

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**LAW AND PUBLIC SERVICE/SLC  
CONTEMPORARY GLOBAL ISSUES/SLC**

**HONORS WORLD LITERATURE AND  
WRITER'S WORKSHOP**

**COURSE PHILOSOPHY**

The Honors World Literature and Writer's Workshop is a full year course written for the Law and Public Service Specialized Learning Center and Contemporary Global Issues Specialized Learning Center. It meets the requirements for the freshmen honors level of English, focusing on writing skills and the cultural awareness necessary for the 21<sup>st</sup> century learner.

**COURSE DESCRIPTION**

Grade Level: 09

Department: Law & Public Service SLC/  
Contemporary Global Issues/SLC

Course Title: Honors World Literature and Writer's Workshop

Course Code: 220650/231250

Credits: 5

**BOARD OF EDUCATION INITIAL ADOPTION DATE: AUGUST 30, 2010**

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## Course Philosophy

*Honors World Literature and Writer's Workshop* in English is designed to foster an appreciation of diverse literature, cultures, and ideas while improving students' basic writing skills. Students will explore in great depth essential pieces of literature in order to develop the skills of global thinkers, recognizing the interconnectedness inherent in our world. Through the skills of inference, analysis, evaluation and synthesis, students will apply logic and reason in the thinking and writing processes. As such, students will provide details and examples in their writing to back up assertions, opinions and interpretations of the works in the course of study, noting the crucial role that historical and cultural milieu play in literature. Curriculum emphasis will be placed on an appreciation of and respect for world literature and the array of people and cultures it represents.

## Course Description

*Honors World Literature and Writer's Workshop* prepares students for the diversity of global literature by responding to it in a clear, cogent manner. As a survey course in the Contemporary Global Issues and the Law and Public Service Learning Centers, the *Honors World Literature and Writer's Workshop* prepares students for the rigors of writing both expository and non-expository pieces in line with the Core Content Curriculum Standards. After reading all core pieces, both in class and assigned readings, all material will be discussed thoroughly in class and monitored by both the teacher and the student. Required readings include: Unit One: *The Odyssey*, *The Epic of Gilgamesh*, *Big Fish*- Daniel Wallace; Unit Two: *King Arthur and the Knights of the Round Table* by Roger Lancelyn Green ;Unit Three: *Romeo and Juliet*; Unit Four: *The Good Earth* by Pearl S. Buck, "How Much Land Does A Man Need?"- *Leo Tolstoy*; Unit Five: *All Quiet on the Western Front*- *Erich Maria Remarque* or *Hiroshima*- *John Hersey*. All core pieces are noted with an asterisk in the "Instructional Resources and Materials" section of each unit.

**Freehold Regional High School District  
Curriculum Map  
Honors World Literature and Writer's Workshop**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
NJCCCS: 3.1.12.G.3 3.1.12.G.4 3.1.12.E.1 3.2.12.B.1 3.2.12.C.1 3.2.12.A.7 3.2.12.C.1 3.2.12. A.9. 8.1.8.B.1	Literature's role in society is to advance civilization.	How has the archetype of the heroic quest survived the ages, and can it be traced back through history to its origins?  What are epics and myths? Why would a society develop them?  How might it feel to be Odysseus and travel in his shoes, so to speak, as he completes his own Odyssey?	Pre-reading activities Questions Journal Responses Interdisciplinary lessons Class Discussion	Quizzes Tests Written Assessments Research Role Play Debates Presentations Socratic Seminar	Formal Essay Literary research Essay Unit test Projects
NJCCCS: 3.1.12.G.4 3.2.12.B.1 3.2.12.C.1 3.4.12.A.3 3.3.12.D.1 8.1.8.B.1 AR.9-12.1.1.12.1 AR.9-12.1.1.12.2	Fables, folktales, religions, and legends perpetuate cultural continuity in the face of change.	What are the characteristics of folk tales, legends, proverbs, and fables?  What role does religion play in cultural continuity?  How does one organize and execute a strong five paragraph essay?	Pre-reading activities Questions Journal Responses Interdisciplinary lessons Class Discussion	Quizzes Tests Written Assessments Research Role Play Debates Presentations	Formal Essay Literary research essay Unit test Projects
NJCCCS: 3.3.12.D.2 3.1.12.E.1 3.2.12.C.1 3.4.12.A.3 3.3.12.D.1 AR.9-12.1.1.12.1 AR.9-12.1.1.12.2	Drama is a direct and active representation of the culture that produced it.	What does drama reveal about a particular culture?  What universal themes appear in drama?  How can one integrate various cultural dramatic forms for a better understanding of our humanity?	Pre-reading activities Questions Journal Responses Interdisciplinary lessons Class Discussion	Quizzes Tests Written Assessments Research Role Play Debates Presentations	Formal Essay Literary research essay Unit test Projects
NJCCCS: 3.3.12.D.2 3.1.12.E.1 3.1.12.G.2 3.1.12.G.9 3.2.12.D.2 3.3.12.D.3	The human spirit has the power to adapt in the face of cultural and global change.	What does change and the ability/inability to cope with change reveal about human nature in life?  Can we predict the course of human action when faced with dramatic change in adversity?	Pre-reading activities Questions Journal Responses Interdisciplinary lessons Class Discussion	Quizzes Tests Written Assessments Research Role Play Debates Presentations	Formal Essay Literary research essay Unit test Projects

