Name: **Andrew Shipe**

Course/Grade: **AP English Literature/ 12th**

Lesson Title: **Fighting the oppression of writers**

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  **G1. CC.11-12.R.I.1** Key Ideas and Details: 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.  **G2. CC.11-12.R.I.7** Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  **G3. CC.11-12.W.1** Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **G4. CC.11-12.W.9** Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.  **G5. CC.11-12.SL.1** Comprehension and Collaboration: 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. | ***Transfer*** | | |
| *Students will be able to independently use their learning to…*  T1. Uncover information from and about various cultures  T2. Communicate informatively with a global audience using Web 2.0 tools  T3. Investigate information from around the world  T4. Communicate persuasively with an international audience | | |
| ***Meaning*** | | |
| UNDERSTANDINGS  *Students will understand that…*  U1. There are numerous benefits to learning about other cultures.  U2. Global perspectives allow us to look at ourselves and others to gain acceptance, understanding, and meaningful personal experiences.  U3. There are vast differences around the world in how freely writers can report on issues. | ESSENTIAL QUESTIONS  E1. Why are writers persecuted around the world?  E2. What is freedom of expression and what is its relationship to a free society? | |
| ***Acquisition*** | | |
| *Students will know…*  K1. The causes and effects of persecution and press restrictions among various cultures.  K2. The importance of learning about the traditions and values of cultures other than our own. | *Students will be skilled at…*  S1. Researching a variety of reliable sources to extract key information/facts pertaining to a subject.  S2. Developing a well-organized, interesting presentation with clear focus and logical development.  S3. Asking good/essential questions, relating to other parts of the world, and comparing, contrasting, and synthesizing ideas.  S4. Writing to persuade with relevant, concrete, sufficient supporting details; fluid organization; and clear, graceful style. | |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | | |
| 1. Provides personal connections to specific details of the writer’s situation. 2. Provides a well-researched presentation that is relevant, compelling, persuasive, and engaging; presentation shows knowledge, practice, and potential for follow- through. 3. Introduces precise, knowledgeable claim(s); creates an organization that logically sequences claim(s), counterclaims, reasons, and evidence; develops claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases; establishes and maintains a formal style while attending to the norms and conventions of the discipline in which they are writing 4. Demonstrates increased depth of knowledge about the importance of freedom of expression in a democratic society | TRANSFER TASK(S):   1. **Web 2.0 presentation.** Use a Web 2.0 tool (like VoiceThread) to develop a presentation about a writer who is facing oppression or persecution. What are the events that led to the persecution? 2. **Written official appeal.** Using campaign resources available from PEN, write a letter to a person in the writer’s country who can end or resolve the writer’s persecution. Send copies of the letter to embassies, diplomats, and local media.   OTHER EVIDENCE:   1. **Project proposal.** Select a writer from a reliable source like the PEN Casebook, which lists writers from around the world who are facing or have recently faced persecution. Write a memo to your teacher explaining whom you’ve chosen, why you’ve chosen him/her, and what questions you have as you start research. 2. **MLA-style working bibliography.** Use Noodletools.com to construct a list of potential sources in MLA style, with a brief explanation of each source. 3. **Research notes.** Use Notestar.4teachers.org to take notes from your research. 4. **Pinterest.** Use Pinterest to collect images you might use for your Voicethread. 5. **Storyboard.** Plan out your Voicethread presentation with a storyboard. 6. **Self-reflection.**Complete the worksheet reflecting on what you’ve learned in this unit. | | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   * **Lesson grabber.** Students will watch voicethread on Liu Xiaobo, winner of the 2010 Nobel Prize in Literature. Introduce unit and project. (T1, U1, E1, E2, G5, U3, K1) * **Discovering censored or persecuted writers.** Explain this background and features of the Universal Declaration of Human Rights. Discuss sources that monitor and advocate for writers whose human rights are threatened, such as the most recent PEN International case list, available at <http://www.pen-international.org/campaigns/how-to-campaign/caselist/>. Students will arrange their groups and select a writer who is facing censorship and/or persecution. (T1, T3, E1, E2, G1, G5, U3, K1, S1) * **Project proposal.** Explain the structure and purpose of a business memo. Students will write their project proposal as a business memo to the teacher and submit it for approval. The memo must include brief background on their chosen writer, identify their motivation for their idea, and identify questions they have for the instructor. (T1, T3, U1, U2, E1, E2, G3, G5, U3, S3, S4) * **Hello, Voicethread.** Students will sign up for a free voicethread account and add instructor to their contact lists. (T2, G5) * **Finding sources for research.** Discuss criteria for reliable, objective sources; explain MLA style. Demonstrate Noodletools.com. Students will construct an annotated working bibliography in MLA style. (T1, T3, E2, G2, G4, G5, S1) * **Researching and taking notes.** Discuss effective strategies for recording information. Demonstrate Notestar.4teachers.org and Pinterest.com. Students will research their chosen writer, why his/her freedom of expression is limited, who is responsible for limiting that writer’s expression, and what is that country’s attitude toward literature and/or the media. Students will take notes on content with Notestar and use Pinterest to take notes on images. (T1, T3, E1, E2, G1, G2, G4, G5, U3, K1, S1, S3) * **Storyboard.** Explain what a storyboard is why it is helpful. Students will develop storyboard for your voicethread (T2, E1, E2, G4, G5, K1, S2, S3) * **First draft of Voicethread.** Discuss how to create presentations on Voicethread, how to share with others. Students will develop Voicethread and share with at least three students. (T2, E1, E2, G2, G4, G5, U3, K1, S2, S3) * **The official letter of appeal.** Discuss the section on “Writing Official Appeals” in the *The Writers in Prison Committee Handbook*, available at <http://www.pen-international.org/campaigns/how-to-campaign/> Students will research potential primary and secondary audiences for their official letter of appeal. (T3, T4, E1, E2, G1, G2, G3, G4, G5, U3, K1, K2, S1, S3, S4) * **Revising voicethread and drafting letter.** Students will revise voicethread and submit first draft of official letter of appeal to teacher via Edmodo. Students will confer with instructor for feedback on their work. (T2, T4, E1, E2, G2, G3, G4, G5, U3, K1, K2, S2, S3, S4) * **Presentation and publication.** Students will prepare final voicethread, final drafts of official letter of appeal, typed envelopes for each audience member. (T2, T4, U1, E1, E2, G2, G3, G4, G5, U3, K1, K2, S2, S3, S4) * **Self-reflection.** Students will complete self-reflection. (U1, U2, U3, E1, E2, K1, K2, S3) | | |