

TGC Fellow Unit Plan

Prepared by: Caitlin Rasmussen

School/Location: Airport High School; West Columbia, SC

Subject: English II H

Grade: 9/10

Unit Title: Literature of the Middle East

Time Needed: 5-7 weeks

Unit Summary:

This unit exists within a larger course with a World Literature focus. The course is roughly 18 weeks, 90 minutes per class. The course begins with an overview of global literature and why reading it is important for understanding the world beyond the local community; key terms and concepts in global issues, global citizenship, and global competencies are previewed. Next, the course proceeds in several country- or region-specific units. Prior to this unit, students have studied Greek and Asian literature; after this unit, they will study various European and African American literature. Within each unit, students learn about the place and history, study texts from a variety of genre, write for a variety of purposes and audiences, and make connections between main ideas and themes within the texts to the world as a whole. Also within each unit, students make connection with peers in that region via various social media and pen-pal platforms and/or peers at school who come from those regions. The course concludes with project in which students apply literary and global knowledge and skills, show how learning about a nation or culture's literature helps understand it better, and share what it reflects about global issues; students must also include a proposal, inspired by the literature, for an action they can do on the local level that positively affects the global climate.

This unit has several parts:

I. **Location, Language & Life** [Lesson #1]

Students identify the countries in the region being studied by coloring and labeling them on a world map while researching geographic and climate data on their tablets; students discuss global issues such as borders versus cultures, how geography and climate affect lifestyle and economy, etc.

Students will look at words in Arabic, including how to spell their name in Arabic if available; discuss global issues related to language such as whether immigrants to the U.S. should be forced to learn in English, whether English is too dominant in other parts of the world, etc.

Students will learn about the region's food, fashion, religion, music, art & architecture, etc.; discuss similarities and differences to students' own cultures.

II. **Literature** [Lessons #2, #3, #4, #5]

1,001 Nights

Students will read prologue to this collection of stories as an example of a frame story, discuss the king's treatment of Shahrazad, and watch Disney's *Aladdin* as a representation of a story within the frame; discuss women's rights in relation to religion as a global issue.

Rubaiyat of Omar Khayyám

Students will read selected poems by medieval Persian poet Omar Khayyam and discuss his form, style, themes, etc.; compare to music and discuss poetry as a universal medium for expressing oneself.

The Stranger

Students will read Albert Camus' novel set in the French-colonialized Algeria and explore its existential themes and compare French to indigenous Algerian culture; discuss post-colonial theory and its effect on the present-day world; teacher will share her personal travels to neighboring Morocco w/ Berbers.

Persepolis

Students will read this biographical graphic novel and view documentary film adaptation; discuss how religion influenced politics in the Islamic Revolution and connect to the revolutions in Egypt, et al a few years back.

III. Global Citizenship [Lessons #6, #7, #8]

Students will read newspaper articles and view videos on things that are happening in the region that they relate to, events on women's rights, the refugee crisis, happenings in schools, military presences, etc.; discuss global issues in the news.

Students will connect with peers from the region and write letters to US soldiers stationed there; discuss war and peace as global issues and empathize with how teens and others in war-torn countries feel.

Students will connect with Muslim and Middle Eastern or North African students at Airport High School and experience glocalization.

Students will reflect on how reading and analyzing literature from the Middle East has transformed them in terms of xenophobia, views on war, women's rights, empathy & humility, etc.

Stage 1 Desired Results

ESTABLISHED GOALS:

[CCSS.ELA-LITERACY.RL.9-10.6](#)

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

[CCSS.ELA-LITERACY.RL.9-10.10](#)

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-LITERACY.RI.9-10.6](#)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.W.9-10.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-LITERACY.W.9-10.6](#)

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to

Transfer

Students will be able to use their learning independently to...

- T1. Describe and discuss geographic, historical, cultural, and religious traits of the Middle East region.
- T2. Approach people and issues related to the Middle East and elsewhere with empathy, kindness and compassion rather than fear, hatred and/or misconceptions.
- T3. Respect and value diversity in literature.
- T4. Apply literary analysis skills to literature from other regions or cultures from around the world.
- T5. Identify global issues that arise in literature.
- T6. Relate local issues to global issues.
- T7. Connect to the local and global community.
- T8. Write about transformative experiences.

Meaning

UNDERSTANDINGS

Students will understand that...

- U1. The local community exists within the global community.
- U2. Literature can express beliefs, values, and customs of foreign cultures.
- U3. Literature provides a vehicle through which to learn about others around the world.
- U4. Those who study literature from a culture other than their own possess valuable skills in analysis, cultural awareness, critical thinking & writing.
- U5. People around the world have more similarities and differences and need to work together to solve global problems while simultaneously preserving their local culture.

ESSENTIAL QUESTIONS

- E1. How are the Middle East, North Africa and Islamic world similar to and/or different from America?
- E2. What can reading Middle Eastern literature teach us?
- E3. What are some current global issues related to geopolitical borders, language, religion, women's rights, post-colonial theory, and religion?
- E4. Despite cultural differences, how should people from the Middle East and other Muslims be treated?
- E5. How do things and events in the Middle East affect or relate to South Carolina, and vice versa?
- E6. What tools are available for connecting with people and organizations in the Middle East and around the world?

