**Conni Hilston: Unit Plan Stages 1,2,3**

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**CONNI HILSTON**

**UNIT: ISSUES OF GLOBAL CONCERN: A CALL TO ACTION**

**Honors English 11**

**Two-three weeks**

**Students first choose a novel and trace (in small ,collaborative groups) the development of a chosen universal theme. After analyzing the development of theme, students choose a culture in which to investigate the thematic topic, such as war, poverty, friendship, etc… Students first generate a list of investigative questions about the culture, then conduct research. Once research is completed, students create a photo gallery of research findings and upload it to Globaldreamer.org; they also include a list of open-ended questions for students around the world to respond to concerning issues of global concern elicited through the book study and research. Students then consider the responses on Globaldreamer.org, research findings, and the tracing of them to prepare a multimedia project which highlights a specific issue of global concern. This multimedia project is presented to their peers, parents and community members invited into classroom, and includes a call to action. This culminating project will also be shared on Globaldreamer.org for global responses and continued interaction. Finally, students reflect on the project to gain a deeper understanding of their own perspective regarding how literature contains themes of global importance and how these themes can serve as a gateway to global learning.**

**AURORA CITY SCHOOLS**

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS**  •&νβσπ;**Determine various themes or central ideas of a text and analyze their development throughout the text. (Reading Literary Text)**    •&νβσπ;**Cite strong textual evidence to support theme and draw inferences.(Reading Literary/Informational Text)**      •&νβσπ;**Conduct research project to solve a problem and better understand the subject matter under investigation. (Research)**    •&νβσπ;**Present findings and supporting evidence, conveying a clear perspective on a researched theme/idea. (Speaking and Listening)** | ***Transfer*** | |
| ***Students will be able to independently use their learning to…***  **Investigate the thoughts, beliefs, values and customs of other cultures.**    **Respectfully consider the perspectives of other cultures.**    **Synthesize multiple perspectives to form a sound global perspective.**    **Act upon significant global issues** | |
| ***Meaning*** | |
| **UNDERSTANDINGS**  ***Students will understand that…< /span>***    **Critical reading is essential to understanding inferential ideas and investigating those ideas globally.**    **Authors use characters to explore larger ideas and themes across cultures.**    **Analyzing issues of global significance emphasizes that although humans derive from diverse backgrounds, they are all inherently the same.**    **Analyzing an issue of global significance throughout diverse texts fosters respect of other cultures. (Cosmopolitanism)**    **Formulating arguments regarding issues of global importance strengthens the way we see ourselves in relation to the world. (Cosmopolitanism)**    **Using academic texts to research issues of global concern promotes the survival skills necessary to compete in today’s world. (Tony Wagner, Rigor Redefined)** | **ESSENTIAL QUESTIONS**      **In the presentation of theme, what are the similarities and differences among the literary and informational texts?**    **What do those differences imply about various cultural attitudes and beliefs?**    **How do implied differences in a literary/informational text develop into an investigative topic of global importance?**    **Why is investigating a topic of global significance important?**    **How does a literary theme or central idea of a text foster global citizens who consistently act upon issues of global concern?** |
| ***Acquisition*** | |
| ***Students will know…***  **Themes found in literature can be investigated globally.**      **Although authors create theme in diverse ways, important universal truths amongst various cultures is often discovered.**    **Respect is essential for all human beings.**    **Respecting other cultures often means acting on their behalf.**    **Global citizenship is lifelong process.** | ***Students will be skilled at…***  **Critically reading to understand a global issue.**    **Analyzing texts to make inferences.**    **Asking investigative questions relating to literary/informational texts.**    **Researching and investigating multiple sources which highlight issues of global significance.**    **Collaborate with peers to formulate ideas.**    **Synthesizing sources to form a sound argument pertaining to a global issue.**    **Presenting findings and urge action regarding an issue of global concern.** |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| **1. Cites strong and thorough textual evidence to support analysis of theme within a text. Demonstrates a thorough understanding of the text and its inherent themes.**        **2. Generates a list of valid, researchable questions stemming from analysis of theme which can then be applied to research of another culture.**        **3.Demonstrates strong research and investigation of global issues.**        **4.Demonstrates accurate research presented in a creative, provocative way. Shows understanding that research does not always lead to definite answers. Unanswered questions demonstrate an understanding of cultural complexities and global issues.