SAMPLE YEAR-LONG COURSE PLAN – 1750

Kelsey Randall, World History Teacher, Cincinnati, OH

## Overview

I started teaching the World History Project during the fall of 2020. I work in a unique environment that is a “school-within-a-school” called the Synnovation Lab. For this course I have 46 students and our schedule is similar to college. We meet 1-2 times per week for 40-minute classes, with asynchronous work assigned in between. This year, due to Covid, I was working remotely. The majority of my students were in-person but we met online via Google Meet for our classes and meetings. At school they are in the Synnovation Lab, which is a large space of nearly 200 students, grades 9-12. All of their core classes are held there. Therefore, they simply logged on to my meetings while in that space. Next year, I will be back to face-to-face. My course included students that were in Accelerated World History as well as Academic World History. The Accelerated course has higher expectations with regard to submitted work and on occasion has additional assignments.

|  |  |
| --- | --- |
| Name | Kelsey Randall |
| School | Sycamore High School |
| A brief bio | This is my sixth year teaching social studies. I have taught World History, Government, Economics, Sociology, American History, AP Psychology, AP Seminar, and AP Research. This is my second year in the Synnovation Lab. Previously I worked at an all-girls Catholic high school.  |
| Grades taught | 9-12 |
| Classes per day | varies |
| Length of time per class | about 40 minutes |
| Length of school year | September – June  |
| Number of WHP students per year | This year I had 46 |
| How is your course content different from the 1200 course plan? | Due to the limited time that I had with students, many of the collaborative activities were adjusted to be asynchronous and independent assignments. I also assigned some additional videos that I assessed via EdPuzzle. The Three Close Reads document was also adjusted to be in a table format. As far as units, I combined Units 6 and 7 and called it World Wars. I did this so that my Unit 9 would be Project X and the final project counted as their final exam. |
| How does your skills instruction differ from the 1200 course plan? | Due to a shorter school year, I had to cut some things at the start of the year. I was unable to include all of the Introduction activities (I did not have time for Sourcing, but that is a skill I do address). The Introduction activities were done during actual class time. I was able to include the Frames videos by turning them into EdPuzzle assessments.  |
| What adjustments are you making to the content and skills to fit your students’ needs? | I did not have students access the material on OER’s website. Instead, I added their materials to Schoology, which is the platform we use. For readings, I chose one high, one medium, and one low level. Students were able to select which one was most appropriate for them. Once audio files were added, I included those as well.  |
| What suggestions do you have for teachers who might choose to follow your course plan? | If teachers are able to do all of the Introduction activities, I recommend that they do them. I also recommend asking for student feedback early on so that you can adjust pacing or revisit introductory skills. There are so many great activities but you need to limit yourself or else you will overwhelm your students. |

**Note from WHP:** There are a ton of videos, articles, and activities in the course so feel free to pick and choose what works best for your students. Any activities, videos, and readings that teachers use to supplement their lessons to adhere to state standards are added in blue to the plans below.

The purple assets located at the end of some eras were written to align with certain state standards. The articles are available in the respective Other Materials row on the OER Project site, but the Key Ideas and Evaluating and Corroborating questions are not available for these articles just yet.

## WHP Course Objectives

1. Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.
2. Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.
3. Engage in meaningful historical inquiry by analyzing primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or other hierarchies to gain a deeper understanding of human history.
4. Analyze the narrative of history using the course’s three frames: communities, networks, and production and distribution.
5. Use historical thinking skills and reasoning practices such as scale, comparison, causation, continuity and change over time, sourcing, claim testing, and contextualization, to understand and evaluate the historical narrative.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

## Projected Pacing Guide\*

|  |  |  |
| --- | --- | --- |
| Unit | Estimated Start | Estimated Duration |
| 0 | September 8 | 2 weeks |
| 1 | September 21 | 3 weeks |
| 2 | October 12 | 5 weeks |
| 3 | November 16 | 2 weeks |
| 4 | December 7 | 3 weeks (+ break) |
| 5 | January 11 |  2 weeks (+ exams) |
| 6 | February 1 | 4 weeks |
| 7 | March 1 | 2 weeks (+ break) |
| 8 | March 22 | 3 weeks |
| 9 | April 12 | 7 weeks |

*\*Takes into account school holidays, in-service days, and other commonly missed time such as testing days.*

## Program Evaluation and Research

WHP will administer a beginning and end of course survey for teachers and students as well as end of unit teacher logs. Note that each of these surveys and logs should take no more than 15 minutes to complete. In addition, there will be beginning and end of course DBQ assessments, which will be used to assess student writing growth over the course and will aid in our ongoing research program.

