders and grade them while students are working on their projects, if you have time. If you do not have time in class, keep their binders to grade tonight. Tell students they should be keeping all of the work in their binders even after they have been graded.
5. Saving – Five minutes before the end of class, ask students to save their work. Remind them you will not be responsible for lost or accidentally deleted work. Have them clean up their workstations and shut down their computers.
6. Tell them to meet you in the computer lab tomorrow.

#### HOMEWORK

Work on **Final Project #4**. Begin memorizing your assigned lines in the poem.

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#### GROUP ROLES

*If you only have three people, one person must have 2 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.)

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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

Essay #3