**Unit Title: Global Literature & Global Education, an 8-Week Unit for English 10 Honors**

**Teacher: Daphne Foreman**

**Overview:** This extended unit in English 10H will consist of two parts:

**Part I** will involve a critical reading of *Kite Runner*, along with essays, articles, and videos to develop examine multiple perspectives and dimensions of the consequences of conflict in Afghanistan, and of its portrayal in fiction, non-fiction, and film.

**Part II** will invite students to select a world novel from an approved list, or to propose another, to read with a small group of classmates. Reading will be supplemented by small group discussion, independent research, group collaboration, a proposal for action, and a final project and presentation using technology.

**Global Competency Goals:** Use disciplinary and inter-disciplinary knowledge to investigate global problems.

Understand cultural perspectives.

Communicate sensitively with diverse audiences to present opportunities for intervention.

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  **Goals for Reading**  G1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Common Core RI.9-10.1)  G1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text; provide an objective summary of the text. (Common Core RL.9-10.2)  G1.3 Employ the full range of research-based comprehension strategies, including making connections, determine importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (Iowa Core IA.1)  G.1.4 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (Common Core RL.9-10.3)  G1.5 Analyze a particular point of view or cultural experience outside of the United States in a particular work of literature, drawing on a wide variety of world literature. (Common Core RL.9-10.6)  G1.6 Determine an author's point of view or purpose in a text and analyze how the author uses rhetoric to advance that point of view or purpose. (Common Core RI.9-10.6)  G1.7 Analyze various accounts of a subject told in different mediums. (Common Core RI.9-10.7)  **Writing**  G2.1Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Common Core W.9-10.4)  G2.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Common Core W.9-10.5)  G2.3 Use technology, including the Internet, to produce, publish, and update individual or shared writing products to link to other information and to display information flexibly and dynamically. (Common Core W.9-10.6)  **3. Information Literacy Goals**  G3.1 Conduct short research projects to answer a self-generated question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Common Core W.9-10.7)  G3.2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information selectively. (W.9-10.8)  G3.3 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.9-10.9)  **4. Speaking and Listening Goals**  G4.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (Common Core SL.9-10.1) (CC SL.9-10.2)  G4.2 Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  T1. Perceive and investigate global problems  T2. Respect diversity among various cultures  T3. Perceive the connections and commonalities of global issues across cultures and countries  T4. Recognize the importance of basic education and global education  T5. Identify opportunities for global service learning and participating | |
| ***Meaning*** | |
| **UNDERSTANDINGS**    ***Students will understand that…***  U1. Narratives can be used to share cultural values and beliefs  U2. Authors' perspectives and strategies can manipulate meaning  U3. Independent research and can reinforce and expand knowledge gained from literature  U4. Different genres offer different opportunities for presenting cultural perspectives and global issues  U5. The importance of respecting and understanding other cultural perspectives in solving complex problems.  U6. The importance of education to the dignity, productivity, and self-advocacy of individuals, social groups, and countries.  U7. Conflicts that affect the human rights of one group of people can have far-reaching effects on other regions and people.  U8. The potential for technology and social media to provide opportunities for expressing, connecting, and advocating for people whose human rights have been abused.  U9. Global perspectives and research can lead to social action that solves or reduces problems | **ESSENTIAL QUESTIONS**  E1. How do novelists and memoirists portray cultural values and social problems?  E2. What strategies do novelists use to create a compelling story, as they inform about problems?  E3. What social, political, economic, or religious factors influence or create the problems faced by characters?  E4. How does the geography of the setting influence the cultural perspectives and local problems?  E5. What attitudes or talents allow the characters to survive or manage those challenges?  E6. What interventions have been tried, locally, to mitigate those problems?  E7. What else might local, regional, national, or distant people or groups do to assist real problem facing these problems?  E8. How can readers examine the accuracy of a cultural portrait or of a global issue?  E9. What is global education and why does it matter? |