# Unit 0—History Stories

**Unit 0 Problem:** What are narratives and how are they “usable” for solving problems in our own lives?

1. Why is learning about history important for our lives today?
2. How can we test the narratives that historians use to tell the history of this period?

### Lesson 0.1: Course Introduction

1. **Watch:** *What Makes History Usable* (EdPuzzle) (Lesson 1.0)
2. **Watch:** *The Danger of a Single Story* (EdPuzzle) (Lesson 1.0)

### Lesson 0.2: Three Close Reads

1. **Activity:** Unit 1 Problem Notebook: Before Learning (Lesson 1.0)
2. **Activity:**Three Close Reads – Introduction (Lesson 1.0)

# Unit 1—The World in 1750

**Unit 1 Problem:** In 1750, how were humans and societies connected to each other, and how were they distinct and different?

1. How can we describe the history of the world in this era in terms of communities, networks, and systems of production and distribution?

## Learning Objectives

1. Understand and evaluate history as a discipline of study.
2. Examine how historians have framed history by creating narratives by employing different scales of time and space.
3. Analyze the advantages, disadvantages, and challenges to creating historical narratives and using different temporal and spatial scales and perspectives.
4. Employ a variety of frames, such as communities, networks, and production and distribution, to examine historical eras.
5. Analyze and evaluate concepts such as claim testing, contextualization, causation, continuity and change over time, sourcing, and historical comparison.

### Lesson 1.1: History Frames

1. **Watch:** *Unit 1 Overview* (Lesson 1.2)
2. **Read**: “Unit 1 Overview: History Stories” (Lesson 1.2)
3. **Watch:** *Maccartney’s Expedition & the Local Economy* (EdPuzzle) (Lesson 1.2)
4. **Activity:** Claim Testing – Introduction (Lesson 1.0)
5. **Activity:** Contextualization – Introduction
6. **Watch:** *Frame Concept Introduction* (EdPuzzle)
7. **Watch:** *Communities Frame Introduction* (EdPuzzle)
8. **Watch:** *Networks Frame Introduction* (EdPuzzle)
9. **Watch:** *Production and Distribution Frame Introduction* (EdPuzzle)

### Lesson 1.2: Scaling to Two Places in the World

1. **Activity:** Causation – Alphonse the Camel
2. **Activity:** CCOT - Introduction
3. **Read**: “Qing Dynasty”

### Lesson 1.3: Expanding to a Global Scale

1. **Activity**: Comparison – Life in 1750 & Life Today
2. **Activity**: UP Notebook: After Learning
3. **Summative**: Empire Building Group Project

**Teacher Unit Notes:**
Each of the “Lessons” in blue represent a week in my course calendar. I took the “Empire Building” activity and turned that into a group project, which I counted as the unit summative. I’ve placed a number of assets in different lessons. Note: For ones that were moved, I’ve noted the original location on the WHP website in parentheses at the end.

# Unit 2—Liberal & National Revolutions

**Unit 2 Problem:** How were ideas about political identity and experience transformed by revolutions and nationalism?

1. What are some explanations for the emergence of liberal and national revolutions in the long nineteenth century?
2. How were the liberal and national revolutions of the long nineteenth century connected to each other?
3. How did nationalism spread—and change as it spread—over the course of the long nineteenth century?