**    **5. Shows evidence of synthesizing sources to formulate perspective. Demonstrates a deep understanding of a significant global issue. And the perspectives of others. Exhibits competency in utilizing multimedia to persuade audience to action.**    **6. Demonstrates an understanding of the importance of reflecting on issues to gain a deeper understanding.** | **PERFORMANCE TASKS**    **1. SOCRATIC SEMINAR: Read assigned text and trace the development of at least two themes (poverty, war, prejudice) by identifying textual evidence, discussing with a partner, and sharing inferences whole group. Students must cite specific lines in the text which best exemplify theme and discuss various interpretations.**        **2. GOOGLE DOCS: Using Google docs, students create a document for small group collaboration. Using Google docs, students generate an exhaustive list of investigative questions regarding at least two themes found within the class literary text pertaining to a significant global issue (war, poverty, prejudice, etc..) Each group is responsible for researching the answers to the generated questions.**      **3. Using Google docs and an agreed upon graphic organizer (Venn Diagram, Cluster chart, Cause-Effect, etc…), students generate responses to research questions. Responses must be accessible on Google docs and interactive with teacher and peers within the group and class. Teacher and peers may provide feedback or ask questions for clarity.**    **4. Photo Gallery on Globaldreamer.org: Based on research of a significant global issue related to theme, students take photographs that illustrate the group’s research findings and create a gallery display of their pictures and writing. This gallery is to be uploaded to Globaldreamer.org for interaction with schools around the world. Gallery must include at least five unanswered questions to elicit response of students from other regions of the world.**      **5. After considering the feedback generated on Globaldreamer.org, create a digital project which synthesizes the following: the literary text analyzed, the research conducted with classmates, and the insights gained from feedback on Globaldreamer.org. The project must ultimately call the audience to action in response to a global issue and be shared on Globaldreamer.org.**        **6. Students will reflect on project to note changes in opinion and gain a better understanding of their own place in the world. (Cosmopolitanism)** | |
| **Students exhibit effective use of time and resources in order to effectively complete research and presentation.** | **OTHER EVIDENCE:**  **7. Observation of groups during research and collaboration**  **8. Observation of groups interaction on Globaldreamer.org**  **9. Provide feedback on research questions and graphic organizer** | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***  •&νβσπ;**Attention Getter/Lesson Grabber: Students will complete an opinion survey which includes 3-4 major themes developed in the literature. The survey will help the student discover his or her own perspective regarding global issues suggested throughout the literature. I am attempting to facilitate the students’ understanding of their own beliefs in relation to global issues before embarking on the unit. As a concluding activity, students will reflect back on the survey to analyze. (Global Competency-perspective and Cosmopolitanism)**    •&νβσπ;**Literary Analysis of The Kite Runner and A Thousand Splendid Suns: Students may choose which novel to read.  Students will read chosen novel and trace the development of theme throughout. As they read, students will break off into small groups several times per week to dialogue, clarify, and share insights. I will also utilize Socratic seminars once per week to elicit deeper responses and questions.**    •&νβσπ;**Connecting themes to Global Issues: In their assigned collaborative group, students will generate a list of investigative questions which stem from the analysis of theme in the literary work and focus on a global issue, such as war, social class, friendship, or prejudice. Students will create a Google document to share their individual research findings with one another.  (Global Competency-investigate)**    •&νβσπ;**Investigative research: Students will use the mobile laptop cart or their own devices to research questions to research a global issue. (Global Competency-investigate)**    •&νβσπ;**Organizing research: Groups will dialogue about and decide upon an appropriate graphic organizer (Venn Diagram, Compare/Contrast, Cause-Effect) to group/categorize the research findings.**    •&νβσπ;**Photo Gallery: Using graphic organizers, students will create a photo gallery to reflect the research findings of global issue. Photo gallery will be edited by peers in classroom, revised, and monitored by teacher before sharing on Globaldreamer.org. Students will also include a list of questions regarding the research findings to elicit response from students globally. Students will gain a deeper understanding of how students around the world view the same global issue. (Global Competency-others’ perspectives and communicating ideas)**    •&νβσπ;**Culminating Multimedia Project: After considering global responses to questions on Globaldreamer, students will create a multimedia project which synthesizes important insights gain through the unit. The project will be shared with peers, parents, community members and includes a call to action to improve the global issue. (Global Competency-Communicating ideas)**    •&νβσπ;**Final Reflection: Students will reflect back on opening survey to analyze any change/s in opinion regarding global issues.** | | |