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
NJCCCS: 3.2.12.B.6 3.2.12.B.7 3.2.12.A.3 3.5.12.A.1	Writers are the chroniclers of social conscience as cultures collide, coverage, and/or diverge.	<p>How does literature serve as a barometer of social conscience in times of war and/or political upheaval?</p> <p>How does literature aide or hinder the process of globalization?</p> <p>Why is it important for people today, as cultures converge, to understand the difference “other” and “enemy”?</p>	<p>Pre-reading activities</p> <p>Questions</p> <p>Journal Responses</p> <p>Interdisciplinary lessons</p> <p>Class Discussion</p>	<p>Quizzes</p> <p>Tests</p> <p>Written Assessments</p> <p>Research</p> <p>Role Play</p> <p>Debates</p> <p>Presentations</p>	<p>Formal Essay</p> <p>Literary research essay</p> <p>Unit test</p> <p>Projects</p>

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**WORLD LITERATURE AND THE WRITER'S WORKSHOP**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
Unit #1: Foundations  (B.C. 8000-A.D. 600)	Literature's role in society is to advance civilization.  1. Students will be able to provide reasons why epics, myths and archetypes advanced early civilizations.	7 weeks (September-November)
Unit #2: Folktales, Legends, and Language  (A.D. 600-1450)	Fables, folktales, religions, and legends perpetuate cultural continuity in the face of change.  1. Students will be able to identify modern day legends as well as what they indicate and perpetuate in our culture.	6 weeks (November-December)
Unit #3: "The Play's The Thing"  (A.D. 1450-1750)	Drama is a direct and active representation of the culture that produced it.  1. The students will be able to show how drama is a direct and active representation of the culture that produced it.	7 weeks (December-February)
Unit #4: Adapting, Surviving, and Thriving in a World of Change  (A.D. 1750-1914)	The human spirit has the power to adapt in the face of cultural and global change.  1. Students will be able to show how dramatic, social, and political change force people to adapt or perish.	7 weeks (February-April)
Unit #5: The Modern Era: Literature of Conflict and Convergence  (A.D. 1914-Present)	Writers are the chroniclers of social conscience as cultures collide, converge, and/or diverge.  1. Students will be able to identify what modern literatures reveals about the basic conflicts that humans face in life.	7 weeks (April-June)

**Freehold Regional High School District  
Honors World Literature and Writer's Workshop  
Unit #1: Foundations (B.C. 8000- A.D. 600)**

**Enduring Understanding:** Literature's role in society is to advance civilization.

**Essential Questions:** How has the archetype of the heroic quest survived the ages, and can it be traced back through history to its origins?

What are epics and myths? Why would a society develop them?

How might it feel to be Odysseus and travel in his shoes, so to speak, as he completes his own Odyssey?