## Learning Objectives

1. Analyze how the roles of sovereignty, individualism, and the fight for equality influenced the political revolutions discussed in this unit.
2. Assess the role of nationalism in the creation of new empires and the rise of the nation-state.
3. Evaluate how nationalism affected different societies and ethnic groups around the world.
4. Use historical thinking practices and reasoning skills such as claim testing, causation, and sourcing to evaluate historical events and processes.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 2.0: Unit 2 Overview

1. **Watch:** *Unit 2 Overview* (EdPuzzle)
2. **Activity:** UP Notebook: Before Learning
3. **Opening:** Revolution or Evolution? (Lesson 2.1)

### Lesson 2.1: Ingredients for Revolution

1. **Read:** “The Enlightenment”
2. **Read:** “Economic and Material Causes of Revolt”
3. **Watch:** *Diderot’s 1750 Encyclopedia* (EdPuzzle)
4. **Activity:** Enlightenment Quotes
5. **Activity**: Causation: Revolutions

### Lesson 2.2: Revolutions Around the World

1. **Read:** “The Atlantic Revolutions”
2. **Activity:** Revolutionary Women
3. **Read:**“West Africa in an Age of Revolution”
4. **Watch:** *Haitian Revolution*
5. **Closing:**Causation – Recipe for a Revolution (This was turned into their unit summative)
	1. **Watch**: Tea, Taxes, and The American Revolution: Crash Course World History #28
	2. **Watch:** The French Revolution: Crash Course World History #29
	3. **Watch**: Latin American Revolutions: Crash Course World History #31

### Lesson 2.3: Nationalism

1. **Opening:** Who Am I?
2. **Read:** “Origins and Impact of Nationalism”
3. **Watch:** *Origins of Nationalism*
4. **Activity:** UP Notebook: After Learning
5. **Read:** “Ethnic Nationalism”
6. **Activity:** Writing – Organization, Language and Style, Part 1

**Teacher Unit Notes:**
Turning the “Recipe for a Revolution” into a group final project turned out really well.

# Unit 3—Industrialization 1750 to 1914 CE

**Unit 3 Problem:** How was the Industrial Revolution experienced differently by people around the world?

1. What were the local, regional, and global reasons that the Industrial Revolution began first in Great Britain?
2. What factors led to some regions industrializing quickly, others slowly, and some even de-industrializing during this period?
3. What were the long-term impacts of the Industrial Revolution and how are they apparent in today’s world?

## Learning Objectives

1. Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.
2. Assess the role of global industrialization and nationalism in the creation of new empires and the rise of the nation-state.
3. Critique the definition and narrative of modernity and analyze competing interpretations of modernity in this unit.
4. Use historical thinking practices and reasoning skills such as claim testing, causation, historical comparison, contextualization, and continuity and change over time to evaluate historical events and processes.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 3.1: Origins of Industrialization

1. **Watch:** *Unit 3 Overview* (EdPuzzle) (Lesson 3.0)
2. **Read:** “Unit 3 Overview: Industrialization 1750 to 1914 CE” (Lesson 3.0)
3. **Activity:** UP Notebook: Before Learning (Lesson 3.0)
4. **Activity:** CCOT – Revolutions to Industrialization (Lesson 3.0)
5. **Activity:** Images of the Industrial Revolution
6. **Read:** “The Scientific Revolution”

### Lesson 3.2: Global Industrialization

1. **Activity:** Urbanization Game (Lesson 3.1)
2. **Watch:** *The Railroad Journey and the Industrial Revolution: Crash Course World History #214* (EdPuzzle)
3. **Read:** “Egypt’s Industrial Revolution”
4. **Read:** “Japan’s Industrial Revolution”
5. **Activity:** Comparison – Egypt and Japan
6. **Read:** “Imperialism and De-Industrialization in India”
7. **Activity**: UP Notebook: After Learning

**Teacher Unit Notes:**
I did not do the Urbanization Game this year but would like to. If I have more time next year then I would like to expand this unit another week. I did not have time for a unit summative but I was happy with the work that students completed.

# Unit 4—Transformations of Labor & Social Relations

**Unit 4 Problem:** How did nineteenth-century transformations in the way people worked, lived, and learned shape our world today?

1. What are the different explanations presented in this unit for the abolition of slavery and which ones do you agree with the most?
2. What new ideas emerged about labor and production and distribution during this period and how do they relate to today’s world?
3. How did conceptions of gender and childhood change in this period and how widespread were these changes?

