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## Traveling in the World's Footsteps

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Prepared for: 5-week unit plan

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## Goals & Objectives

Essential Questions of the Unit:

- 1.) What similarities and differences are there in literature across cultures?
- 2.) What stereotypes do we associate with different cultures and why?
- 3.) Can literature bring nations together?

These essential questions not only drive the unit as a whole, but also are set goals for the students to be able to answer objectively at the end of the unit. There are no right or wrong answers for these questions, but it is the teacher's goal within this unit to have students able to think objectively and critically towards these broad questions, and to be able to answer them in detail with their own opinions and facts behind those opinions.

The students who are using this unit to learn about culture and diversity will be learning a multitude of things on top of what the essential questions are and how to answer them. The teacher's objectives for this unit for the students' learning are as follows:

- The student will be able to recognize specific countries based on stereotypes of that country and facts about that country
- SWBAT analyze the differences and similarities of literature across cultures
- SWBAT identify differences in theme, diction, and other literary elements among culturally different works
- SWBAT assess stereotypes critically and argue the facts versus the opinions
- SWBAT diagram similarities and differences amongst two different cultures pieces of literature
- SWBAT create a functioning, professional website
- SWBAT interpret a culturally diverse palate of music, film, and literature in order to understand and argue against stereotypes and to be able to discuss the similarities of theme amongst all cultures
- SWBAT identify specific countries on a map
- SWBAT predict story conclusions
- SWBAT role-play specific characters
- SWBAT illustrate differences and similarities across *theme*, diction, point of view, and other literary elements of a text
- SWBAT report gender dichotomies across text
- SWBAT recall authors of text and information about the author himself/herself

The Next Generation Sunshine State Standards that this unit will suffice are:

*Literary Analysis*

LA.1112.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

LA.1112.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

LA.1112.2.1.3: The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

LA.1112.2.1.6: The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);

LA.1112.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;

LA.1112.2.1.8: The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;

LA.1112.2.2.4: The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); and

LA.1112.2.2.5: The student will select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture.

#### *Information and Media Literacy*

LA.1112.6.1.3: The student will use the knowledge to create workplace, consumer, or technical documents.

LA.1112.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

#### *Writing Process*

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.1112.3.5.2: The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and

LA.1112.3.5.3: The student will sharing with others, or submitting for publication.

#### *Reading Process*

LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.1112.1.6.6: The student will distinguish denotative and connotative meanings of words;

LA.1112.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.1112.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.1112.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;

LA.1112.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.1112.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

## Resources & Material List

The resources and materials needed for this unit are as follows:

### Week One (Musical Footsteps):

- Copies of “I loved you” by Pushkin, a Russian poem
- Copies of “The Lady with the Pet Dog” by Chekhov, a Russian short story
- A sound system/radio to play four songs; “Just the way you are” by Bruno Mars, “Znaesh le ti” by Maksim, “Mistica” by Orishas, & “My darlin’ baby” by Lil Wayne (clean version)
- highlighters

### Week Two (Footsteps into the Short Story):

- Copies of “I loved you” by Pushkin, a Russian poem
- Copies of “The Lady with the Pet Dog” by Chekhov, a Russian short story
- Copies of “Sweat” by Zora Neale Hurston, an American short story
- Copies of “How I met my Husband” by Alice Munro, a Canadian short story
- Copies of “Layla and Majnun” by Nizami, an Iranian/Persian story in verse
- Copies of “The Gypsy” by Guillaume Apollinaire, a French poem
- Copies of “The Hereafter” by Fernando Calderon, a Mexican poem

### Week Three (Film & Footsteps):

- Projector
- Computer/laptop/DVD to play short bits of film
- Poster board
- Staples/markers/art supplies/glue

### Week Four (Cultural Exposure)

- Global map (physical)
- Sticky notes & push pins
- Access to the library
- Projector
- Computer (for teacher)
- Access to lab/laptops for student

### Week Five (Presentations & Celebrations)



- Food for presentation (multicultural)
- Projector
- Laptop USB Drive, access to email
- Access to lab/laptops for student
- Materials for poster board decorations
- Poster board for each student