Acquisition

<p>link to other information and to display information flexibly and dynamically.</p> <p>CCSS.ELA-LITERACY.W.9-10.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>GLOBAL COMPETENCIES:</p> <ul style="list-style-type: none"> - Recognizing perspectives - Investigating the world - Communicating ideas - Taking action - Everyday transcendence - Glocalization 	<p><i>Students will know...</i></p> <p>K1. Key terms related to global studies.</p> <p>K2. Key terms related to literary analysis.</p> <p>K3. Key terms related to literature from the Middle East.</p> <p>K4. Names of specific texts that come from the Middle East.</p> <p>K5. Key concepts about the Arabic language and other language spoken in Middle East regions.</p> <p>K6. Key facts about the culture of the Middle East.</p> <p>K7. Key facts about the Islamic religion.</p> <p>K8. Global issues unique to the Middle East and Muslims around the world.</p> <p>K9. The importance of learning about the literature of other cultures and how it can function as a bridge to further understanding.</p>	<p><i>Students will be skilled at...</i></p> <p>S1. Reading and analyzing literature.</p> <p>S2. Appreciating diversity.</p> <p>S3. Having empathy and humility.</p> <p>S4. Recognizing important global issues.</p> <p>S5. Using technology to research global issues.</p> <p>S6. Writing about transformative experiences.</p>
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Stage 2 - Evidence	
Assessment	Evaluation Criteria
<p>Assessments FOR Learning:</p> <ul style="list-style-type: none"> • Map coloring sheet & other graphic organizers; incorporate ThingLink • Précis paragraphs for articles, informational texts, etc. • Viewing guides for films/videos • DOK questioning • Pop quizzes • Written reflections • Class discussion, seminars 	<ol style="list-style-type: none"> 1. Understanding of location, language, and life in foreign place 2. Understanding of key concepts in global education 3. Investigating the world 4. Recognizing perspectives 5. Comprehension & analysis of literary texts 6. Gathering evidence from texts 7. Writing coherently about literature and informational texts 8. Collaborative listening skills
<p>Assessment OF Learning:</p> <ul style="list-style-type: none"> • Google Slides performance task • Poem-writing performance task • RAFT letter performance task • Student Interview project 	<ol style="list-style-type: none"> 1. Researching information using credible, reliable and unbiased sources 2. Writing for a variety of audiences and purposes 3. Communicating with the local and global community 4. Retaining information from unit overall

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Week One:

- Lesson #1** Introduce location, language, and life in the Middle East, North Africa, and Islamic world.
- Use ThingLink to map and post important geographic, economic, cultural data about the countries/regions whose literature we will read.
 - Study Arabic, including how to spell/say names and common words; discuss global issues related to language.
 - Learn about the region's food, fashion, religion, music, art & architecture, etc.; discuss similarities/differences to students' own cultures.

Week Two:

- Lesson #2** Read & discuss global issues in *1,001 Nights*.
- Read the prologue to *1,001 Nights*; discuss frame story as literary device and how women were treated back then compared to today.
 - Watch Disney's *Aladdin* as example of story from *1,001 Nights*; discuss how fairy tale romanticizes or stereotypes the Middle East.
- Lesson #3** Read selected poems by medieval Persian poet Omar Khayyam and analyze his form, style, themes, etc.; write your own rubaiyat.

Week Three:

- Lesson #4** Read & discuss global issues in *The Stranger*.
- Introduce northwest Africa w/ photos from teacher's personal travels to Morocco.
 - Overview the history of French colonization of Algeria; discuss problems that arise with colonization and how immigration differs
 - Read Part I, Ch. 1; discuss setting in French Algeria as blend of cultures. [HW: Read Part I, Ch. 2]
 - Read Part I, Ch. 3; discuss the ethics of Raymond's plan and what kind of person Meursault must be to go along with it.
 - Read Part I, Ch. 4; discuss what you think should happen to Raymond for beating his mistress. [HW: Read Part I, Ch. 5]

Week Four:

- Read Part I, Ch. 6; discuss the role of race in the fight between Meursault and the Arabs.
- Read Part II, Ch. 1 and 2. [HW: Read Part II, Ch. 3]
- Learn about the legal system; discuss how you would defend or prosecute Meursault. [HW: Read Part II, Ch. 4]
- Read Part II, Ch. 5; discuss the fairness of Meursault's punishment.

Week Five:

- Analyze Meursault's tone, thoughts, and behavior; interpret his character as existential.
- Lesson #5** Read & discuss global issues in *Persepolis*.
- Introduce Iran w/ clips from reality TV show *Shahs of Sunset*; explain that liberal Iranian families emigrated to the US during 70s & 80s.
 - View the film *Persepolis* based on the graphic novel; understand the causes and effects of the Islamic Revolution.

c. ___ Close read selected chapters from the graphic novel; interpret the author's use of stylistic techniques to convey tone and mood.