## Learning Objectives

1. Analyze how industrialization impacted people’s lives in the long nineteenth century and how these impacts continue to affect our modern world.
2. Critique a number of theories about what prompted the abolition of slavery.
3. Assess the new labor and economic systems that emerged during the long nineteenth century.
4. Evaluate why people’s perceptions of gender and childhood changed during this era.
5. Use historical thinking practices and reasoning skills such as claim testing, historical comparison, contextualization, and sourcing to evaluate historical events and processes.
6. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 4.1: Labor

1. **Activity:** Economic Systems Simulation
2. **Read:** “The Rise of the Proletariat”
3. **Read**: “The Emergence of Industrial Capitalism”
4. **Read:** “Child Labor”
5. **Activity**: The Sadler Report
6. **Activity**: UP Notebook: Before Learning (Lesson 4.0)

### Lesson 4.2: The End of Slavery?

1. **Read:** “Why Was Slavery Abolished? Three Theories”
2. **Watch**: *Impact of the Slave Trade: Through a Ghanaian Lens* (EdPuzzle)
3. **Closing:** Sourcing – Why was Slavery Abolished?
4. **Read:** “Post-Abolition Societies” (WHP 1200 course)
5. **Read**: “Slavery and Capitalism”

### Lesson 4.3: Gender

1. **Activity:** Comparison – Woman’s Suffrage
2. **Read:** “A World Tour of Women’s Suffrage”
3. **Activity:** UP Notebook: After Learning
4. **Read:** “Changing Gender Roles”
5. **Activity:** Claim Testing – Social Class and Gender

**Teacher Unit Notes:**
During my post-course evaluation, students expressed that they would like to spend more time on gender. I will make that adjustment next year.

# Unit 5—Imperialism & Colonialism

**Unit 5 Problem:** How were empires created and contested in the nineteenth century, and how did that shape our world today?

1. What were the factors that motivated imperialism, and what made it possible?
2. How did different communities experience colonialism, and how does colonialism still impact our world today?

## Learning Objectives

1. Describe how industrialization led to imperialism and the expansion of empires.
2. Understand and evaluate how communities responded to increased industrialization and the expansion of empires.
3. Examine the ways in which colonialism directly impacted societies, and how colonialism continues to do so today.
4. Use historical thinking practices and reasoning skills such as claim testing, causation, contextualization, continuity and change over time, and sourcing to analyze historical events and processes.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 5.1: System of Imperialism

1. **Watch:** *Unit 5 Overview* (Lesson 5.0)
2. **Activity:** What Is This Asking? (Lesson 4.1)
3. **Read:** “Industrial Imperialism the ‘New’ Imperialism”
4. **Watch:** *Imperialism: Crash Course World History #35*
5. **Activity:** Gentlemen of the Jungle
6. **Read:** “Tools of Imperialism”
7. **Activity:** Imperialism Cartoons (see note below)

### Lesson 5.2: Colonialism

1. **Activity:** Sourcing – Differing Perspectives on Imperialism
2. **Read:** “Colonial Violence”
3. **Watch:** *Experiencing Colonialism: Through a Ghanaian Lens*
4. **Read:** “Struggle and Transformation in China”

### Additional Assets for Alignment with State Standards

**Read:** “Appraising Napoleon”

**Read:** “The Berlin Conference”

**Read:** “African Resistance to Colonialism”

**Teacher Unit Notes:**This was followed by exam week. I turned the “Imperialism Cartoons” into their midterm. Next year, I am going to incorporate the Writing Project and make one of those the midterm. I will also consider using the above sources in purple.

# Unit 6—Global Conflict 1914 to 1945 CE

**Unit 6 Problem:** What caused the global conflicts and atrocities from 1914 to 1945, and how did people experience this period of the war?

1. To what extent was the first World War both a “global” and “total” war?
2. Why do you think internationalism failed to stop the rise of extreme nationalism and fascism in the years between the First and the Second World Wars?
3. What made the violence of war, the Holocaust, and other war crimes, crimes against humanity?