## Rationale

Across the nation students in middle and high school learn about America's history. They learn about American people and how other cultures had to assimilate long ago to the culture of an American person to be accepted in the United States. However, one thing that we do not teach and students do not learn is every day culture, whether it be the culture of African American hip-hop or the culture or "rules" behind a Mormon's religion. We do not learn about the beauty of the Italian language nor the sorrow in a French poem. It is the objective of this unit not only to allow students to explore the entire world in terms of culture, but to realize that even a vastly different culture has similar themes and similar motifs in literature compared to a culture that we would describe as our own.

The first step of this unit enters into the world of music- an easy footstep to make to associate certain lyrics to certain feeling and certain melodies to certain emotions. From that step, we will divulge in more difficult tasks that begin the perplexity of culture; stereotypes. By associating certain cultures with certain stereotypes we label a person of a different descent as one character. The objective of this part of the unit is not only to unearth specific stereotypes but to *learn* how these stereotypes are not the norm or cannot be associated with every person from that culture. Stereotypes of a Mexican person being called "dirty" seems to be normal and yet it is hard to accept that in America there are plenty of non-Mexican people who do not shower and actually *are* dirty. In the mean time, you have plenty of Mexican peoples who are not only clean but beautiful and eloquent. This part of

the objective first opens up stereotypes and will teach students to accept people for who they are and not where they are from. Learning and knowledge is the best medicine for prejudice.

The next step that the unit will take is to compare short works of literature to each other and see whether certain motifs and themes become similar from culture to culture. We will discuss the differences of these pieces of literature as well- learning the differences in how an author writes compared to another author could stem from the culture where he is from. Learning about that culture and knowing a certain author's descent may help students analyze certain texts. The history behind the text is important, but many students do not learn the importance behind knowing an author's life before or even after reading his/her text. Knowing their life story will give you insight that you wouldn't have thought of before because you know the perspective from which an author stands.

After looking into both music and text, the students will have the opportunity to watch short clips from specific cultures- while music you analyze with your ears and text with your eyes, film gives you an array of information including both visual and auditory information, and so can be more complex to decipher. Having practice and having the opportunity to learn about differences in cultures by this time will have students prepared to see the films more critically and be able to analyze more in depth the reasoning behind placing stereotypes on certain characters (if the film does do this) and other important pieces that an "untrained eye" might not see.

It becomes time around the fourth week to begin an individual exploration on a specific culture that a student may be from or is interested in studying. While many students are usually given a specific assignment at this point in time, this unit gives more leeway as to what the student wants to learn about this culture. There are some objectives, like comparing and contrasting literature from this culture to a culture that the student assimilates with, but the actual informational part of the project will be up to the student to decide. Of course, there will be a directional guide if students do not have ideas about what they want to study, but in general they will be given freedom to learn about what they want about whatever culture they choose. This strategy stems from the idea that allowing students the freedom to choose what they want to study will most likely show not only initiative but also interest in the subject. If you just learn the population or the history of a culture that may stick with you for a little while, but if you study something you really want to learn, that may last with you for much longer because you have satisfied an “informational craving.”

Celebrating cultural similarities and differences is important to do; oftentimes we celebrate diversity but don't celebrate similarity. This unit not only shows how we are different but also shows how we are the same. A person in Russia who doesn't speak any English still feels pain, love, and sadness as much as a person from Germany, China, or America would. The beauty of words, no matter what language they are in, oftentimes portrays a similar theme, and this theme is not only similar across nations but also similar across ages. After this unit, students should walk away more critical of stereotypes and more open to new worlds. Traveling the

world in your mind may be a big step for students, but it is a step that is essential to how we live.