| ***Acquisition*** | |
| ***Students will know…***    K1. Author's methods of creating character--both for individuals and cultures.  K2. The uses for literal, interpretive, and evaluative questions.  K3. The importance of using a variety of sources for educating oneself about global issues.  K4. The importance of respecting and understanding other cultural perspectives in solving complex problems.  K5. Students have the potential to contribute to the improvement of the lives of others through persuasive writing, wise use of technology, and personal action. | ***Students will be skilled at…***    S1 Analyzing an author's purpose and strategies for creating character and cultural portrait  S2 Formulating questions for understanding culture and conditions  S3 Preparing for and participating in collaborative discussions of literature, media, and global issues  S4 Identifying a variety of sources for developing a broad understanding of an issue  S5 Investigating opportunities for action to improve local-global problems  S6 Integrating facts, images, and narratives into a multi-media presentation that uses technology to inform and to initiate social action |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Part I  1. Demonstrates thoughtful reading and responding to literature at the literal, interpretive, and evaluative levels.  2. Demonstrates thoughtful reading and viewing of non-fiction writing and film, and attempts to understand diverse perspectives.  3. Demonstrates understanding of cultural perspectives, conditions created by conflict, and need for education using multiple resources.  **Part II Criteria**  1. Demonstrates thoughtful reading of literature at the literal, interpretive, and evaluative levels.  2. Demonstrates creativity and selectivity in finding and choosing a variety of resources for investigating research questions. The sources show a variety of viewpoints, formats, and have been evaluated for accuracy, reliability, clarity, and timeliness.  3. Demonstrates understanding of connections between cultures, countries, and our local community and the student him/herself. Collaborates with peers and uses graphic organizers to demonstrate learning.  4. Demonstrates accurate analysis and understanding of problem, and exploration of multiple plausible solutions. Advocates a reasonable course of action.  5. Demonstrates growth and refinement of writing through drafting and revising and communicates effectively with a broad audience.  6. Demonstrates effective and responsible use of technology for conveying knowledge and inviting social action. Audio, visual, and linking functions work properly to provide clear, accurate, and responsible information and arguments. | **Part I**  **1. Discussion Posts:** Each week, students will select at least one passage to re-type, discuss, and question in an online discussion post. Students will also respond to at least two other student's posts each week.  **2. Article Responses:** Independently and with a small group, students will develop short responses to prompts about articles and videos.  Vocabulary Quizzes: Twice Part I, students will take vocabulary quizzes and apply some of the terms to the reading.  **3. One-Page Response:** Synthesize your responses and your learning about the novel, the cultural perspectives, and the problems emerging from the conflicts in Afghanistan in a 1-2 page personal response.  **Part II Evidence of Learning**  **1. The World Literature Reading Response Form:** As you read your world novel, pause to record cultural characterizations, your personal responses, literal, interpretive, and evaluative questions. Each week, find at least two sources that could help you to become more informed about the real conditions, history, and culture of the people of this area.  As you make progress in your book and your self-education, you should begin to look for local and broader interventions and for opportunities for youth to participate. Find sources for these solutions and opportunities.  2. **Annotated Bibliography:** Prepare a list of sources that you consulted to help you learn about the culture, the problems, and possible solutions. Include a variety of viewpoints--from authors both within and outside of the cultural group or geographical region.  3. **Ripple Chart:** With your partners, create a chart that illustrates how the global problem that you have been investigating affects realities/attitudes in expanding circles beyond the immediate locale of the problem. Include our local community.  **4. Problem-Intervention-Innovation Chart:** With your partners, create a three columned document in which you explain the problem/sub-problems, interventions that have been tried, and your proposed new solutions.  5. **Presentation Text:** Draft your sections of your group's presentation and submit group rough draft for group and teacher response. Revise and edit to integrate and coordinate group members' writings into one cohesive document and script. Use accurate, mature language to present the global issues accurately and sensitively.  6. **Website or Presentation:** Create an informative, attractive, professional looking website, blog, or narrated slide presentation that presents the cultural information, complicates stereotypes, explains historical background, and presents the global problem and opportunities for interventions and solutions. The product should include visual and auditory elements, links to important resources, and an annotated bibliography for both works cited and for further study. | |
| 7. Demonstrates cooperative collaboration and personal engagement and personal responsibility. | 7a. Observation of group discussion and work sessions.  7b. Group & Self-Assessment and Reflection will be used at the end to reflect on learning and individual and collaborative effort, cooperation, and achievement. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  **Part I: The Kite Runner: Reading and Study of Novel and Supplementary Materials**  **Student Activity Overview:**   * Read the novel according to schedule. (3-4 weeks for reading) * Select passages to post to discussion board--one passage, either character or culture, per chapter. Ask a literal or interpretive question. Respond to two peer posts per week. * Read and view the assigned articles, essays, and videos. Respond in discussion and writing. * Participate in whole-class and small-group discussions. * Write a one-page response to the novel and activities.   **Pre-Reading and Early Reading Activities:**  Read Background: The Soviet Occupation of Afghanistan. PBS Newshour. Oct 10, 2006. http://www.pbs.org/newshour/updates/asia/july-dec06/soviet\_10-10.html (G1.1, E3, E4)  Read *The Kite Runner*, according to our class schedule. (G1.1, G1.2, G1.3, U1, U2)  Collect and Compare: Use the CIA World Factbook to compare the Afghanistan and the United States. Population, Area, Major Languages, Major Religions, Main Exports. (G3.3, G4.2)  Learn New Vocabulary: Set I: Kite Runner Vocabulary on Quizlet. http://quizlet.com/1568505/the-kite-runner-vocabulary-flash-cards/#  **During Reading Activities:**  Discuss: Use in-class teacher-provided prompts on the narrative techniques of *Kite Runner*.  Use discussion ideas from Prestwick House's, "Teaching Khaled Hosseini's *The Kite Runner* from Multiple Critical Perspectives" by Kelli Kuntz http://www.prestwickhouse.com/PDF/SAMPLE/305052.pdf (G1.1-1.6, G4.1, U1, U2, K1, K2, E1, E2, E3)  Post: Each week, students will select one passage to post and comment on in class blog. Each post should also include a literal or interpretive question. Each student will also respond to at least one classmate's post each week. (G1.2, G1.3, G4.1, U1, U2, K1, K2, E1, E2, E3)  Video: "Students and the Legacy of War"--Shaun McCanna, Untold Stories, December 16, 2009. http://pulitzercenter.org/blog/untold-stories/afghanistan-students-and-legacy-war (G1.7, G3.3)  Read Article: "After the Taliban: Afghanistan Kids Ready for Education, but Schools Not," Shaun McCanna, Christian Science Monitor, December 11, 2009. http://www.csmonitor.com/World/Asia-South-Central/2009/1211/After-the-Taliban-Afghanistan-s-kids-ready-for-education-but-schools-not (G1.6, G1.7, G3.3, U4)  Learn New Vocabulary: Set II: Awakening After the Taliban Vocabulary on Quizlet. http://quizlet.com/8205765/e10h-awakening-after-taliban-flash-cards/  **Post-Reading Activities:**  Read article: "An Awakening from the Nightmare of the Taliban," by Andrew Solomon, New York Times, March 10, 2002. (G1.6, G1.7, U4)  Read article: "Why Afghan Women Risk Death to Write Poetry " by Eliza Griswold, New York Times Magazine, April 27, 2012. http://www.nytimes.com/2012/04/29/magazine/why-afghan-women-risk-death-to-write-poetry.html?\_r=0 (G3.1, U4, E9)  Read two posts from: Afghan Women's Writing Project. http://awwproject.org/ and respond on blog (G1.4, G4.1)  Read article: "An Education in Conflict" by Assad Hashim, Al Jazeera, December 26, 2010. http://www.aljazeera.com/indepth/features/2010/12/20101213133518463670.html  Write: One-Page Response to reflect on your responses the book, the use of narratives to portray and understand cultural perspectives, and any changes in your perspectives of the conflict or people of Afghanistan. (G3.1, G3.2, E1-8)  **Extra Resources:**  Short Article: "Millions Still Awaiting Education in Conflict Zones," Interpress Service. September 23, 2013. http://www.ipsnews.net/2013/09/millions-still-awaiting-education-in-conflict-zones/  Article: Syria War Imperils Education of 2.5 Million Children. Reuters. July 11, 2013.  