## Learning Objectives

1. Analyze the causes, scale, and consequences of global conflict in this era.
2. Assess World War I as a total and global war.
3. Understand the causes and consequences of historical events that occurred during World War I, such as the Russian Revolution and the Armenian Genocide.
4. Understand the rise of fascism in various regions of the world, including its causes and consequences.
5. Evaluate why internationalism failed to prevent the rise of fascism and the Second World War.
6. Understand and evaluate the causes, scale, and consequences of the Holocaust.
7. Use historical thinking skills and reasoning practices such as claim testing, causation, historical comparison, and continuity and change over time to analyze historical events and processes.
8. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 6.1: The First World War

1. **Read:** “Unit 7 Overview: Global Conflict 1914 to 1945 CE” (WHP 1200 course)
2. **Activity:** CCOT – Empire to Global Conflict (WHP 1200 course)
3. **Watch:** *Armenian Genocide* (EdPuzzle) (Lesson 6.2)
4. **Read:** “The Power of One: Russian Revolution” (Lesson 6.2)
5. **Closing:** WWI Poster Analysis
6. **Watch**: *Oversimplified WWI (Part 1)* (EdPuzzle)
7. **Watch:** *The Middle East and World War I*

### Lesson 6.2: Communism versus Fascism

1. **Watch:** *What is Fascism?* (Lesson 7.1)
2. **Activity:** Political Party Platform (Lesson 7.1)
3. **Read**: “Authoritarianism in Japan” (Lesson 7.2)
4. **Watch**: *“Oversimplified WWI (Part 2)* (EdPuzzle)
5. **Activity:** Communism vs. Fascism (Lesson 7.2)
6. **Read:** “Communism in the Soviet Union” (Lesson 7.2)

### Lesson 6.3: The Second World War

1. **Read:** “The Second World War” (Lesson 7.3)
2. **Watch**: *“Oversimplified WWII (Parts 1 and 2)* (EdPuzzle)
3. **Activity:** Dr. Seuss Cartoon Analyses

### Lesson 6.4: The Holocaust

1. **Read:** “The Holocaust” (Lesson 7.4)
2. **Watch**: *“The Holocaust, Genocide, & Mass Murder of WWII*” (EdPuzzle)
3. **Activity**: Assessing Responsibility and Conscience (Lesson 7.4)
4. **Activity**: “Primary Sources: Causes, Scale, and Consequence of the Holocaust” (Lesson 7.4)

### Additional Assets for Alignment with State Standards

**Read:** “Art and the World Wars”

**Teacher Unit Notes:**
I think the above art reading sounds great. I adapted this unit by using the WHP 1200 periodization that combines the First and Second World Wars into one unit—Global Conflict.

# Unit 7—Cold War and Decolonization 1945 to 1990 CE

**Unit 7 Problem:** What can we learn when we study the Cold War and decolonization together?

1. What were the causes and effects of the Cold War? What happens if we ask this question from different perspectives—from the US, the Soviet Union, the Caribbean, or Vietnam?
2. What factors made it possible for anti-colonial movements around the world to achieve independence during this period?
3. How did the Cold War and decolonization end, and how were they similar and different in the ways in which they concluded?

## Learning Objectives

1. Evaluate how the Cold War and decolonization are intertwined in the history of this period.
2. Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War.
3. Evaluate the connection between nationalism and decolonization movements during the period of the Cold War.
4. Use historical thinking practices and reasoning skills such as historical comparison, continuity and change over time, and sourcing to analyze historical events.
5. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 7.1: The Cold War

1. **Watch**: *“Oversimplified: The Cold War Parts 1 & 2”* (EdPuzzle)
2. **Activity:** Simulation – Cold War Crisis (Lesson 8.1)
3. **Read:** “The Cold War Around the World” (Lesson 8.1)
4. **Read:** “The Chinese Communist Revolution” (Lesson 8.2)
5. **Watch:** *Decolonization and the Cold War: Through a Caribbean Lens* (Lesson 8.1)
6. **Watch:** *Decolonization and the Cold War Through an Asian Lens* (Lesson 8.1)
7. **Read:** “Collapse of Communism” (Lesson 8.1)

### Lesson 7.2: End of Empire

1. **Read:** “End of Old Regimes” (Lesson 8.2)
2. **Watch:** *Decolonization and Nationalism Triumphant: Crash Course World History #40* (Lesson 8.2)
3. **Activity:** Comparison – Decolonizing Women (Lesson 8.2)
4. **Read:** “Decolonizing Women” (Lesson 8.2)
5. **Read:** “Apartheid” (Lesson 8.2)

**Teacher Unit Notes:**
I don’t cover much of the American details because that is covered in depth during their American History course next year.

