

Teacher: Josh Pierson Franklin Central

Subject: 9th Grade GHW

Length: 50 minutes (one class period)

IN Standar: GHW 3.2 & 3.3

Objective: Students will use directed resources to research a specific locality within their community. This community was the result of a mass migration (3.2 & 3.3).

Secondary Objective: Students will also analyze the ways in which recorded history can be affected by authors, biases, ideas, etc. (historical perspective)

Agenda

[5:00] Quick Write: What does it mean to be Arab?

- Anticipating responses:
 - Ideas from social media
 - Ideas from home
 - Ideas from “old school” media- news, tv, etc.
 - Answer in one paragraph

[5:00] Class Discussion: What does it mean to be Arab

- Discuss responses
- Ethnicity vs Race
- Classroom definition of the term Arab or Arabic
- Introduce [Arab Indianapolis Resource](#)

[5:00-7:00] Video Clip- Arab Indianapolis

- Focus on the Syrian Neighborhood segment
- [Link for movie clip](#)
- During film clip, introduce new idea- “What is history”
 - An account of events
 - Being our own filters
 - POV, biases, etc

[20:00] Students will collaborate and create a “field trip”

- Format- Canva, google slides, etc
- Create the field trip as if we were actually going to go
- Use real locations, addresses
- (Fun) find a place for lunch- could it be related to the topic
- Use [Arab Indianapolis](#) as a resource
- Going beyond- can they find additional resources, link back to our ideas about history, authors, biases, etc.

[5:00-7:00] Sharing as a group

- Each group gets 60 seconds to share ideas
- No visual aids, just discussion
- Ask them- is this something we should do?

[5:00] Exit Ticket

- Describe the ways in which historical perspective could affect our views and misconceptions of other people.