

Humanitas Interdisciplinary Thematic Unit

School: Marshall High School		Track: B	Grade: 10th	Timeframe: May-June 2009
Team Members:	Sarah Van Hazinga	Teri Klass	David Dandridge	
Subject Area:	English	Art/Special Education	World History	

Unit Theme: New Millennium Goals: Global Harmony and Individual Happiness

Rationale	<ul style="list-style-type: none"> In order to become more sensitive and actively engaged citizens, students need a better understanding of the causes of global conflicts and the US and the United Nations' role in resolving them. They will learn about the responsibility of the developed world to see struggling countries as intellectual and political partners in finding solutions to humankind's most urgent concerns. Students will communicate with a pen pal in an effort to understand and uncover the pressing issues of their peers abroad. By determining similarities and differences they will discover consistent human needs and values. After examining the factors necessary for a good life, for all citizens and all countries, students will describe the issues and conflicts that prevent people and countries from being successful in their pursuit for a happy and harmonious existence.
Student Outcomes	
Focus Standards	<p>English-Language Arts</p> <p>1.0 Writing Strategies. Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.</p> <p>2.1 Writing Applications. Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p> <p>2.4 Writing Applications. Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.</p> <p>1.0 Listening and Speaking Strategies (MUN Conference Presentations) Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.</p> <p>Art</p> <p>2.0 Creative Expression. 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. 2.5 Create an expressive composition, focusing on dominance and subordination.</p> <p>3.0 Historical and Cultural Context. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artist.</p> <p>History</p> <p>10.9 Students analyze the international developments in the post-World War II world. 10.9.8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p> <p>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China 1. Understand the challenges in the regions, including their geopolitical, cultural, military, and</p>

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	<p>economic significance and the international relationships in which they are involved. 2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. 3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).</p>	
<p>Understandings</p>	<p>Students will know</p> <ul style="list-style-type: none"> • Who is responsible for upholding human rights and promoting global harmony • How happiness is defined in a global context and whether it is possible • How socio-economic values are similar and universal across time and geography • The philosophy of Aristotle on happiness • Present day examples of human rights infractions <p>Students will be able to</p> <ul style="list-style-type: none"> • Research, resolve conflicts, debate, negotiate, and to think deeply about worldwide concerns • Engage in creative writing and to take a perspective on how human rights factor into global harmony • Apply collage techniques and storybuilding skills through use of elements of design (space, texture, color, value, hue, line, form and shape) to create a mood or point of view 	<p>Theme-relate Essential Questions</p> <ul style="list-style-type: none"> • What must a person have or do in order to become happy and fulfill their purpose in life? • How does knowing our individual goals influence and/or conflict with our understanding of international needs? • How do unresolved conflicts and historical events obstruct the improvement of living conditions for a better world?
<p>Interdisciplinary Essay Prompt</p>	<p>Hook: “What is happiness?” This question has been pondered by philosophers, ministers, politicians and everyday citizens throughout time as they search to find meaning and direction of their place in the world.</p> <p>Thesis: In an essay, discuss how you, your pen pals, Aristotle, the Universal Declaration of Human Rights (UDHR) and the Model United Nations (MUN) define and protect one’s pursuit of universal harmony and happiness.</p> <p>Map: First, explain your own personal definition of a happy life. Discuss your needs, dreams and fears and why they are important. In addition, use examples from your pen pals and personal stories for your concrete details to compare your definition and theirs. Second, according to Aristotle, what must a person have or do in order to become happy and fulfill their purpose in life? Third, discuss the function of the UDHR and/or the MUN in promoting the global development of individual rights and the ability to pursue happiness. Use details from your research about these two organizations as evidence.</p> <p>Evaluation: Finally, what do you think are some of today’s issues and conflicts that prevent people and countries from being successful in their pursuit of a happy and harmonious existence? (Include examples from your research of contemporary human rights abuses.)</p>	