## Daily Activities: Week One

### Day One Lesson Plan: "My Darlin' Baby"

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

Day Plan:

**2 minutes:** Housekeeping, attendance

**10 minutes:** Have a quote written on the board for the day's "Think and write." "Think and write" activities are 5-10 minutes of time taken to read a quote on the board before the class begins. The students are expected to read this quote, write down what they think this quote means, and how it relates to them in their daily journals. They must write down the quote as well into their journals. The quote for today is:

"She got a smile on her that put a smile on me, she cater to me she get all Destiny Child on me, she ride for me even though I got miles on me, she gonna ride till the day they put flowers on me" –Lil Wayne, "My Darlin' Baby"

After about 5 minutes of writing, the teacher will ask students to share their thoughts.

**15 minutes (group):** Get into groups of four-five (the students will be numbered off) and discuss how genre of song may influence how we view a certain theme. Pick a specific theme like love, happiness, or depression and discuss differences in different songs that portray this theme.

**5 minutes:** Groups will present their findings (one person will speak for the group).

**7 minutes:** Listen to two songs- "Just the way you are" by Bruno Mars and "My darlin' baby" (the clean version) by Lil Wayne while taking any notes if necessary

about theme and how the theme is portrayed. Have the lyrics for “My darlin’ baby” posted online on the projector for students to be able to follow along.

**9 minutes:** Discuss the theme of these two songs and how different the portrayal was. Discuss:

- 1.) Does it make a difference who is delivering the message? Would the songs be different if it were a woman singing?
- 2.) Do different genres (rap, hip-hop, opera) drastically differ in how the message is portrayed? How are they similar?
- 3.) If someone from a different culture were to listen and have someone translate this song, would the theme be different for them? Would they be surprised, angry, upset, happy, or intrigued by these different songs? Do these songs/ideas exist across the world?

**2 minutes:** Closing and reminder of homework (the homework is always written on the board)

*Homework:* Bring in song lyrics that express a sort/type or theme of *love*.

*Attachments:*

“My Darlin’ Baby” Lyrics

*Assessment:*

There is no formal evaluation today but the teacher will give ten discussion points out today for those students who participated and mentioned more than two comments during the day’s class. The teacher has explained this to her students that she will randomly pick a day where she will assign these discussion points that make up a large grade in the class. Those who do not participate at all will receive a zero, those who have only one comment will receive a seven out of ten, and those who have two or more comments receive the full credit.

No Comments	One comment	Two or more comments	Total
0 pts	7 pts	10 pts	___/10

### Day Two Lesson Plan- “Emotion becomes a type of fluency”

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

## Day Plan:

**2 minutes:** Housekeeping, attendance

**10 minutes:** “Think and Write”

“I loved you; and perhaps I love you still,  
The flame, perhaps, is not extinguished; yet  
It burns so quietly within my soul,  
No longer should you feel distressed by it.

Silently and hopelessly I loved you,  
At times too jealous and at times too shy.  
God grant you find another who will love you  
As tenderly and truthfully as I.”

Discuss the students’ opinions of this poem. Have students guess as to who wrote it- gender, age, and nationality. After discussion, point out that the author who wrote this poem is called Pushkin and he is a famous Russian poet.

**7 minutes:** Take out homework and highlight parts that show distinctly where the theme of love is. Handout lyrics to two songs, both translated. One is a Russian song called “Znaesh le ti” by Maksim and another is a Spanish song called “Mistica.” See attachments/appendix for these translations. Listen to both songs in the natural language and then highlight parts of the translated lyrics that have a love theme as well.

**10 minutes (group):** Partner up and share thoughts about what similarities and differences there are between these song lyrics. Share the homework that was brought in and how all three pieces of lyrics can be alike or not alike.

**15 minutes:** The teacher will write love on the board and circle it. The teacher then will start a class discussion on what types of love there are. Are there differences in love “theme” in all of the three lyrics that were chosen? Have some students share



their lyrics that they highlighted either aloud or by the use of a word document viewer on the projector. Make sure to touch on these subjects:

- Unrequited love
- Platonic love
- Passion
- Lust
- Obsession

**5 minutes:** Have the students hand in all lyrics that they worked with including the homework. Discuss the expectations for the homework: the students must bring in a small paragraph either typed or written out neatly about the life and bibliography of both Pushkin and Anton Chekhov. One paragraph is expected for each author. Dismiss class once students ask any other questions about the assignment. **Be sure to mention to students to look over the notes about the day's class and any vocabulary that was learned.**

*Homework:* The students will write two small paragraphs that describe the life of both Pushkin, a Russian poet, and Anton Chekhov, a Russian writer. The students will use this homework in preparation for the next day's class, where they will start a story written by Anton Chekhov and will compare the two authors to each other as well as their style of writing.

