

HUMANITAS INTERDISCIPLINARY THEMATIC UNIT

School: El Camino Real High School

Grade: 12

Team Members:

Jason Firestein

Alonso Solarez

Subjects:

English and Lit.

Government and

Art History

Economics

THEME/OUTCOMES

Unit Theme: Accepting our Roles in the Global Village

Rationale El Camino's Humanitas program targets mid-range students from a variety of socio-economics backgrounds. Most graduates attend either a community college after graduation or begin a vocational carrier path. This unit focuses on personal efficiency after high school, assuming responsibility for oneself and one's community and broadening one's social imagination by creating practical grass-roots solutions to other wise overwhelming challenges.

Outcomes for Students Following this unit, students will be able to prepare and deliver a technically complex, multi-media presentation based on independent research, data interpretation and reflective analysis; execute relevant service learning projects while establishing contacts in local community businesses of philanthropic organizations philosophically aligned to the students interest prepare a report of external length demonstrating competency in all modes of rhetorical discourage (analytical, expository, etc.) and master connections in art and literature that thematically support relevant learning.

ESSENTIAL QUESTIONS

- What does it mean to be an adult, and what is necessary in order to become one?
- What are the consequences to children when they grow up in a world increasingly without mentors?
- How do noble ideas such as duty, compassion and pride lead us towards adult hood, and how are these qualities acquired?
- How can the individual participate in the global village and contribute towards a benevolent common goal?
- How do art and literary examples predict, reflect, and warn against a world of permanent adolescence?
- How does the world market cater to adolescence, and what are the consequences of its success?

INTERDISCIPLINARY ESSAY PROMPT

J.D. Salinger, in *The Catcher in the Rye*, argues that there must be a "great, great fall" ushering each of us into a world greater than that of adolescence. But what does it mean to join this village of adults? First, drawing on your readings and class discussion, define what is it to be an adult. Then, using examples from Salinger's novel, the 1807 version of "Jack and the Beanstalk", *Barrires Peter and Wendy* and the film *Thirteen*, discuss some of the perils, both literal and symbolic, that we face as we abandon the "indolent, careless, and extravagant" identities of childhood. Be sure to incorporate the biological explanation for these behaviors specifically how does the limbic system of the brain lend itself to permanent adolescence? Next, discuss how the pop art movement both reflects this phenomenon and warns us of its danger. Finally, evaluate your own growth. How has your community involvement demonstrated your ability to transcend adolescence, give and receive "invisible gifts," and contributed to the growth of global village?

Shared instructional strategies (Cooperative grouping, Shared Inquiry, common graphic organizations)

Name: <u>Jason Firestein</u> Subject: <u>English</u>	
Focus Standards: 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches and religious writings (e.g. how the archetypes of banishment form an ideal world may be used to interpret Shakespeare's tragedy)	
Materials: The Catcher in the Rye by J.D. Salinger Peter and Wendy by J.M. Barrie "Jack and the Beanstalk Thirteen	Activities:-Students contrast Peter and Wendy and Jack and the Beanstalk as texts demonstrative of the difficulty and reluctance of growing up. -Students read Salinger's novel tracing the archetype of the quest narrative prior to applying it to the modern American family. -Students critique Thirteen, evaluating the veracity of the no print text while exploring the roles of mentors.
The Humanities Connection... Canonical in its voice, Slinger's novel provides a framework to discuss the modern myth of larks, the boy who fell from the sky. These texts, together, allow students to connect the past to the present and expose the universality of our ascension to adulthood, to the top of the beanstalk, resultantly leaving Nederland and boys lost without patterns. Thirteen acts as a harrowing warning to modern culture, reaping the deficits of a society of siblings. Students invariably find themselves in these familiar stories. applying their truths to their own lives.	

Name: <u>Alonso Solarez</u> Subject: <u>Economics</u>	
Focus Standards: 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e. the autonomous sphere of voluntary personal, social and economic relations that are not part of government) their interdependence, and the meaning and importance. B. Explain how civil society makes it possible for people to association with others, to bring their influence to bear elections.	
Materials: Internet Telephones School stationary	Activities: Students work in the computer lab in small groups, researching the mission statements and philosophical and business models of non-profit organization.-Students make contact with these organizations to conduct interviews of NPO principles. -Students write formal letters of thanks to the person they interviewed.
The Humanities Connection... Students demonstrate forethought, preparation assertiveness and grace while establishing connections in the business world. Interviews tie basic philosophical assumptions of profiteering, capitalism, and philanthropy into a context of high-relevancy arena by seeking out professional views in the community.	

Name: <u>Jason Firestein</u> Subject: <u>Art History</u>	
Focus Standards: 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g. graphic artist, documentary filmmakers illustrators. 1.4 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.	
Materials: Slide of pop art example from Claus Odenberg, Andy Warhol, Jasper Johns Roy Lichtenstein, Richard Hamilton, Ray Johnson and Robert Rauschenberg.	Activities: Students analyze non print sources in whole class discussion to uncover the basic philosophical tenets of the pop art movement and how artist reinterpret the everyday world into high art. Students create an original work of pop art and compose and accompanying essay justifying their work as reflective of modernity consumptive culture.
The Humanities Connection... The pop art movement of the 1950's the same time period as The Catcher in the Rye reflects artiste reactions to flat consumer culture while transforming our everyday hollow world from the mundane to the extraordinary. Students demonstrate mastery of these ideals by producing their own art as well as an essay in he form of a museum card, articulating the thematic connections of their work to the spirit of the movement as well as the lit used in class.	

Name: <u>Jason and Alonso</u> Subject: <u>Eng. Eco.</u>	
Focus Standards: 12.1 Students understand common economic terms and concepts and economic reasoning. 3) identify the difference between monetary and non monetary incentives and how changes in incentives cause changes in behavior.	
Materials: access to the internet Individual transportation Individual multi- media equipment (according to the preference of each group i.e. video cameras,, editing equipment, photograph scrapbooks. Etc)	Activities: Students design and implement a service learning project required 12 hours of community service with a non-profit of philanthropic group. Students compile and edit a six section methodological paper explaining their work. Students present their project in front of their peers as a multimedia presentation, before a panel of teachers and who pose questions.
The Humanities Connection... Students demonstrate their understanding of the connection between the universal themes found in the lit. with the spirit of transcending the limitations of flatness typified by the pop art movement. They design and implement a community based plan of action designed to promote self efficiency as adults in the global village. Students then creatively compose a multi-media presentation and respond to questions form their teachers and peers emphasizing the thematic between content and service.	