

Global Education Unit Plan

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School/Location: Benson Polytechnic High School, Portland, OR

Subject: Language Arts **Grade:** 11 **Time Needed:** 4 weeks (using 3, 94 minute class periods per week)

Unit Title: *When the Emperor Was Divine* by Julie Otsuka

Unit Summary: Grade 11 students will read the anchor text *When the Emperor Was Divine*. This text will serve as a platform for the exploration of issues around our rights and experiences as citizens of a particular country and of the world as a whole. Students will examine the historical context of the text in addition to examining primary sources and contemporary information to generate perspectives and individual understanding of issues of immigration, nationalism and discrimination. By addressing immigration using literature to address a global and a local issue, this unit will serve to help students be aware of who they are, where they are, what their environment is and how this might all be connected to the greater world.

Stage 1 Desired Results

ESTABLISHED GOALS: (as taken from state of Oregon Common Core State Standards for English Language Arts)

G1. English 11/12 Reading Literature:

- RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant

G2. English 11/12 Reading Informational Text:

- RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.7 Integrate and evaluate multiple sources of information presented in different media or format (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Transfer

Students will be able to independently use their learning to...(real world purpose)

T1. Be aware of their own environment and its interconnectedness to the broader world

T2. Be aware of and respect the experiences, perspectives and opinions of others

T3. Reflect on and accept the similarities and differences between experiences

<p>G3. English 11/12 Writing:</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>G4. English 11/12 Speaking and Listening:</p> <p>SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>GLOBAL COMPETENCY:</p> <ul style="list-style-type: none"> *investigate the world beyond their immediate environment *recognize perspectives, others’ and their own *access and analyze information <p>RESOURCES:</p> <p>→ An annotated bibliography of primary sources to support teaching of the text and topic http://library.csus.edu/services/scua/teachingresources_onebook.pdf → Page 8 http://www.vermonthumanities.org/portals/0/documents/Vermont%20Reads/vtreadsempororfullpacket09.pdf → Documentary Short “Days of Waiting”</p>	
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<i>Meaning</i>	
<p>UNDERSTANDINGS <i>Students will understand...</i></p> <p>U1. the experiences of Japanese Americans who were held in internment camps</p>	<p>ESSENTIAL QUESTIONS</p> <p>E1. What human rights should be protected by law? E2. Under what conditions, if any, might it be justifiable to violate a citizen’s legal rights?</p>

<p>U2. there are still injustices and violations of human rights in this country and all over the world</p> <p>U3. civil liberties are fragile and can be taken away at any time</p> <p>U4. contemporary examples of recent legal decisions that might be considered unjust and of current situations in which government is mistreating people</p>	<p>E3. What are civil liberties, and why do we defend them?</p> <p>E4. What does the experience of war do to people and their values?</p> <p>E5. What is home, and how do people adapt to change?</p>
Acquisition	
<p><i>Students will know... (Content)</i></p> <p>K1. the timeline and locations of internment camps in America</p> <p>K2. and be aware of the experiences of individuals interned in camps by reading actual individual accounts</p> <p>K3. recall and explain the causes and effects of Japanese internment based on historical documents</p> <p>K4. how arts and literature reveal cultural values</p> <p>K5. how issues of immigration and immigrant discrimination today are similar and different to the issue during WWII</p>	<p><i>Students will be able to... (Skills)</i></p> <p>S1. Actively read historical fiction to better understand historical events</p> <p>S2. Analyze point of view and its impact on understanding of a story</p> <p>S3. Compose a literary analysis based on a self-selected theme using multiple sources as evidence to support assertions</p> <p>S4. Articulate individual experiences and perspectives on immigration, nationalism and discrimination</p> <p>S5. Use primary sources to compare and contrast historical events to current events (local and global)</p> <p>S6. Analyze and respond to photographs and film to develop personal experiences and also to develop an understanding of different global perspectives, opinions, emotions and experiences</p>

Stage 2 Evidence

Evaluative Criteria	Assessment Evidence
<p>1. Discuss, explain, interpret, connect, question, predict, respond to various perspectives/experiences</p>	<p><u>Performance Tasks:</u></p> <p>1. Photo Exhibit Carousel: Students will explore a variety of images to activate prior knowledge. Teacher will set up a photo carousel consisting of 8-10 images of Japanese-American life, WWII and internment camps. In small groups students will respond to response categories (observations, interpretations, connections/memories, and questions) that accompany each photo. Groups will respond to each photo. Each group will then review the comments at a given station and summarize their findings on the Photo</p>

2. Discuss, explain, interpret, connect, question, respond to various perspectives/experiences

3. Demonstrate self-understanding through the interpretation, explanation and questioning of text

4. Interpret text, apply knowledge and understanding of events from the text, indicate perspective,

Exhibit Carousel handout. Groups will report their findings to the class. Each student will then make a prediction about the content of the unit. After students have had the opportunity to reflect and predict individually, the predictions will be shared and discussed with the whole class

2. Global Pen Pals: The teacher will organize the connection between students in class and students from an international school (either using an option from International Project-based Learning Opportunities list, or TGC host school). Students in the two schools will engage in a written exchange of notes/letters using technology. With a focus on meeting the aforementioned three *Transfer* goals, students will use the Essential Questions to begin their dialogue and sharing with one another.