*Attachments:*

Translations of lyrics by Maksim & Orishas

*Assessment:*

The students will hand in their lyrics along with the translations of the two songs given out in class this day. They will be marked on participation points with the following rubric:

0 pts	1 pt	2 pts	Total
Does not hand in lyrics homework	Hands in lyrics but nothing is highlighted, hands in incomplete set of lyrics (each students should hand in 3)	Hands in set of lyrics highlighted and complete	___/2

### Day Three Lesson Plan- "To walk a mile in moccasins"

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

## Standards:

LA.1112.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

LA.1112.2.1.3: The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

## Day Plan:

**2 minutes:** Housekeeping, attendance

**10 minutes:** “Think and Write”

“I promise to be an excellent husband, but give me a wife who, like the moon, will not appear every day in my sky.”

-Anton Chekhov

After five minutes discuss what this quote means and have students comment on the opinions and thoughts that they have. Ask:

- 1.) Could this mean that Chekhov believes that idolizing your wife as your “sky” may not be a good thing?
- 2.) How can this kind of thought process and emotion towards women be reflected in this author’s writing?

**10 minutes:** Have a student come up to the board/computer and either write on the board or type in (have the projector on so students can see the typing) notes in bullet point format about important factors of both Pushkin’s and Chekhov’s life. Discuss both author’s lives and how growing up in a certain country/culture and within a certain age can change a person’s perspective.

**5 minutes:** Write up on the board (switching students) what kind of factors could influence an author’s writing. Make sure to mention:

- Gender
- Culture
- Age

**10 minutes:** Take out Pushkin's poem about love and hand out any extra copies that are needed.

"I loved you; and perhaps I love you still, (unrequited love)

The flame, perhaps, is not extinguished; yet (metaphor)

It burns so quietly within my soul, (personification of fire)

No longer should you feel distressed by it.

Silently and hopelessly I loved you,

At times too jealous and at times too shy.

God grant you find another who will love you

As tenderly and truthfully as I." (alliteration)

Discuss with the class what could have contributed, from his life story, to this poem's theme and diction. Write down tone, theme, and literary devices on the board. Have a student come up and have all other students make a list of these devices. Write down the tone, the theme, and the literary devices (be specific to where and how) that the poem portrays. Discuss how this poem could have been affected by his life story. Did he write it because of his wife's affair? Have students turn in homework.

*\*Substitute notes:* What you should be looking for within the discussion are words like sorrowful, sad, depressed, and hopeless under tone, words like unrequited love for theme, and literary devices that are labeled within the poem above.

Brief bibliography Anton Chekhov: Anton lived from 1860-1904. He was a Russian short story writer, a physician, and a playwright. He once quoted "Medicine is my lawful wife and literature my mistress." He had been one of the first writers to write in a "stream-of-consciousness" technique embraced by many modernists after his time. He was third of six children who was born in Taganrog, Russia, and his father was a Orthodox Christian who was physically abusive to Anton. His mother was an avid storyteller. After attending a Greek school and the Taganrog gymnasium, his father was forced to move to Moscow in financial distress and he lived in poverty for his remaining education in Taganrog. He moved to Moscow once he got accepted into Moscow University for medicine. He got sick with tuberculosis. He got married to Olga Knipper even though he was considered an "elusive bachelor." He married this woman and had these marital arrangements planned- he would live in Yalta while she in Moscow. She suffered a miscarriage and in 1904 Anton died of tuberculosis.



