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Course/Grade: World Literature/12

Lesson Title: Global Narratives

Gaudelli's Global Education Framework:

Globality: Intercultural awareness as it related to social justice.

Intercultural Awareness: There is a global perspective and it can be developed.

Stage 1 Desired Results		
ESTABLISHED GOALS G1. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense,	Transfer	
	<i>Students will be able to independently use their learning to...</i> T1. Respect and value diversity among various cultures T2. Develop increased understanding through critical listening skills T3. Utilize narrative as a means of self-expression, critical thinking, and problem-solving.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1. Narrative is not only about telling how you view the world, but telling about how another views the world. U2. Diverse cultures have similar core values and similar tales of the human experience. U3. Global perspectives allow students to become empathetic citizens of the world, able to engage in diverse viewpoints, and make and retain international connections that create a space for growth and learning.	ESSENTIAL QUESTIONS EQ1. What are personal narratives? EQ2. How can personal narrative teach us about ourselves? EQ3. How can personal narrative teach us about others we may have never met before and the culture in which they originate from? EQ4. How can increased listening skills aid in the understanding and communication with others? EQ5. What are the benefits of focusing on similarities vs differences when it comes to global education? EQ6. How can an idea/concern/anecdote turn to local and/or global community action?

<p>growth, or resolution).</p> <p>12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	Acquisition	
	<p><i>Students will know...</i></p> <p>K1. The importance of globalization and the role it plays toward common goals.</p> <p>K2. Similarities between diverse cultures are a natural link to conflict resolution</p>	<p><i>Students will be skilled at...</i></p> <p>S1. Critical and active listening</p> <p>S2. Interview strategies as related to narrative research</p> <p>S3. Narrative development (of their own and of another's)</p>

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p><type here></p> <p>1 Introduction to the tools of storytelling, the benefits of narration across cultures, and an appreciation for writing as a healing art providing a vehicle for cultural understanding and progress.</p> <p>2 Ability to practice newly taught listening skills and demonstrate understanding through practice interviews with classmates.</p> <p>3 Anticipate global incongruence to enable students to increase their own global competencies through increased diversity awareness.</p> <p>4,5 Increase fluidity of communication between sister school by providing a visual that is easy to navigate. Introduces students</p>	<p>Performance Tasks:</p> <p>1. Storytelling: an exercise in listening Students will listen two stories by a visiting classroom storyteller. The first story will be without scaffolding and students will jot down what they remember and learned after the story. The second story will be told after students participate in a listening workshop to develop specific skills necessary to pick up on key details that define “culture” for the storyteller.</p> <p>2. Listening Workshop A teen therapist will guest lecture listening skills that they use when speaking to students their age. Students will then watch a short film that discusses cultural “norms” for various societies in which listening takes on different forms and the parameters vary by levels of social interaction and communication. [Add video title here]</p> <p>3. Define “Culture” In a group brainstorm, come up with a list of criteria used to determine “culture” in any one societal group. Ie. Music, Movies, Food, Humor, etc.</p> <p>4. Comic Culture Students will take their personal culture (as brainstormed) and turn this into a comic that expresses through pictures and basic dialogue the main elements of their culture. This will be used to communicate culture across cultures later in the unit.</p> <p>5. Comic Culture Swap</p>

