# English II Unit 1: Cultural Competence and World Literature Short Stories

<table>
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<tr>
<th>Content Area:</th>
<th>World Literature</th>
<th>Timeline:</th>
<th>2½ - 3 Weeks</th>
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<td><strong>Target Grade:</strong></td>
<td>10th Grade</td>
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## Interdisciplinary Connections:
- Social Studies (Geography/ Sociology/ Religion/ Philosophy)
- Math (Statistics)
- Science (Environmental Studies/ Health/ Nutrition)

## 21st Century Themes:
- Global Awareness
- Health Literacy
- Environmental Literacy
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy

## Learning Targets

### Standards:
- RL. 9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.6
- RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.6
- S&L. 9-10.1, S&L. 9-10.4
- L.9-10.1, L.9-10.2

### Objectives/ I Can Statements:
- I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.
- I can analyze a point of view or cultural experience as reflected in a work from outside the US.
- I can determine a central idea in a text, and analyze how its development and how it emerges and is shaped through details.
- I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 10 text.
- I can determine the author’s point of view in a text.
- I can determine the author’s purpose for writing a text.
- I can write arguments to support claims of substantive topics or texts, using valid reasoning, relevant, and sufficient evidence.
● I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content.
● I can produce clear, coherent writing in which the development, organization, and style are appropriate for tenth grade tasks, purposes, and audiences.
● I can use technology to produce, publish, and update my own work, and shared writing projects.
● I can conduct short or sustained research projects, that answer a specific question or solve a problem.
● I can prepare for a class discussion and participate by referring to my findings during discussion.
● I can propel a conversation by asking questions, incorporating others into a discussion, and clarifying or challenging the ideas of others.
● I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and justify or change my own views in light of new ideas and information

Essential Questions:
● How do we form and shape our identities?
● How does what we know about the world shape the way we view ourselves?
● What is the relevance of studying multicultural texts?
● What factors shape our values and beliefs?
● Why do we need beliefs and values?
● To what extent do belief systems shape and/or reflect culture and society?
● What role or purpose does religion / spirituality serve in a culture?

Evidence of Learning

Summative Assessment:

● Culture of a Country Project

Formative Assessment:

● Reflection Paragraphs
● Analytical Paragraphs
● Exit Slips
**Lesson Plans**

### Lesson 1: Culture Wheel and Cultural Competence (4 Days)
- Notes on Cultural Competence
- Standards of Beauty Discussion
- Student Culture Wheels
- Small Group Culture Wheels with discussion on similarities and differences
- Student Reflections

**Resources:**
1. Cultural Competence PPT
2. Student Culture Wheel Assignment:
3. Standards of Beauty PPT:
   [https://docs.google.com/document/d/1GePH9o9-fnDsoj0ZrNTt45-Oliz_bxtSduynN53X14/edit](https://docs.google.com/document/d/1GePH9o9-fnDsoj0ZrNTt45-Oliz_bxtSduynN53X14/edit)

### Lesson 2: World Country Project Part 1: Webquest (3 Days)
- Go over requirements and expectations for group project
- Assign Groups and Countries (Australia, China, Japan, Nigeria, Guatemala, India)
- World Country Project Part 1: Country Webquest

**Resources:**
1. Cultural Competence Project Assignment Page:
   [https://docs.google.com/document/d/1t8cRDxJSkugDPDK3Rb52AvNNl_Blr_iJlEXkA1_JuBY/edit](https://docs.google.com/document/d/1t8cRDxJSkugDPDK3Rb52AvNNl_Blr_iJlEXkA1_JuBY/edit)
2. Project Rubric:
   [https://docs.google.com/document/d/1q-1UxexKMIR3Pevh8sVC_-7dzj1wBnVWsAp2SO75JZe/edit](https://docs.google.com/document/d/1q-1UxexKMIR3Pevh8sVC_-7dzj1wBnVWsAp2SO75JZe/edit)
3. World Country Webquest:
   [https://docs.google.com/document/d/1UbmgD5nqUgQDU1cifTFevt20HAMcFwRGU0uOvh2CYYM/edit](https://docs.google.com/document/d/1UbmgD5nqUgQDU1cifTFevt20HAMcFwRGU0uOvh2CYYM/edit)

### Lesson 3: World Country Project Part 2: World Literature Short Stories (3 Days)
- World Literature Short Stories Project assignment
- Assign Stories: (Popol Vue, Edju and the Two Friends, Rig Veda, Tao Te Ching, Green Willow, Aborigine Creation Hymn)

**Resources:**
1. World Country Project Part Two Assignment Page:
   [https://docs.google.com/document/d/18RNz9PPl_axAgTqLmP7LVTQOy2Io4KKhwBbd7uLHRM/edit](https://docs.google.com/document/d/18RNz9PPl_axAgTqLmP7LVTQOy2Io4KKhwBbd7uLHRM/edit)
2. Glencoe: Literature Text Book- World Literature

### Lesson 4: Informational Text Analysis: “Dinner is Served” Article (1 Day)
- Elements of Informational Text Mini-Lesson
- Read “Dinner is Served” Article
- Small group analysis of article

Resources:
1. “Dinner is Served” Article: In Hungry Planet Book
2. Informational Text Analysis Sheet

Lesson 5: Food Around the World: An Introduction to Hungry Planet (1 Day)
- Food around the World Galley Walk (One chart for each of the 6 continents; Asia, Africa, Australia, Europe, South America, and North America. Students work in groups to determine which continent is home to the healthiest foods. Students use pictures from the Time magazine slides to back up their argument.)

Resources:
2. Post-it Notes
3. Large sheets of white paper

Lesson 6: World Country Project Part Three: Hungry Planet (3 Days)
- Student Grocery List Homework assignment and small group discussion
- Hungry Planet article analysis
- World Country Project Part Three: Hungry Planet

Resources:
1. Student Grocery List Assignment: https://docs.google.com/document/d/1VQMUa-BcYTSUIoIJRGGku2KyUmx5hokDP AQP2REtofs/edit
2. Hungry Planet Book
3. World Country Project Part Three Assignment Page: https://docs.google.com/document/d/10YP3Q8DyEpc2Kyv2-sJ6SoRffSBNYn_wgcvZXkeU1M0/edit

Lesson 7: Tea Around The World (1 Day)
- Small Group Inferencing Activity about tea around the world
- Interactive lesson, sampling teas and treats from around the world
- Reflection Paragraph: How does a culture’s treatment of tea and hospitality reflect the values and morals of that culture.

Resources:
- Activity Mats (pictures and advertisements for tea from different countries along with a place for students to write their inferences about the images)
- Teas from around the world
- Treats from around the world
- Articles about tea culture around the world.
England: http://www.tea.co.uk/a-social-history
Japan: http://www.japan-guide.com/e/e2041.html
China: http://www.chinahighlights.com/travelguide/chinese-tea/
Africa: http://www.tea.co.uk/teas-from-kenya-malawi-and-zimbabwe
India: http://www.tea.in/history

Pictures:

Lesson 8: Student Project Presentations (2 Days)