**Brief Bibliography Alexander Pushkin:** Pushkin lived from 1799-1837. He was a Russian poet in the Romantic Era. Pushkin wrote his first poem at fifteen and gained early successes. He clashed with the Russian government and was exiled to Southern Russia. In exile, he wrote his most famous play called Boris Godunov, but could not publish it until years later. He married Natalya Goncharova in 1831. After troubles with debt, Natalya strayed and had a scandalous affair. Pushkin challenged this man to a duel- his name was Georges d'Anthes. Pushkin was mortally wounded and died two days later.

**10 minutes:** Have students take a pop quiz for ten minutes. Ask students to take out a piece of paper and to write down the following three questions and answer them in complete sentences.

- 1.) What is unrequited love?
- 2.) How do you think the poem "I loved you" ties into Pushkin's life story?
- 3.) Give an example of platonic love and give a definition of the word "platonic."

**3 minutes:** Have all students hand in papers and discuss the answers to the questions briefly.

- 1.) Unrequited love is when a person loves another but the other person does not love them back. Also called "unreturned" or "unanswered" love.
- 2.) A big clue into the story "I loved you" is how Pushkin's wife had an affair that Pushkin knew about. Perhaps he felt that although he still loved her she did not have love for him, and his emotion at the time lead him to write such a powerful poem.
- 3.) I love my coach and my teacher, but this is a platonic love that will never turn into a serious monogamous relationship. Platonic also could be called brotherly or friendly love.

**5 minutes:** Discuss the following day's homework and introduce the first couple of sentences of the story "The Lady with the Pet Dog" by Anton Chekhov. Have students write up a prediction of what the story will be about based on the life story

of Chekhov. Make sure students write at least two paragraphs (4-6 sentences each paragraph) and include what the prediction is as well as how Chekhov may view marriage, women, and love.

*Homework:* Students will write at least two paragraphs a.) predicting what will happen in the story “The Lady with the Pet Dog” and b.) write about how Chekhov may view marriage, women, and love. This assignment will be worth ten points.

*Attachments:*

None

*Assessment:*

Homework

Did not turn in/incomplete	Turned in and complete	Total
0 pts	3 pts	___/3

Quiz

3 wrong	2 wrong	1 wrong	None wrong
0 pts	3 pts	6 pts	10 pts

### Day Four Lesson Plan- “Walking the dog can find you love”

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;

LA.1112.1.7.8: The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.

Day Plan:

**2 minutes:** Housekeeping, attendance

**10 minutes:** “Think and Write”

“Let us learn to appreciate there will be times when the trees will be bare, and look forward to the time when we may pick the fruit”

-Anton Chekhov

Discuss the think and write after students are done and then introduce the text after handing out the text in hard copy. The next few days and over the weekend if anyone doesn't finish this story will be homework. The story is called “The Lady with the Pet Dog” by Anton Chekhov.

**5 minutes:** Discuss any predictions the students have to share as well as any biases that the author may have. Have students hand in homework. Ask the students

“Why am I asking you to read about the author before you read the story?”

**7 minutes:** Introduce the story again and begin reading aloud for the class. Continue for about 5 minutes.

**25 minutes (group):** Get into groups of four or five and have students read aloud to each other while all other students in the group follow along. Make sure the students have nothing but the text in front of them on their desk. Monitor all groups so all stay on task.

**1 minute:** Remind students to finish the story for homework and dismiss class.

*Homework:*

Finish story by tomorrow.

*Attachments:*

None

*Assessment:*

Homework

0 pts	Does not turn in assignment
2 pts	Turns in but incomplete
4 pts	Turns in but sloppy, not proofread, and not detailed
6 pts	Neat but not detailed enough
8 pts	May need minor improvements
10 pts	Complete, detailed, and

	well written
___/10 pts	Total

### Day Five Lesson Plan- “Maskovskaya Lubov-Moscow in Love”

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

LA.1112.2.1.3: The student will analyze, compare, evaluate, and interpret poetry for the effects of various literary devices, graphics, structure, and theme to convey mood, meaning, and aesthetic qualities;

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

Day Plan:

**2 minutes:** Housekeeping, attendance

**15 minutes:** Think and write; let students know that they have 5 minutes to write and 10 minutes to comment:

“I have outlasted all desire,  
My dreams and I have grown apart;  
My grief alone is left entire,  
The gleamings of an empty heart.

