

TITLE OF LESSON

World History Unit 1 Lesson 44 – 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

None

LESSON OBJECTIVES (FOR THE WEEK)

- Demonstrate mastery of historical concepts learned to date.
 - Demonstrate mastery of Photoshop and Word.
 - Complete the unit's final project.
 - Demonstrate oral presentation skills.
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EXPLANATION OF LESSON

Preparation before Class



- Make extra copies of student rubrics (found at the bottom of the **Project 4 Requirements** sheet).
- Make an overhead copy of the student rubric and the **Project 4 Teacher Rubric** (Teacher Page).
- Confirm with the class you invited to attend your students performances that they will be in attendance tomorrow, preferably ten to fifteen minutes after the bell rings in order to give your students enough time to get organized. Or if you invited staff members, be sure to remind them both verbally and with a note in their box because they have a tendency to get busy and to forget.

Today students will spend half the period practicing with their group members in their groups and half the period performing for the rest of the class in order to be critiqued. You will want to emphasize the importance of these practice run-throughs and the feedback they will be receiving from their peers. Help them to critique each other appropriately. You will want to talk to them about speaking loudly and slowly, looking people in the eye, holding up their images so that others can see, speaking their lines with the appropriate feelings, giving body movement to their piece so it isn't boring for the audience to watch, and all of the things that make up a good performance. Help them to be specific with their suggestions and their praises so that the groups can improve their piece. The more seriously you take the activity, the more the students will get into it.

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. Practice performing with your group.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Rubric Review – Have students take out their rubric for Project #4. Review with them both the rubric their peers will be using and the rubric you will be using. Take any questions students may have.
2. Intro to Practice – Explain to them they will have half the period to practice in their groups and the other half they will be performing as if it was tomorrow and they were being graded. During this half of the class, their peers will be giving them suggestions and praise in order for them to improve their piece.
3. Performance Practice with Group Members – Review with them the ways to engage an audience and deliver a quality performance (see *Explanation of Lesson* above). List them on the board. Allow students to come up with any more ideas they may have. Then set them to work in their groups, coming up with ways to perform that meet the ideas they have listed on the board. Watch the time closely and only allow them to practice for half the period or if they are not really practicing, stop them and have them perform.
4. Ordering Performances – Call time at the halfway mark of class time. Write on the board the order the groups will be performing in. You may want to have prepared an order prior to coming to class or you may draw names from a hat to determine the order. Whichever way you decide, list the order and then tell students this order cannot be changed. This is the order they will practice today and it is the order they will be performing tomorrow.
5. Whole Class Practice and Feedback – Have the first group present. Remind students to be on their best behavior and to perform to the best of their ability so that they can get real help on their performance. While the group is performing the rest of the class must be listening and writing. They should write on a sheet of paper the group name. Underneath the name, they should give one specific praise and one specific suggestion. This means they name names and they tell exactly what that person needs to do to improve and what they are doing well. When

the group has finished performing, they should take out a piece of paper and be prepared to write down the suggestions given by their audience. Every audience member must read what they wrote. Go around the room until everyone has gone. Move on to the next performance. Keep going in the same manner until each group has performed at least once. If there is time and students would like to try again, let students perform and have them critique each other again, trying to improve their performance to include the suggestions they were given.

6. More Practice – Again, you may want to leave your room open at lunch and after school for the students as they tend to get nervous when performing for a real audience, no matter how cool they think they are or how much they protest to the contrary.
 7. Finally, remind students that not only will they be performing tomorrow, they will also be turning in their poem, their images that go with their poem and their Project #4 Directions sheet complete with signatures and rough drafts tomorrow. Any missing pieces could cost them their final grade.
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HOMEWORK

Practice Project #4 performances!!! Do not forget to bring all images, props, costumes, poems, rough drafts, rubric and Project #4 Directions sheet.

GROUP ROLES

As assigned by group members for presentations.

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