**Unit Goal:** The students will provide reasons why epics, myths and archetypes advanced early civilization.

**Duration of Unit:** 7 weeks

**NJCCCS:** 3.1.12.G.3 ; 3.1.12.G.4 ; 3.1.12.E.1 ; 3.2.12.B.1 ; 3.2.12.C.1; 3.2.12.A.7; 3.2.12.C.1 ; 3.2.12.A.9.; 8.1.8.B.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is an archetype and why does it endure?</p> <p>How is ancient Greek culture reflected in the literature studied?</p> <p>What are epics and myths and why would a society develop them?</p> <p>What natural phenomena, which were once unexplainable, have since been explained by science?</p> <p>Who are the heroes of modern society, and how do they compare to epic heroes?</p> <p>What basic grammar skills are required for effective sentence and paragraph construction?</p>	<p>Identify common archetypes across time and culture.</p> <p>List elements of Greek hospitality.</p> <p>Describe the qualities of an epic hero, as exemplified by Odysseus, and determine whether or not these qualities are necessary and/or valuable for modern day heroes.</p> <p>Analyze a Greek myth for the elements of oratory purposes.</p> <p>Research and identify a myth that explains a particular natural phenomenon.</p> <p>Compare/contrast between an epic hero such as Odysseus/Gilgamesh and a modern hero of choice.</p> <p>Distinguish between sentences and fragment and/or run-on sentences.</p>	<p>Prentice Hall textbook and resource binders</p> <p>Magazines</p> <p>Newspapers</p> <p>Videos</p> <p>Discovery Videos</p> <p>Community resources</p> <p>Supplemental readings</p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.mythweb.com">www.mythweb.com</a></p> <p><a href="http://www.theoi.com">www.theoi.com</a></p> <p><i>Edith Hamilton's Mythology</i></p> <p><i>The Odyssey*</i></p> <p><i>The Epic of Gilgamesh*</i></p> <p><i>Strunk and White's Elements of Style</i></p> <p><i>Big Fish*</i></p> <p><i>"Omeros," D. Walcott (excerpt, modern epic)</i></p> <p><i>"Ithaka," C. Cavafy (poem)</i></p> <p><i>Popul Vuh (excerpt, Mayan myth)</i></p>	<p>Draft an essay on the laptops comparing and contrasting epic heroes Gilgamesh and Odysseus</p> <p>Create a manuscript speech on an assigned Greek myth for oratory purposes</p> <p>LCD for grammar/ sentence structure exercises</p> <p>Lecture on epic heroes</p>	<p>Essay rubric aligned with H.S.P.A.</p> <p>Peer editing.</p> <p>Formative checks on understanding</p> <p>Speech rubric</p> <p>Poster rubric</p> <p>Grammar assessment</p> <p>Research rubric on modern epic heroes</p> <p>Responses to discussion questions</p> <p>Journal assessments</p> <p>Performance-based assessments</p> <p>R&amp;R ("Read &amp; React")</p>

**Suggestions on how to differentiate in this unit:** Performance-based assessment which may include:

- Students can identify what type of hero or Mythical God they would like to be.
- Create an image of a modern day hero and write an excerpt denoting the qualities associated with the Greek ideal of an epic hero.

**Freehold Regional High School District**  
**Honors World Literature and Writer's Workshop**  
**Unit #2: Folktales, Legends and Language (A.D. 600- A.D. 1450)**

**Enduring Understanding:** Fables, folktales, religions, and legends perpetuate cultural continuity in the face of change.

**Essential Questions:** What are the characteristics of folk tales, legends, proverbs, and fables?

What role does religion play in cultural continuity?

How does one organize and execute a strong five paragraph essay?

**Unit Goal:** The students will be able to identify modern day legends as well as what they indicate and perpetuate in our culture.