The storms of ruthless dispensation  
Have struck my flowery garland numb,  
I live in lonely desolation  
And wonder when my end will come.

Thus on a naked tree-limb, blasted  
By tardy winter's whistling chill,  
A single leaf which has outlasted  
Its season will be trembling still."

-Pushkin

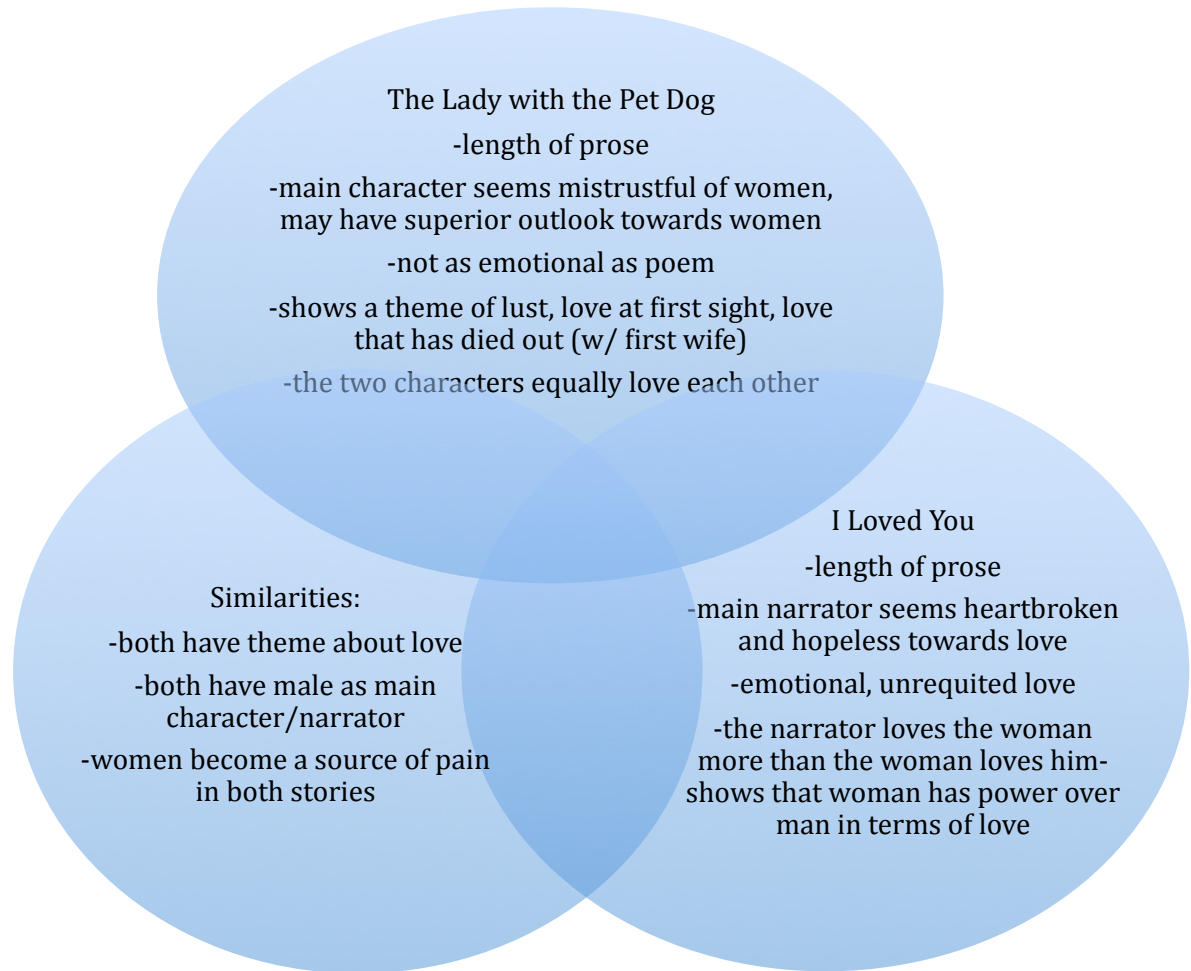
This is a poem by Pushkin again, the same one who wrote "I loved you." How are the poems similar? Is there anything different? Have students discuss what they wrote down and what the themes are in this poem. What are your favorite two lines and why? After discussion, ask students to take out the short story by Anton Chekhov.