Week Six:

d. ___ Compare the Islamic Revolution in Iran to similar conflicts in recent years (e.g. Egypt, Tunisia, Libya, etc.)

e. ___ Skype w/ an Iranian (e.g. my friend whose parents emigrated from Iran or grad school classmate Zepeda who is studying abroad from Iran).

Lesson #6 _____ Recognize perspectives by interviewing a person in your school or community from the Middle East or Islamic world.

Week Seven:

Lesson #7 _____ Communicate ideas from this unit into a RAFT writing assignment; options may include real-world connection opportunities.

Lesson #8 _____ Take action by *doing* something on the local level and explain its effects on the global level as related to the region studied in this unit.

TGC FELLOWS UBD Lesson Plan

Unit: Literature from the Middle East, North Africa & Islamic World
Lesson #2: Global Issues in *1,001 Nights*

Subject: English II Honors

Prepared by: Caitlin Rasmussen

Materials Needed:

- Class set of iPads
- Characters from *1,001 Nights* Slideshow
- Frame Story Video Clips
- Frame Story Graphic Organizer
- Close Reading of the prologue to *1,001 Nights*
- Articles about women's rights abuses in the Middle East
- Copy of Disney's *Aladdin*
- *Aladdin* Viewing Guide Google Form
- Realistic vs. Romanticized Google Slideshow
- Write-Your-Own Tale Rubric

Global Competency: Investigating the world; recognizing perspectives

Where is the lesson going?
 (Learning Target or SWBAT)

I can explain the literary device of frame story.
 I can distinguish between realistic and romanticized stories.
 I can recognize biased and unbiased perspectives.
 I can identify global issues that arise when reading literature.
 I can share my learning through writing and speaking.

Hook:

Tailored Differentiation:

"Never Have I Ever (Heard of)..." - Students will play a version of the popular party game Never Have I Ever but using characters from *1,001 Nights*. Using "cards" on their tablets, students will display whether or not they have or have never heard of that character. Students will know some of the characters (e.g. Aladdin, Jafar, Genie, Sindbad) but not others (e.g. Shaharazad). At the end of the game, teacher will introduce these and other characters as the most famous ones who appear in the collection of middle eastern fairy tales called *1,001 Nights*. This text is the focus of the lesson.

- Adherence to individual students IEPs and special ed. accommodations
- Providence of cloze version of Write-Your-Own tale assignment for struggling students

Equip:

Frame Story Video Clips & Graphic Organizer – Teacher will introduce the literary device of frame story by showing clips of examples (e.g. *Princess Pride*, *How I Met Your Mother*, *Forest Gump*, *The Notebook*). Students will use a graphic organizer to display how these texts are examples of frame story. Teacher will introduce *1,001 Nights* as another example of frame story; it begins by being about a queen who is trying to avoid her execution, and each of the tales fit within this narrative as she tells one per night to postpone her death.

<p>Close Reading of the prologue to <i>1,001 Nights</i> - Teacher will read the prologue out loud as a class with the students and pause periodically to discuss key elements of the text on both comprehension and analytical levels. Students will annotate the text also.</p> <p>Women's Rights in the Middle East - Students will discuss how the sultan's treatment of Scheherazade reflects the role of women in the medieval Middle East and compare to the present day. Students will read articles about abuses against women that have occurred amongst fundamentalist Muslims.</p> <p>How <i>Should</i> Women Be Treated - Women's rights issues beg the question on how women <i>should</i> be treated. Since cultures around the world do treat women differently, one is left to infer that it is subjective. Students will write a reflection on their beliefs about the role of women in society.</p> <p>Disney's <i>Aladdin</i> & Viewing Guide – Teacher will introduce the origins of this movie as <i>1,001 Nights</i>. Students will complete a viewing guide via Google Forms with questions that focus on comprehension, representations of Middle Eastern life, and how the story fits the traits of fairy tales.</p> <p>Romanticized vs. Realistic – Students will work in pairs. Each pair will receive a Google slideshow that has 1 still image from <i>Aladdin</i> on the left side and blank space on the right. Students must find a real-world image of what the still depicts and describe how the former romanticizes or stereotypes the latter. Students will discuss the merits and shortcomings of each style.</p>	<ul style="list-style-type: none"> • Mixed-ability pairs • More rigorous rubric provided for advanced students
<p><u>Rethink and revise:</u></p>	
<p>E Block – At my school we have a 30 minute block each day called E block where students who are struggling with concepts or have missing work can stay for extra help. Students who did not demonstrate mastery of the skills in this lesson based on formative assessments above will be required to stay for E block.</p> <p>Kahoot! – All students will play Kahoot! to review key concepts from this lesson.</p>	
<p><u>Evaluate:</u></p>	
<p>Write-Your-Own Tale – Each student must write a story that could fit into the canon of <i>1,001 Nights</i>. The story itself must be set in the Middle East, fit the traits of fairy tales, and feature at least one actual character from the original; tales should be 1+ page.</p>	
<p><u>Notes:</u></p> <p>N/A</p>	<p><u>Organization:</u></p> <p>N/A</p>