**Duration of Unit:** 6 weeks

**NJCCCS:** 3.1.12.G.4; 3.2.12.B.1; 3.2.12.C.1; 3.4.12.A.3; 3.3.12.D.1; 8.1.8.B.1, AR.9-12.1.1.12.1, AR.9-12.1.1.12.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What characteristics are necessary for one be considered legendary?</p> <p>Do legendary figures exist today, and if so, are they essential to a society?</p> <p>In his <i>Henry IV, Part 2</i>, Shakespeare tells us, “Uneasy lies the head that wears the crown.” What might it be like to wear the crown of King Arthur?</p> <p>If fables teach moral or practical lessons about life, then what lessons would you deem most important to convey in 21<sup>st</sup> Century America?</p> <p>How does one organize and execute a strong five paragraph essay?</p>	<p>Compare/contrast legends from various time periods/cultures; conjecture whether the similarities outweigh the differences.</p> <p>Research the background of the Arthurian legend and reenact a specific Arthurian legend and relate why a society would find this type of archetype essential for study.</p> <p>Define <i>noblesse oblige</i> and discuss its importance in understanding the role of a monarch.</p> <p>Research and paraphrase a fable that still holds a message for us in the 21<sup>st</sup> Century.</p> <p>Compose a five paragraph essay in which you briefly summarize the fable, and give at least two reasons why you feel the message in this fable still applies to us today.</p>	<p>Prentice Hall textbook and resource binders            Grammar Activities            Video            Community resources            Five paragraph essay module  <a href="http://www.readwritethink.org">www.readwritethink.org</a>  <a href="http://www.mythweb.com">www.mythweb.com</a>  <a href="http://www.theoi.com">www.theoi.com</a></p> <p><i>King Arthur and the Knights of the Round Table</i> by Roger Lancelyn Green.*  <i>“The Fisherman and the Jinnee”</i> (excerpt, <i>One Thousand and One Nights</i>)  <i>“The Counsels of the Bird”</i> (excerpt, <i>Masnavi; Rumi</i>)  <i>(Excerpt, The Rubiyat; Omar Khayyam)</i>  <i>Sundiata</i> (excerpt)  <i>“The Manners of Kings”</i> (excerpt, <i>Gulistan</i>); <i>Sa’di</i>  <i>The Song of Roland</i> (excerpts)  <i>“How Siegfried was Slain”</i> (excerpts, <i>The Nibelungenlied</i>)  <i>“A Brief History of English”</i> by Paul Roberts  <i>“Hic Jacet Arthurus Rex Quondam Rexque Futurus”</i> by Francis Brett Young  <i>“The Quest for Arthur”-video</i></p>	<p>Lecture on fables using LCD projector</p> <p>Chapter analysis on the history of the English language</p> <p>Script writing on Arthurian legends- lesson using LCD projector</p> <p>Essay assignment on modern fables</p>	<p>Group rubric for fable presentations</p> <p>Written assessment</p> <p>Rubric for video presentation</p> <p>Essay rubric using HSPA driven analysis</p> <p>Responses to discussion questions            Journal assessments            Performance-based assessments            R&amp;R (“Read &amp; React”)</p>

**Suggestions on how to differentiate in this unit:** Performance-based assessment which may include:

- Create a Venn Diagram illustrating the differences and overlaps in the characteristics of folk tales, legends and fables.
- Identify modern day legends and the qualities they possess in an ever changing world. Compare/contrast these with historical legends.
- Design a poster indicating the qualities of *noblesse oblige*.
- Collaborate with classmates to recreate an Aesop fable for modern times.



**Freehold Regional High School District  
Honors World Literature and Writer’s Workshop  
Unit #3: “The Play’s The Thing” (A.D. 1450-A.D. 1750)**

**Enduring Understanding:** Drama is a direct and active representation of the culture that produced it.

**Essential Questions:** What does drama reveal about a particular culture?

What universal themes appear in drama?

How can one integrate various cultural dramatic forms for a better understanding of our humanity?

**Unit Goal:** The students will be able to show how drama is a direct and active representation of the culture that produced it.

**Duration of Unit:** 7 weeks

**NJCCCS:** 3.3.12.D.2; 3.1.12.E.1; 3.2.12.C.1; 3.4.12.A.3; 3.3.12.D.1, AR.9-12.1.1.12.1, AR.9-12.1.1.12.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the definition of drama? What are its origins?</p> <p>What does drama (specifically, Kabuki in Japan and the plays of Shakespeare in England) reveal about a particular society?</p> <p>How can we use our knowledge of drama to successfully re-create scenes from the literature studied?</p> <p>How might a 17<sup>th</sup> Century Japanese citizen feel about the drama of Shakespeare? Conversely, how might someone in Shakespeare’s England view Japanese Kabuki?</p> <p>How do classic views of love compare with our contemporary attitudes?</p> <p>How does one write an effective emotional response to a literary work?</p>	<p>Identify aspects of drama that one might observe at a play such as: actors, scenery, props, costumes, scripts, sheet music, etc.</p> <p>Research the origins of Elizabethan drama and determine how plays of the Renaissance evolved from religious “miracle/morality” plays. Indicate the connection between drama and the culture that produced it.</p> <p>Identify the basic elements of a Shakespearean tragedy and Kabuki in order to authentically integrate scenes from both theater experiences.</p> <p>Compare/contrast Kabuki theatre through the eyes of a 17<sup>th</sup> century Londoner and a Shakespearean tragedy through the eyes of a 17<sup>th</sup> century Japanese citizen through a multi-paragraph essay.</p> <p>Speak extemporaneously reflecting upon the emotions and the actions of the specific characters at various points in the play.</p> <p>Journal-write daily reflections denoting how the theme of fate vs. individual choice affects the tragic outcome of the play.</p>	<p>Prentice Hall textbook and resource binders Magazines Newspapers Videos Discovery Videos Community resources Supplemental readings <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://www.nytimes.com">www.nytimes.com</a></p> <p><i>Romeo &amp; Juliet</i> by William Shakespeare, Folgers ed.* <i>Japan: Its Culture and Its People, Arts and Theater</i>, The University of Nebraska, video From the textbook: <i>Candide</i>, Voltaire (excerpts) <i>Don Quixote</i>, Cervantes (excerpts) Videos: <i>Romeo and Juliet</i>, Franco Zeffirelli; <i>Romeo + Juliet</i> (segments), Baz Luhrmann; <i>Shakespeare in Love</i> (segments)</p>	<p>Lecture on elements of drama and Elizabethan theatre</p> <p>Research the basic elements of Shakespearean tragedy</p> <p>Video viewing on Kabuki and Japanese theater arts</p> <p>Computer journaling on fate vs. individual choice and themes within <i>Romeo and Juliet</i></p>	<p>Written assessment</p> <p>MLA written research paper</p> <p>Viewing Log/written assessment</p> <p>Responses to discussion questions Journal assessments Performance-based assessments R&amp;R (“Read &amp; React”)</p>