# Unit 8—Globalization 1900 to Present

**Unit 8 Problem:** How are our lives today similar and different, and what history explains these variations and commonalities?

1. The period from 1750 has been an era in which human rights and rights of citizenship have been expanding. So why has genocide been so widespread during the late twentieth and early twenty-first centuries?
2. Globalization has made it possible for us to efficiently produce and distribute goods around the world. What are the pros and cons of this increase in industrial production?
3. How has the more rapid movement of people and ideas through global networks changed our sense of identity, and how have people responded to these changes?

## Learning Objectives

1. Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.
2. Evaluate how globalization has impacted inequality around the world.
3. Investigate how different groups have responded to globalization.
4. Analyze how human rights have been impacted in a modern world.
5. Analyze how globalization has impacted the environment.
6. Use historical thinking practices and reasoning skills such as claim testing, historical comparison, continuity and change over time, and claim testing to analyze historical events and processes.
7. Create and support arguments using historical evidence to communicate conclusions through individual or shared writing.

### Lesson 8.1: Introduction to an Age of Intense Globalization

1. **Read:** “Goods Across the World” (Lesson 9.3)
2. **Activity:** Follow the Product (Lesson 9.3)
3. **Read:** “International Institutions” (Lesson 9.3)
4. **Read:** “The Rise of China” (Lesson 9.3)
5. **Watch:** *Global China in the 21st Century* (Lesson 9.3)

### Lesson 8.2: Human Rights

1. **Watch:** *Indigenous Americans and Globalization* (Lesson 9.4)
2. **Watch:** *Conflict in Israel and Palestine: Crash Course World History #223* (Lesson 9.4)
3. **Read:** “Movements to End Racial Injustice: From Civil Rights to Black Lives Matter” (WHP 1200 course)
4. **Read:** “Why Does Genocide Still Happen?” (Lesson 9.2)
5. **Watch:** *Nonviolence and Peace Movements: Crash Course World History #228* (Lesson 9.2)
6. **Activity:** Dollar Street Project (Lesson 9.3)

### Lesson 8.3: Globalization and the Environment

1. **Activity:** UN Sustainable Development Goals (Lesson 9.5)
2. **Watch:** *Green Revolution* (Lesson 9.5)
3. **Read:** “Environmentalism” (Lesson 9.5)
4. **Watch**: *“Controlling & Polluting the Environment*” (EdPuzzle)
5. **Activity:** Causation – Environmental Change (WHP 1200 course)

**Teacher Unit Notes:**
This unit went well and I discovered that many of my students are passionate about the environment.

# Unit 9—Project X

**Unit 9 Problem:** As our species confronts the challenges of the twenty-first century, we carry the knowledge and burdens of history. Use that knowledge of the past to predict the future. Choose one significant issue and use data to predict how it will change during your lifetime.

### Lesson 9.1: Making a Prediction, Part 1

1. **Read**: A Guide to Reading Charts
2. **Activity**: Making a Prediction Part 1
3. **Read**: Three Close Reads for Data – Introduction

### Lesson 9.2: Making a Prediction, Part 2

1. **Read**: Data Exploration: Urbanization
2. **Activity**: Making a Prediction Part 2
3. **Read**: Data Exploration: War and Peace

### Lesson 9.3: Topic Selection

1. **Read**: Data Exploration: Greenhouse Gases
2. **Activity**: Topic Selection
3. **Read**: Data Exploration: Democracy

### Lesson 9.4: Research

1. **Read**: Data Exploration: Global Inequality
2. **Read**: Data Exploration: Future Population Growth
3. **Activity**: Research

### Lesson 9.5: Presentations

1. **Project**: Students make a 5-10 minutes presentation using Flipgrid, then comment on at least two classmates’ presentations.

**Teacher Unit Notes:**
So far this project is going really well. It will count as their final exam. I spent a class teaching them how to use a database. Instead of using the OER site, I had students use Gale Databases so that they can become familiar with them. This will help them in other courses at our school.