http://www.reuters.com/article/2013/07/11/us-syria-crisis-children-idUSBRE96A14G20130711  Video: *Peace Unveiled*. Part of the Women, War, & Peace, a five-episode PBS documentary series. October 25, 2011. http://www.pbs.org/wnet/women-war-and-peace/full-episodes/peace-unveiled/    Documentary Video: *Afghanistan Unveiled*. ITVS Global Voices.  **Part II: Choose a World Novel or Memoir and Global Issue to Study with a Small Group**  **Student Activity Overview:**   * Read a world novel with a small group, take notes, pose questions, and discuss with your group. * Research questions that you develop during reading, and then develop a larger question about the needs or problems of the community. * Explore connections between the problems in this community or country and the larger regional or global community. * Explore attempted solutions and imagine new ways to intervene to improve conditions for this community. * Present learning in a blog, website, slidecast, or video.   **Activities for Reading, Investigating, Understanding, Communicating, and Participating:**  **Read a novel or memoir**, written by a world author. Choose from the list below or propose your own choice. Plan a reading schedule for you and your group. (G1.1-1.6, U1, U2)  **Suggested Novels and Memoirs.** Choose from this list of available titles, or propose your own.  **Fiction:**  *Oleander Girl*--Chitra Banerjee Divakaruni  *Purple Hibiscus*--Chimanda Ngozi Achidie  *The Lightning Driver: Cuba's Greatest Abolitionist--*Margarita Engle  *The Song of Kahunsha*--Anosh Iani  *\*The Orphan Master's Son*--Adam Johnson  *\* In Darkness*--Nick Lake  *Desirable Daughters*--Bharati Mukherjee  *Blue Jasmine*--Sheth Kashmira  *Koyal Park, Mango Sweet*--Sheth Kashmira  *We Need New Names*--NoViolet Bulawayo  *Beneath My Mother's Feet*--Amjed Qamar  *Shanghair Girls*--Lisa See  *In Search of Joy*--Lisa See  **Memoir:**  *My Name is Iran--*Davar Adalan  *I am Malala*--Malala Yousafzai  *On the Run in Siberia*--Rane Wileslev  *The Boy Who Harnessed the Wind--*William Kamkuba  *First They Killed My Father*--Ung Loung  *Taste the Sky: a Palestinian Childhood--*Ibtisam Bavakat  *A Long Way Gone*--Ishmael Beah  *Slave: My True Story*--Mende Nazer  *Keeping Hope Alive: One Woman, 90,000 Lives Changed*--Hawa Abdi  *The Bite of the Mango*--Mariatu Kamara  \**Behind the Beautiful Forevers*--Katherine Boo  \*Author is not a member of depicted culture, but book is carefully researched and rated.  **Take notes:** during reading, on the World Literature Response Reading Form. On this form, you'll pause to record cultural characterizations, your personal responses, pose questions at the literal, interpretive, and evaluative level. (G1.1, G1.2. G1.3, G1.4, G1.5 T1, T2, T3, U1, U2, U3)  **Research:** Each week, devote one class period (and perhaps more on your own time) to find sources to answer your reading questions. Each week find at least two sources that could help you to become more informed about the real conditions, history, psychological effects, and culture of the people of this area. Keep in mind the variety of sources that we used to learn about the conflicts and people of Afghanistan--such as poetry, documentary film, US and world news sites and articles, etc. Your teacher and librarians will preview some excellent types of sources, but students are free to explore a wide variety of sources. Post your best resources to a shared Googledoc. Later, revise the document into your group's final Annotated Bibliography. (G3.1, G3.2, G3.3, G2.1, G2.3, U3, U4)  **Discuss:** On weekly discussion days, you'll share your reading responses, questions, and resources and you'll respond to teacher-provided prompts about the writing techniques. (G1.1, G1.2, G1.3, G1.4, G1.5, G1.6, G1.7, G4.1, G4.2)  **Connect:** With your partners, explore the connections between the immediate problem and the larger regional and the global community. Create a ripple chart to illustrate the spreading effects and display it to inform your peers. A digital copy of this chart may be added to your final presentation. (G4.1, U7,  **Solve:** Explore ways that the local, regional, national, or international communities have tried to solve this problem. Imagine new ways or hybrid solutions and explore ways that you and your group members could actively participate. Make a Problem-Intervention--Participation Chart. (U5, U6, E6, E7)  **Present:** Collaborate with your group to plan, draft, revise, edit, and present or publish your learning about the about the book, people, land, problems, solutions, and opportunities for action. Use technology to create a professional, mature, attractive blog, website, slidecast, or video. (G2.1, G2.2, G2.3, G4.2, U6, U7, U8, E3, E4, E5, E6, E7, E8, E9) | | |