**10 minutes:** Discuss the short story and ask students to take a few minutes to find their favorite line and discuss why this is so. Ask students to comment on the themes of this story, and how the author's life pertains to the theme and the point of view of the story. What does the main character think of women?

**15 minutes (group activity):** Hand out a worksheet that compares and contrasts the two stories (Pushkin's "I loved you" and Chekhov's short story) as well as a blank ven diagram (see attachments). Have students pair up and discuss the similarities and differences between the theme, point of view, literary devices used, diction used, and any other comments. Have the students complete both worksheets and sign both their names on the top, ready to be collected at the end of the period.

**5 minutes:** Have a student come up to the board and create a ven diagram. Have all students from each pair discuss any similarities and differences in the two stories. The final result should look like this:





**3 minutes:** Hand in worksheets (both story worksheet and ven diagram) and hand out “Layla and Majnun” by Nizami, an Iranian story about love. Have students read this story over the weekend and write up three stereotypes before reading the story that they have against Iranian/Persian culture and people and write up one thing that surprised them after reading the story.

*Homework:*

Have students read the short story “Layla and Majnun” and write three stereotypes before reading the story about Persian/Iranian culture and one thing that surprised the students after reading the story.

*Attachments:*

Ven diagram

Story handout

### *Assessments:*

After turning in their ven diagrams and worksheets, grade these on completion.

#### Ven Diagram

0 pts	2 pts	Total
Not complete	Complete	___/2

#### Story Worksheet

0 pts	2 pts	5 pts	Total
Not complete	Complete but insufficient explanations	Complete and sufficient answers	___/5

At the end of every week, the students are to hand in their journals (the think and write journals) and the teacher checks and grades these journals for a weekly journal grade, that cultivates at the end of the year into a final portfolio “journal” grade. Students are expected to leave their journals over the weekend for the teacher to look through, and a note on the board reminds all students of this on every Friday.

#### Journal Rubric

Criteria	Point Value
All tasks complete	___/3
All tasks neat and grammatically correct	___/2
Journal is on task and used only for journal entries/opinion statements/think and write activities	___/2
Ideas and length of answer/opinion text detailed and sufficient	___/3
Total	___/10

## **Daily Activities: Week Two**

### **Day Six Lesson Plan: “All the Pieces Become a Whole- Persian & Russian Culture Demystified”**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

## Standards:

LA.1112.2.1.6: The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);

LA.1112.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;

LA.1112.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

## Day Plan:

**2 minutes:** Housekeeping, attendance

**10 minutes:** Hand back graded journals and grades from the previous week. Think and write:

“Whatever is in the heart will come up to the tongue.”  
-Persian proverb

What do you think this proverb means and how does it prove/disprove stereotypes that you have against Iranian or Persian culture?

**32 minutes (group activity):** Have students get into four groups- if this is a class of 20, then each group will have five students. Hand out different summaries to each group and allow 5 minutes to read and discuss the summaries. Have one person out of each group be the “expert” and have another person be a “note-taker.” The other people in the group are in charge of in-group summary and discussion leading. The note taker must write down the main points of the article, one thing that the group learned, and any debriefing notes on what the group thought of the article.

Group One: Iranian Marriage Ceremony

Group Two: Iranian Recipes

Group Three: Layla & Majnun Story Debriefing (Handout of questions- see attachment)

Group Four: Fun Facts of Iran

(5 minutes)

Students will read and discuss the articles/handout given to them. The expert will get ready to present the findings of the article/handout and the note taker will take notes about main points, what the group learned, and debriefing notes about what the group thought of the article/handout. The note taker is only taking notes for *their* group discussion.

(2 minutes)

The experts in each group will get up and move to the next group nearby. They will use 2 minutes to discuss what they have learned and what they talked about.