**Suggestions on how to differentiate in this unit:** Performance-based assessment which may include:

- Create a makeshift Globe Theater or Kabuki theatre and label its essential parts.
- Summarize *The Eternal Now of a Shakespeare Play* and explain why we still read Shakespearean plays.
- Translate selective lines from *Romeo and Juliet* into contemporary English for performance.

**Freehold Regional High School District**  
**Honors World Literature and Writer's Workshop**  
**Unit #4: Adapting, Surviving, and Thriving in a World of Change (A.D. 1750-A.D. 1914)**

**Enduring Understanding:** The human spirit has the power to adapt in the face of cultural and global change.

**Essential Questions:** What does change and the ability/inability to cope with change reveal about human nature in life?

Can we predict the course of human action when faced with dramatic change in adversity?

**Unit Goal:** The students will be able to show how dramatic, social and political change force people to adapt or perish.

**Duration of Unit:** 7 weeks

**NJCCCS:** 3.3.12.D.2; 3.1.12.E.1; 3.1.12.G.2; 3.1.12.G.9; 3.2.12.D.2; 3.3.12.D.3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are some examples of the global social, economic, and political changes which individuals must come to grips with during the time period 1750-1914, and how are these issues reflected in the literature of the time?</p> <p>How is the ability to change reflected in literature?</p> <p>What are the basics of human nature and what makes us human besides biology?</p> <p>What happens to gender roles in times of cultural upheaval?</p> <p>How are one's self respect, self worth and pride tied into land ownership?</p> <p>What is it that gives a modern student a sense of connection that land ownership did for those in a developing world?</p> <p>How does one create and deliver a successful persuasive speech?</p>	<p>Research a particular event that involves upheaval of a political, social or economic nature and create an appropriate newspaper article about it.</p> <p>Compare and contrast, using <i>The Good Earth</i>, one character who is a survivor and one character who is a victim and explain according to the concepts of natural selection and survival of the fittest, why each one ended up as he or she did.</p> <p>Visualize a situation and recognize and identify the strengths and weaknesses of the individuals caught in those situations; use this information to make a valid prediction.</p> <p>Research a time period of cultural upheaval denoting changes in the status and nature of gender roles.</p> <p>Indicate the social and economic changes when people move from urban to suburban societies or vice-versa.</p> <p>Research the cultural, social and economic landscape since the Revolutionary period to note significant changes.</p> <p>Research logical fallacies in order to best create an essay on a current event. Deliver a forceful speech utilizing persuasive techniques.</p>	<p>Prentice Hall textbook and resource binders Magazines Newspapers Videos Discovery Videos Community resources Supplemental readings <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://www.nytimes.com">www.nytimes.com</a></p> <p><i>The Good Earth</i> by Pearl S. Buck* <i>Nectar in a Sieve</i> by Kamala Markandaya "How Much Land Does A Man Need?" by L. Tolstoy* "Two Friends," Guy de Maupassant "The Necklace," Guy de Maupassant "A Problem," Anton Chekhov <i>Faust</i>, Johann Wolfgang von Goethe "My Old Home," Lu Hsun "The Bracelet," Colette</p>	<p>Visualization techniques while reading</p> <p>Powerpoint comparison/contrast of character and victim in <i>The Good Earth</i></p> <p>Lecture persuasive techniques and avoiding logical fallacies</p> <p>Research social/economic change in modern world settings</p>	<p>Formative reading check assessments</p> <p>Powerpoint rubric</p> <p>Oral presentation rubric Written project rubric</p> <p>Research rubric</p> <p>Notebook assessments Responses to discussion questions Journal assessments Performance-based assessments R&amp;R ("Read &amp; React")</p>
<p><b>Suggestions on how to differentiate in this unit:</b> Performance-based assessment which may include:</p> <ul style="list-style-type: none"> <li>• Make a chart identifying the basics of human nature; then, apply them to a character in one of the literary works.</li> <li>• Draw a body outline of a particular characters and label parts involved with human nature.</li> <li>• Students in groups invent and adversity/reality game in which contestants must become survivors.</li> </ul>				

