

World Lit Final Presentation 2025 -The Sunset Year

Go to “File” “Make a copy” and label your Doc Group # Period # Most Important Unit Name

Take a look at the units you have covered this year in your History and English classes, listed below. What do you remember the most? What was most impactful? Plan an 8-10 minute presentation (each group member will talk for about 2 minutes) using quotes from the material in that unit, making the case that all American 9th graders should be taught or (even better) actually learn some of the essential truths that you gained from that unit. You will also be creating a website to memorialize your research for the presentation, and your tab of the website will be open during your part of the presentation, so also think about what visuals would be appropriate to help make your point. The best research sources are the modules on Canvas, your packets and notes for that unit, as well as your culminating essays or projects for each unit. Have fun!

Historical eras you should have studied in **World History** (according to the California state standards and benchmarks for World History, you were supposed to cover 1750 to the present):

The Enlightenment, the Scientific Revolution, and the Age of Reason

The French, American, and Haitian Revolutions

The Industrial Revolution

Imperialism and Colonialism (including the Mexican Revolution)

Causes and course of WWI, and the aftermath (including the Russian Revolution)

The Lost Generation, The Great Depression, the rise of Communism and totalitarianism

Fascism, Nazism, WWII and the Holocaust

Decolonization and the Cold War

The multipolar world – the United Nations and the rise of China

Globalization and the interconnected world (via the Internet, increased travel and trade)

Democracy and human rights in today’s world

Units you studied in **English 1** (World Literature):

Gender in Ancient Europe and Asia: We read excerpts from the *Odyssey*, Sappho poems, and the Torah, medieval Japanese poetry and *The Pillow Book*, the Middle Eastern classic *One Thousand and One Nights*, and Naguib Mahfouz’ modern novel *Arabian Nights and Days*. We wrote an essay on the portrayal of gender in these works.

Literature of Renaissance England: We read *Romeo and Juliet*, and wrote an essay about love and death, fate and destiny, or gender roles in that play.

Election Simulation: We researched both national and local issues associated with the 2024 presidential and Congressional elections, and made websites about candidates and issues. We

presented an argument trying to convince our classmates to vote for one candidate or ballot initiative in one of the elections.

Literature of Africa: We read Chinua Achebe's 1958 novel *Things Fall Apart*, hopefully around the time you were studying imperialism in your World History class, and wrote a final exam essay on imperialism or gender. We also made an imperialism website focused on a particular country, and presented a plan for a colonial country to make reparations to a colonized country.

Race: We read excerpts from *The Fire This Time*, a 2016 collection of essays by African American scholars about race in America (and the world) today. We also listened to a podcast and watched some videos, and wrote an essay about how to improve America's racial record.

Literature of Latino America: We read Sandra Cisneros' 1984 novella *The House on Mango Street*, and wrote an essay on *Maus* or *The House on Mango Street*.

Antisemitism: We read Art Spiegelman's 1973 graphic novel *Maus*, hopefully around the time you were studying the Holocaust in your World History class, and wrote an essay on *Maus* or *The House on Mango Street*. We also looked at some contemporary articles about antisemitism in the United States today, and completed a banned books assignment in the library.

Literature of Asian America: We read Amy Tan's 1989 novel *The Joy Luck Club*, hopefully when you were studying the modern globalized world, did some research, and will write an essay on that.

Once you have signed up, go to "File" "Make a Copy" and save as Group # Period # Unit Title. Share the Doc with Mr. H. and Ms. Burkhalter, and with all the members of your group. Write the names of the person who is doing each section in the appropriate spaces below.

I. Introduction (2-2.5 minutes) - Name: _____

Hey folks! Remember the _____ unit? We read _____, and we talked a lot about _____. We also _____. While it's true we learned a lot of important stuff this year in both World History and English, like _____ (concession), those are not quite as important as our unit, because they _____.

Thesis: Today we're going to argue that all 9th graders really need to learn the material in this unit. We think that's true because _____.

II. Presenter/Text 1 (2-2.5 minutes) - Name: _____

Okay I'm going to start us off by reminding us of the core texts in this unit, which were _____. The most impactful aspect of reading/listening to/researching those for me personally was _____ because _____. (Quote intro) Do you folks remember the part of the _____ (text) where _____? For me, the moment that stood out was _____ when the character _____ told _____ that _____. That was powerful because _____.

III. Analyzer/Arguer (2-2.5 minutes) - Name: _____

Why do 9th graders need to know this stuff? Well take what (Presenter) said about (Text). If 9th graders in America are not aware of _____, there's a problem. I would also add that _____. For me personally the most impactful aspect of reading/listening to/researching that was _____ because _____. (Quote intro) And do you remember when we discussed _____? For me, the moment that stood out was _____ when the character _____ told _____ that _____. That was powerful because _____.

VI. Conclusion (2-2.5 minutes) - Name: _____

As our awesome group has clearly demonstrated, 9th graders need to know about _____, and it would also be good if they knew _____. What percentage of 9th graders in America actually do know these things? We don't know, but we figure _____. Again, we acknowledge the importance of 9th graders learning about _____ (concession) because _____ but we think the 9th grade curriculum really needs to be changed to emphasize more _____, and we think it also needs some _____. Thanks for listening folks, we hope you've been reminded of some key elements of _____, and that as your high school life continues you _____. Classmates, have a great summer, and Mr. Honda, have a great retirement - we hope you live many long years before you eventually fade into that great good night! Peace out.

Works Cited