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Subject-Area Unit Plan

School: Marshall Teacher: Van Hazinga Subject-Area: English Quarter: 4th

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> • Human needs are similar and universal across time • As a global society, the developed world has a responsibility to assist the developing countries over economic and social development issues • Technology bridges geographic and cultural gaps 	<p>Students will know...</p> <ul style="list-style-type: none"> • Aristotle’s essay “On Happiness” • The principles of the Universal Declaration of Human Rights • Pen Pal Exchange • Human Rights Abuse Excerpts 	<p>English-Language Arts 1.0 Writing Strategies. Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students’ awareness of the audience and purpose. Students progress through the stages of the writing process as needed. 2.1 Writing Applications. Write biographical or autobiographical narratives or short stories: a. Relate a sequence of events and communicate the significance of the events to the audience. b. Locate scenes and incidents in specific places. c. Describe with</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> • According to Aristotle, what must a person do in order to become happy and fulfill his purpose in life? • Can one person be responsible for another person’s happiness or unhappiness, or are we each responsible for ourselves? • What prevents one from being happy? • What is meant by the “full development of the human personality”? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Communicate with their pen pals via email and posted letters • Use point of view and genre to recreate biographical narrative interpretations of human rights victims • Examine personal lives and state their definition of happiness, compare their goals to the MUN, UDHR, and determine the responsibilities of the individual and global community in improving the rights promised in the UDHR 	
<p>Assessment Evidence</p>		

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Final drafts for 11email prompts • Quick writes • Information sheet and quiz on Universal Declaration of Human Rights • Interdisciplinary essay draft • Shared Inquiry • Reflections on pen pal correspondence • Venn Diagram of similarities amongst pen pals • Book prompt responses and 5 edited drafts from 826LA collaboration 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Final interdisciplinary Essay • Creative non-fiction writing piece for book project 	<p>concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters’ feelings. d. Pace the presentation of actions to accommodate changes in time and mood. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</p> <p>2.4 Writing Applications. Write persuasive compositions: a. Structure ideas and arguments in a sustained and</p>
<p>Learning Plan</p>		

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Major lessons, events, projects, activities, and ELL/SPED differentiation

Students will correspond with their pen pals with an introductory letter. They will write 10 additional drafts responding to teacher-created prompts related to everyday life in their country and their opinion on human rights. They will write an interdisciplinary essay incorporating thoughts on their pen pal exchange as well as commentary on Aristotle's philosophies and their findings and understandings of UDHR and the MUN conference. Students will work on an 8-week writing project that will become the text of the book project (see attached proposal). The book's theme of "Giving Voice to the Silenced" will explore topics of human rights infractions such as: displacement (genocide or emigration), sex and gender discrimination and abuse (sex trade), and violence and torture (child soldiers). They will collaborate with tutors from 826LA to finalize their commentary.

Appropriate tasks will be assigned to all students based on students' strengths. Students work in collaborative, heterogeneous groups. Locations will be accessible. When not, alternative sites will be sought. Each group member will have equal opportunity to make significant contributions to the project. Students with IEPs will be identified and individual needs will be addressed. These students will be given choices of writing prompts and have options for participation in the group projects that best suit their interests and their level of readiness. The essay prompt may be modified to accommodate their appropriate level of understanding. One-on-one assistance to guide students with the writing process will be provided. Graphic organizers, web maps and templates will be provided to scaffold the writing process. Extended time will also be offered to those students needing accommodations.

logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.

1.0 Listening and Speaking Strategies (MUN Conference Presentations)

Subject-Area Unit Plan

School: Marshall

Teacher: __Klass

Subject-Area: __Art

Quarter: 4th

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Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> • The use of text and image can establish a theme or message • Compositional choices such as space, texture, color, value, hue, line, form and shape can change a message. 	<p>Students will know...</p> <ul style="list-style-type: none"> • How images, color, composition and content can represent feelings of isolation, despair, fear, oppression, helplessness, pain as evidenced in human rights abuse victims • How to synthesize creative non-fiction writing with collage techniques to create individual book pages 	<p>Art 2.0 Creative Expression. 2.1 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design. 2.5 Create an expressive composition, focusing on dominance and subordination. 3.0 Historical and Cultural Context. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artist.</p> <p>Writing <i>Evaluation and Revision</i> 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><i>Research and Technology</i> 1.8 Design and publish documents by using advanced publishing software and graphic programs.</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> • How does giving/sharing something you made contribute to relationship building? • Can you tell a story or send a message on a small card with few words? • How can you to tell a story that you haven't experienced? • How does the juxtaposition of text, color and images create an emotional message? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Interpret the visual text of compositions • Apply collage techniques and story-building skills through use of graphic images, line, color and text to create a mood or point of view 	
Assessment Evidence		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Art Trading Cards • Art Journal • Wood Block Collages for Book Chapters 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Gallery Walk/Art Show of Wood Block Collages • Production of Art Book (a collaboration with 826LA, a non-profit partnership) 	
Learning Plan		

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Major lessons, events, projects, activities, and ELL/SPED differentiation

Students will create an art card to exchange with their pen pals depicting something whimsical, personal or geographic. The art cards will be part of the LA artifacts that are sent to each country (17 participating schools). Students will create collages that will be displayed in an art opening/gallery walk and also be used as chapter pages for each topic of the book. The theme of “Giving Voice to the Silenced” will explore topics of human rights infractions such as: displacement (genocide or emigration), sex and gender discrimination and abuse (sex trade), and violence and torture (child soldiers). The culminating project will be an art journal (see book project attachment) consisting of a compilation of student collage and creative writing, which will carry into their first unit of the 11th grade: The American Dream.

