

Humanitas Interdisciplinary Thematic Unit

School: Verdugo Hills High School		Track: Traditional	Grade: 12	Timeframe: 4 weeks
Team Members:	Buchanan		Akman	
Subject Area:	English	Science/Biology	Social Science	Math

Unit Theme: Revolutionary Times: Women Rejecting the Patriarchy and Demanding Equality.

Rationale	<p>Throughout history, revolutions have resulted in societal changes. Studying these changes allow students to recognize the important of being an active voice and not becoming complacent.</p> <p>In our society students are apathetic and disbelieve that they have a stake in changing the future. Studying patriarchal societies and those who rebel against them enables students to recognize the importance of their own contributions.</p> <p>It necessary for student to understand and appreciate the freedoms they have and to understand the progression of civil rights and civil liberties over time.</p> <p>Living in America students take for granted the basic freedoms that are not enjoyed by other nations.</p> <p>American students need to become more globally conscious about other nations their social struggles in order to change society.</p>		
Student Outcomes			
Focus Standards	<p>12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms articulated in the First , Fifth, Sixth, and Ninth Amendments, and due process and equal protection of the law clause of the Fourteenth Amendment.</p> <p>12.10 Students formulate questions about and defend their analyses of tensions within out constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p> <p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationship among them, and how they are secured.</p> <p>3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p>3.7 b. Relate literary works and authors to major themes and issues of their eras.</p> <p>3.7c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shapes the characters, plots, and settings.</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, writing structure, word choice, and word order.</p> <p>1.5 Reflect appropriate manuscript requirements, including format and use of sources.</p>		
Understandings	<p><i>Students will understand that individuals must assert themselves in order to create change.</i></p> <p><i>Students must be familiar with the concepts of patriarchy, tyranny, civil liberties and civil rights in order to make changes.</i></p> <p><i>Students will recognize the sacrifices and struggles required for true freedom.</i></p>	Theme-related Essential Questions	<p>How does the patriarchal society change over time?</p> <p>Why might people defend a patriarchal hierarchy?</p> <p>How do tyrants utilize a reign of terror to repress individuality?</p> <p>How much is a person willing to sacrifice or struggle for freedom?</p> <p>How does time change people perception of civil rights and civil liberties?</p> <p>Why has the struggle for equality for women been opposed by men and society?</p> <p>What can women do to enforce their equality under the law?</p>

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Using the VHHS essay writing format, address the following questions. Revolutions occur in various times and places. The struggle for Women's rights in restrictive societies illustrates a revolutionary process. Establish the purpose of Trujillo's reign of terror in the Dominican Republic. Compare the characters from *Like Water for Chocolate* to the characters in *In the Time of Butterflies*. How does Mama Elena represent a patriarchal society. Comment on the role each sister from *In the Time of Butterflies* plays in the quest for freedom and how their struggle and sacrifices illustrate a celebration of individuality. What freedom does each sister symbolize? Furthermore, what role do the daughters, from *Like Water for Chocolate*, play in the revolution to liberate themselves from the tyranny of traditions and patriarchy? If the women were protected under the United States Bill of Rights, how might their plight have been different? Identify how the events in these novels enhance your understanding of the suffering endured by people of other nations and the need for Americans to become activists for human rights.

Interdisciplinary
Essay Prompt

Humanitas Interdisciplinary Thematic Unit

Teacher: Buchanan

Subject-Area Unit Plan
Subject-Area: English

Quarter:

Essential Understandings	Knowledge/ Skills	Focus Standards
<p><i>Students will understand that individuals must act as agents of change in circumstances of oppression for the greater good of society.</i></p> <p><i>Students must be familiar with the concepts of patriarchy, tyranny, individuality, the power of tradition, and the powerlessness of complacency.</i></p> <p><i>Students will recognize the sacrifices and struggles required to revolutionize society.</i></p>	<p>Students will know how to select concrete details, analyze them, and use them to prove their thesis statement. Student will learn the historical background of Trujillo's Dominican Republic and the Mexican Revolution. Students will also learn how to write a term paper comparing the common theme in the two novels.</p>	<p>3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p> <p>3.7 b. Relate literary works and authors to major themes and issues of their eras.</p> <p>3.7c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shapes the characters, plots, and settings.</p> <p>1.3 Demonstrate an understanding of proper English usage and control of grammar, writing structure, word choice, and word order.</p> <p>1.5 Reflect appropriate manuscript requirements, including format and use of sources.</p> <p>3.8 Analyze the clarity and consistency of political assumption in a selection of literary works or essays on a topic.</p>
<p>Guiding Questions</p> <p>What makes a society a patriarchy?</p> <p>What role does tradition play in this process?</p> <p>What personal sacrifices must an individual make to be truly free?</p> <p>What responsibility do individuals have to changing society? What responsibility do Americans have to other nations where human rights violations are occurring?</p>	<p>Students will be able to use the two novels Like Water for Chocolate and In the Time of Butterflies to explore the human rights violations. Students will be able to explore the confines of a patriarchy and tradition. Students will also be able to uses these novels to broaden their world view.</p>	
Assessment Evidence		
<p>Formative Assessments</p> <p>Journal Questions in Reader Writer Notebook</p> <p>Class Discussions</p> <p>Lecture on Trujillo's regime and Mexican Revolution</p> <p>Practice on Thesis Statement, Body Paragraph, and Peer Editing Seminars</p> <p>Mini Essays</p> <p>Homework Assignments: Reflective Paragraphs</p> <p>Cornell Notes</p>	<p>Summative Assessments:</p> <p>Interdisciplinary essay</p> <p>The Mirabal Sister Assignment</p> <p>The Magical Realism Assignment</p>	
Learning Plan		

Humanitas Interdisciplinary Thematic Unit

Texts, major lessons, events, projects, activities, and ELL/SPED differentiation

Texts: *In the Time of Butterflies* by Julia Alvarez

Like Water for Chocolate by Laura Esquivel

Major Lessons: Introduce the Trujillo Regime and Mexican Revolution.

Introduce the concept of Magical Realism

The Mirabel Sister Assignment

Read the novels and write journals in reader writer notebook.

Revision of Timed Essays in Peer Editing Seminars

Writing: Teacher / Student Conferences.

Activities: Students find concrete details to support their thesis for term paper.

Group Writing Assignments

Class Discussions

Events: Watch both movies and compare them.

Projects: Research Mirabal Sisters and Trujillo.

Research Mexican Revolution.

ELL/SPED differentiation: Write notes on the board for students. Read the novels aloud to them in class. Check for clarification. Group work to scaffold student's understanding.

Humanitas Interdisciplinary Thematic Unit

Essential Understandings	Knowledge/ Skills	Focus Standards
<p>Important Concepts: Importance of civil rights and civil liberties. Apathy and the downfalls of apathy in a civil society. Understand the affects of non-democratic governments on it populace. Understand the influence of different governments on society.</p>	<p>Students will know the Bill of Rights. Students will be able to apply the First, fifth, Sixth and Ninth Amendments to a set of facts. Students will be able to distinguish between the various forms of government.</p>	<p>12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments. 12.2.3 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections. 12.5.1 Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment 12.9.1 Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.</p>
<p>Guiding Questions What civil rights were denied to the characters in the novels. What civil liberties were infringed upon in the novels. How would the character's apathy toward the revolution affect the outcomes. What is the effect of a dictatorship on a country's people.</p>	<p>Students will be able to apply the 1st, 5th, 6th and 9th Amendments of the U.S. Constitution to events in the novels. Students will be able to identify the differences in the way in which legal, social and political issues are handled in foreign countries.</p>	
<p>Assessment Evidence</p>		
<p>Formative Assessments Daily issue spotting and application of Bill of Rights. Documentary visuals and questions. Debates and class discussions Group discussions</p>	<p>Summative Assessments Chapter and Unit Tests Interdisciplinary thematic essay.</p>	
<p>Learning Plan</p>		
<p>Texts, major lessons, events, projects, activities, and ELL/SPED differentiation Text: MaGruder's American Government, Prentice-Hall Major Lessons: Bill of Rights, Civil Liberties and Protection of Individual Rights; Projects: Trial Brief Activities: Cornell notes for Chapters 18, 19, 29 & 21, review of U.S. Constitution and Bill of Rights, Primary Source documents and Supreme Court cases relevant to the issues identified. ELL/SPED differentiation: Extended time to develop analysis and complete activities. Major topics: civil Liberties and Civil rights; Comparative Political Systems</p>		

School: _____

Teacher: _____

Subject-Area: _____

Quarter: _____

Humanitas Interdisciplinary Thematic Unit

Essential Understandings	Knowledge/ Skills	Focus Standards
Important Concepts	Students will know...	
Guiding Questions	Students will be able to...	
Assessment Evidence		
Formative Assessments	Summative Assessments	
Learning Plan		
Texts, major lessons, events, projects, activities, and ELL/SPED differentiation		

Subject-Area Unit Plan

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Learning Plan		
Texts, major lessons, events, projects, activities, and ELL/SPED differentiation		