3. Dialectical Journal: Throughout reading of the text students will maintain a dialectical journal where they cite at least two direct, specific quotations from each assigned section of text. For each quotation students will write an individual response indicating why they selected it (eg, to explain/clarify, to make a connection, to question). Students will be able to utilize citations in their dialectical journal for evidence over the course of the unit.

4. Four by Four Graphic Organizer: Students will complete four activities, which upon completion, can be used as a support for their literary analysis essay. Dividing their paper into four sections students will complete the following tasks:

a) Find an episode in the text where there is an instance of struggle over cultural identity. Record the page number and a complete quote and note that supports/justifies this choice.

b) Find an episode where characters have an issue with race and social justice. Record the page number and a quotation that supports your selection. Then draw a symbol that illustrates the subject.

c) Select a favorite passage and compose a funnel (page, paragraph, sentence, word) and write your response. The page number must be included.

d) Compose a ten line free verse or found poem where you write about connections or reactions to the text as a whole. At least 3 examples of figurative language must be used.

5. Three Index Card Discussion*: Similar to Socratic Seminar (but less

5. Explain, interpret, respond to text, respond to various perspectives, question

6. Demonstrate empathy and self-understanding, interpret and apply role play experience

7. Explain, interpret, respond to various perspectives, question, apply knowledge and understanding of current events

formal) students will engage with this discussion strategy to reveal values and truths they maintain. All students will be given 3 talking cards which means they can only speak three times. This lends to balance and insures students' voices are all heard and no one person can dominate the conversation. For homework students will have prepared their responses to a series of general questions based on themes of cultural identity, immigrant experience, race, social justice and civil liberties. Those questions will be used to guide the discussion, but students have the liberty to comment/respond to their classmates, to question and to elaborate. At the conclusion of the discussion, students will respond using a debrief paragraph that will be submitted as a ticket to leave.

**modified from Linda Christiansen Reading and Writing Strategies 2nd edition*

6. Civil Liberties Role Play: This activity is designed to give students first hand experiences regarding the Japanese-American internment and civil liberties. Students will be put into groups and each group will be given a different scenario. The scenario will either be based on the premise of a Japanese-American family and will simulate their experience with a hypothetical Executive Order 9066 or the experience of individuals losing privileges. After students have prepared their role-plays and presented them to the class, each student will write a reflection on what the experience was like for them in their role, and what their response was to the role plays they observed.

7. Home Sweet Home: Students will begin by doing a free write examining and explaining what "home" means to them. That will guide a classroom discussion around the notion of home. Once completed, students will be paired (or put into small groups). Each group will be given a recent conflict (in the last 20 years) that forced people to flee and seek refuge, whether temporary or permanent. Students will then research what the conflict was, the number of people displaced, images that capture how "homes" may have changed and stories of people who were forced to leave. Groups will put together a presentation using Prezi (or other digital presentation platforms) that will be presented to the class.

8. Writing a letter for civil liberties action: Students will do research using information from Amnesty International and the American Civil Liberties

8. Explain, interpret, apply and demonstrate empathy and understanding and consideration of perspective	Union and pick a cause they are passionate about. Students will compose a tactful, thorough, well-planned, thoughtful letter on behalf of people who need their support. Students will write in a way so the reader feels moved to act in a helpful way, rather than becoming defensive. The letter should be written in such a fashion that the reader begins to realize that his/her actions regarding civil liberties abuses must change.
	<p>Other Evidence:</p> <ul style="list-style-type: none"> 9. Reading Quizzes 10. Reading Comprehension Questions 11. Daily Reading & Homework Assignments 12. Informal assessments using classroom discussion 13. Exit Tickets 14. Final Literary Analysis Essay

Stage 3 Learning Plan

Summary of Key Learning Events and Instruction

Week One:

- Distribute reading calendars and discussion groups (using Edmodo for postings)
- Global Pen pals
- Photo Carousel
- Point of View Simulation
- Understanding historical context and internment camps using investigative webquest and Google Earth
- Levels of Questioning Activity
- Dialectical Journal (part 1) & group discussion post online

Week Two:

- Home Sweet Home
- Civil Liberties Role Play
- 4 A's Text Discussion Protocol
- Analyzing Literary Elements using LEGO (Literary Elements Graphic Organizer)
- Dialectical Journal (part 2)
- Online Group Discussion: Connecting Poetry to Text

Week Three:

- Dialectical Journal (part 3) & group discussion post online
- 3 Index Card Discussion on Themes
- 4x4 Graphic Organizer
- Documentary “Days of Waiting” notes and reflections comparing/contrasting to text

Week Four:

- Field Trip coordinated with Oregon Nikkei Legacy Center
- Writing a letter for Civil Liberties Action
- Text and Unit Reflections: “A time I was treated unfairly...” online post and response to peers

*adapted from Understanding by Design Model