Collaborative, heterogeneous grouping. Students will be allowed to create individual or group collage. Each group member will have equal opportunity to make significant contributions to the project. Students with IEPs will be identified and individual needs will be addressed. Extended time will be provided. Frequent checks for understanding will be made and instructions will be given in writing and orally.

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Subject-Area Unit Plan

School: Marshall

Teacher: Dandridge

Subject-Area: World History

Quarter: 4th

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts</p> <ul style="list-style-type: none"> • The UN is an organization that provides the means to help resolve international conflicts and formulate policies • Every member state has a voice and a vote • Three Worldview Paradigm: Transformer, Reformer, Maintainer • International developments and nation-building in the contemporary world • The necessity of integrating of countries into the world economy 	<p>Students will know...</p> <ul style="list-style-type: none"> • How to research using LAPL database, summarize key ideas, predict solutions to global topics • Conflict resolution • Country and topic research 	<p>History</p> <p>10.9 Students analyze the international developments in the post–World War II world.</p> <p>10.9.8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p> <p>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p>1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p> <p>2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p> <p>3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p>
<p>Guiding Questions</p> <ul style="list-style-type: none"> • What is the purpose of the UN? • How does the UN work? <p>MUN 2009 Topic Assignments:</p> <ul style="list-style-type: none"> • Israel and Palestine: <i>How can a lasting peace process be formulated? Who is in the best position to broker a peace agreement? What must be done to stabilize the region to provide a foundation for future peacekeeping efforts? Religious ideology plays an important role for both Palestine and Israel. How can this space for religion be recognized and supported?</i> • HIV, Malaria and Infectious Diseases: <i>What kinds of factors might prevent people from having equal access to medical treatment? How are these factors related to the struggle for economic and social development?</i> • Illicit Trade of Small Arms and Light Weapons: <i>If suppliers sell weapons to rebel groups or terrorists, do they bear any responsibility for the fatalities and conflicts these groups and terrorists cause? What if the suppliers are not companies or criminal organizations, but governments? Why might a government choose to sell weapons to a rebel group or militia?</i> 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Explain how the United Nations operates and what services it provides to the world • Identify the strengths and weaknesses of the UN • Explain how the actions of the UN have affected US foreign policy • Find solutions and draft a resolution • Determine what aspects of the MUN are most beneficial to students • Participate in the MUN simulation (an authentic simulation of the UN General Assembly and other multi-lateral bodies) 	

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Assessment Evidence		10.11 Students analyze the integration of countries into the world economy and the information, technological, and communication revolutions (e.g., television, satellites, computers).
Formative Assessments <ul style="list-style-type: none"> • Library Research Model UN • UN Scavenger Hunt • Quiz on UN Philosophy and Objective • Quiz on Rules and Procedures • Center of the World and Country Scavenger Hunt • The Issue: What does it all mean? • 6 Degrees of Separation: Step 1: Look Within, My Country • Step 2: Determining Policy, Connection to Issue • What we want and how we're gonna get it? (Pre position paper) 	Summative Assessments <ul style="list-style-type: none"> • Position Paper • Resolution for their topic • Participation and preparation for the MUN conference • Reflective essay of what they gained from the experience • In-class final practice of oral presentation on committee topic • Exit Portfolio 	
Learning Plan		
<p>Major lessons, events, projects, activities, and ELL/SPED differentiation</p> <p>Students will have learn about their assigned country (i.e. Turkey) as well as their topic (i.e. the situation in Israel and Palestine) and their assigned committee (i.e. Security Council). Each group will submit a position paper and demonstrate knowledge of the rules and procedures for participating in the MUN Conference. They will write a resolution on their topic with the other delegates.</p> <p>Appropriate tasks will be assigned to all students based on students strengths. Collaborative, heterogeneous grouping. Locations will be accessible. When not, alternative sites will be sought. Each group member will have equal opportunities to make significant contributions to the project. Students with IEPs will be identified and individual needs will be addressed. One on one assistance with research. Students can work with a buddy to complete graphic organizers. Understanding, knowledge, and critical analysis can be scaffolded to the student's level of understanding. Special Ed students will be assessed through: oral presentation, co-written position paper, reflective essay and in-class participation.</p>		