<p>to one another in a non-threatening and inviting manner—in a shared creative format where language has no boundaries.</p> <p>6 Develop a form of communication that incorporates global intelligence on the part of our students toward the sister school by understanding differences in communication techniques and meanings.</p> <p>7, 8 Express development of intercultural awareness by demonstrating skills gained in pervious lessons and applied to primary communication with narrative pen pal in the form of thoughtful questions.</p> <p>9 ,10 Develop a story from written and verbal notes that tells of a specific encounter that is unique to the narrative pen pal, that reflects their voice, and that connects to a community that may otherwise not have the opportunity to engage with a speaker from this culture.</p>	<p>Students will receive a culture comic from their soon-to-be narrative partner to begin to understand the area of the world and culture that their partner is coming from. All students may be from the same country or state, but they may express diversity in their culture comics.</p> <p>6. Interview Strategies Students will attend an in-class workshop that will prepare them to develop interview questions and basic “ask” skills before interviewing their narrative pen pal. This workshop will be co-led by a journalist and novelist, both local and both able to give analytical and creative interpretations of what students need to know when gathering information about a story (both quantitative and qualitative analysis)</p> <p>7. Storytelling: the Interview, Part I Students will prepare interview questions for their narrative pen pal. The questions will be sent ahead of time (via email) for their pen pals to look over and contemplate their answers before the actual interview.</p> <p>8. Storytelling: the Interview, Part II Students will interview their narrative pen pal via Skype and/or Google hangout. The interview will take approximately 30 minutes to complete. More time is allowed if needed. The questions delivered early will be answered (and emailed in written form) and follow-up questions can be asked at this time.</p> <p>9. The Narrative Students will develop a short narrative using the interview notes they collected from their narrative pen pal. A draft will be submitted to the pen pal before publication</p> <p>10. Publish Students will publish their narratives on the class website on a special page dedicated to the project and to be shared with the sister school.</p>
<p>Shows evidence of higher level critical thinking skills, listening skills, connection to global citizen goal, and developing understanding of similarities over differences with students from another culture.</p>	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"> 11. Observation of groups with communication with sister schools/narrative pen pal 12. Journal entries/reflections on each stage of the unit 13. Observation of groups during collaborative work time 14. Interaction of groups with classroom visitors, guests and presenters
<p>Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	

- Lesson Grabber: Students will watch a 5 minute video of a child “doctor” in Syria who is caring for patients due to the lack of medical attention in the country during the ongoing conflict. The child “doctor” is the narrator of the film.
- Listening Pre-test: Students will record the emotions and feelings expressed by the narrator through quotes they record that they have remembered from the film. A classroom discussion will follow to determine if specific parts were remembered as they elicited more/less emotional response from the students.
- Storytellers: Students will listen to two guests tell their stories to the class. One guest will be a former NHS student telling a short anecdote of what life is like after high school. The second guest will be an exchange student currently enrolled in the school.
- Listening Workshop: One of the counselors from our school will conduct the workshop integrating the two storytellers stories into her discussion of what makes a “good listener” and how we can help others feel comfortable telling their personal stories by using certain skills and “tricks” to get a person to open up to someone they may not be too familiar with.
- Faux Interview: Students will practice their new listening skills on a partner in class. They will record the tips that their partner used. We will gather as a class to further dissect what makes us feel safe enough to share personal stories with others and what the benefit may be to the larger whole.
- My Turn: Students will have an opportunity to interview me about three different childhood to adolescent stories (provided in print beforehand) to practice follow up questions and techniques learned from the listening workshop and practice session with their peers.
- Defining Culture: Students will read through an article that asks people who have visited the U.S. for the first time to write down what they thought was “strange” or “weird” about the country that they didn’t anticipate seeing before they got here. Students will then record their reflections and reactions wit their groups and discuss what they might agree/disagree/be surprised by from the article. <http://thoughtcatalog.com/michael-koh/2013/11/16-people-on-things-they-couldnt-believe-about-america-until-they-moved-here/>
- Comic Culture: Students will turn one of the “findings” from the above article and integrate it into a comic that express their own personal culture. In their comic they can either include that “finding” by negating or accepting it as something of truth to their culture.
- Comic Culture Swap: Simultaneously, our sister school will be constructing similar comics and through a blog students will “swap” with pre-determined partners from that school to explore the culture of their soon-to-be narrative partner.
- Storytelling, Part I: Students will prepare interview questions for their narrative partner (at the sister school). These questions are general get-to-know-you questions that will spark the anecdote that the students will eventually gather from their partner to construct their global narrative.
- Storytelling, Part II: Students will interview their partner via Skype/Google Hangout
- The Narrative: Students will construct a narrative of their partners interview. This will include the interview transcript, notes, drafts, revisions, and a final published narrative published on the class blog (optional publish as a ‘zine if funds are available).