**Freehold Regional High School District**  
**Honors World Literature and Writer's Workshop**  
**Unit #5: The Modern Era: Literature of Conflict and Convergence (A.D. 1914- Present)**

**Enduring Understanding:** Writers are the chroniclers of social conscience as cultures collide, converge, and/or diverge.

**Essential Questions:** How does literature serve as a barometer of social conscience in times of war and/or political upheaval?

How does literature aide or hinder the process of globalization?

Why is it important for people today, as cultures converge, to understand the difference “other” and “enemy”?

**Unit Goal:** The students will be able to identify what modern literature reveals about the basic conflicts that humans face in life.

**Duration of Unit:** 7 weeks

**NJCCCS:** 3.2.12.B.6; 3.2.12.B.7; 3.2.12.A.3; 3.5.12.A.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What does modern literature reveal about the basic conflicts that humans face?</p> <p>How does the literature studied cause us to reconsider the meaning of the word “enemy”? Is it possible to empathize on some level with an enemy?</p> <p>What can a writer reveal about cultural and social change and conflict that a politician cannot?</p> <p>How does literature aid or hinder the process of globalization? How might it foster either cultural convergence or divergence?</p> <p>How does one create an M.L.A. researched based paper using both online, print and other varied sources backed by a resource integrity tool such as turnitin.com?</p>	<p>Employ media research to find another example of literature that serves as a barometer of social conscience.</p> <p>Identify the difference between “other” and “enemy.” Journal-write an entry denoting the examination of the difference between someone who is a true enemy and someone who is different in varied ways and means.</p> <p>Script-write a possible scenario between Paul Baumner and Wilfred Owen based on their meeting in battle and create another scenario if they had met in a café.</p> <p>Identify how technology has aided and hindered the process of globalization.</p> <p>Research and write an M.L.A. literature paper based on a topic of relevance to any of the five units inherent in this curriculum.</p>	<p>Prentice Hall textbook and resource binders Magazines Discovery Videos Community resources Supplemental readings <a href="http://www.readwritethink.org">www.readwritethink.org</a> <a href="http://www.nytimes.com">www.nytimes.com</a></p> <p><i>All Quiet on the Western Front</i> <i>Erich Maria Remarque*</i> <i>Hiroshima- John Hersey*</i> <i>Prentice Hall- World Masterpieces: Selections:</i> “The Diameter of the Bomb,” (poem) Amichai “Pride,” (poem) Ranikovitich “From the Book of Esther I ---- “Filtered...” (poem) Amichai “Survival in Auschwitz;” (excerpt) <i>Levi</i> “The End and the Beginning,” (poem) Szymborska “Thoughts of Hanoi,” (poem) <i>Vinh</i> “The Corn Planting,” Sberwood <i>Anderson</i> “War,” Luigi Pirandello <i>Cry the Beloved Country, Alan Paton</i></p>	<p>Lecture research techniques which align with the MLA handbook</p> <p>Script-write a possible scenario between Paul Baumner and Wilfred Owen based on their meeting in battle and create another scenario if they had met in a café.</p> <p>Discussion of how technology has aided/hindered globalization</p>	<p>Research step rubric</p> <p>Script rubric</p> <p>Seminar/discussion rubric</p> <p>Notebook assessments Responses to discussion questions Journal assessments Performance-based assessments R&amp;R (“Read &amp; React”)</p>

**Suggestions on how to differentiate in this unit:** Performance-based assessment which may include:

- Script-write a conversation between a true enemy and someone whose philosophical differences challenge your belief system.
- Write a report citing examples of the problems with internet based technology.