(2 minutes)

The experts will move again and continue debriefing.

(2 minutes)

The experts will move again and continue debriefing.

(5 minutes)

The experts will come back to their original group and read/discuss another article that will be handed out at this time to each group. The note takers are expected to write down all of the debriefing.

Group One: Revisiting Layla & Magnun- Comparing to Russian authors/literature (see attachments)

Group Two: Russian Recipes

Group Three: Russian Marriage Tradition

Group Four: Russian "Norms"

(2 minutes)

The experts will move to the nearby group and continue a debriefing now of the article that they had just read and discussed.

(2 minutes)

The experts will move again and continue debriefing

(2 minutes)

The experts will move again and continue debriefing

(10 minutes)

The experts will come back to the original groups and discuss with the groups what they learned from all of the other experts from both Iranian & Russian jigsaws.

**5 minutes:** The teacher will explain that all note takers notes should be typed up and emailed to the teacher's email (written on the board) by Friday of that week so that the teacher can post a booklet of cultures as an informational booklet that all students can then place into their final portfolios. The homework that is due tomorrow will also be written on the board.

*Homework:*

- Read "The Gypsy" by Guillaume Apollinaire, a French poem
- Read "The Hereafter" by Fernando Calderon, a Mexican poem

Both can be found online and the teacher will post the links on the classroom website and on the board. For those who do not have online access at home, they are expected to drop by the teacher's desk right after class for a hard copy.

Note takers- type up notes neatly and send them as an email attachment to the teacher's email by FRIDAY

*Attachments:*

Handouts for Iranian jigsaw

Handouts for Russian jigsaw

Alternate Assignment

*Assessment:*

While there is no formal assessment today, the teacher will take anecdotal notes as to who seems to be participating and putting effort into the discussions and which students may seem to be lacking in participation. If these students continue to show little effort in the remaining jigsaws, they will be pulled aside by the teacher, who will give them an alternate assignment.

**Day Seven Lesson Plan: "All the Pieces Become a Whole- French & Mexican Culture Demystified"**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

## Standards:

LA.1112.2.1.6: The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g, through the use of complex literary devices such as foreshadowing and flashback);

LA.1112.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;

LA.1112.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

## Day Plan:

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Think and write:

“Write injuries in sand, kindnesses in marble”  
-French proverb

**32 minutes (group activity):** Have students get into four groups- if this is a class of 20, then each group will have five students. Hand out different summaries to each group and allow 5 minutes to read and discuss the summaries. Have one person out of each group be the “expert” and have another person be a “note-taker.” **Whoever was expert or note taker from the previous day of jigsaw cannot be an expert or a note taker again.** The other people in the group are in charge of in-group summary and discussion leading. The note taker must write down the main points of the article, one thing that the group learned, and any debriefing notes on what the group thought of the article.

Group One: French Traditions

Group Two: French Recipes

Group Three: “The Gypsy” Poem Debriefing (Handout of questions- see attachment)

Group Four: Fun Facts of France

(5 minutes)

Students will read and discuss the articles/handout given to them. The expert will get ready to present the findings of the article/handout and the note taker will take notes about main points, what the group learned, and debriefing notes about what the group thought of the article/handout. The note taker is only taking notes for *their* group discussion.

(2 minutes)

The experts in each group will get up and move to the next group nearby. They will use 2 minutes to discuss what they have learned and what they talked about.

(2 minutes)

The experts will move again and continue debriefing.

(2 minutes)

The experts will move again and continue debriefing.

(5 minutes)

The experts will come back to their original group and read/discuss another article that will be handed out at this time to each group. The note takers are expected to write down all of the debriefing.

Group One: "Hereafter" Debriefing (see attachments)

Group Two: Mexican Recipes

Group Three: Mexican Marriage & Birthday Tradition

Group Four: Mexican "Norms"

(2 minutes)

The experts will move to the nearby group and continue a debriefing now of the article that they had just read and discussed.

(2 minutes)

The experts will move again and continue debriefing

(2 minutes)

The experts will move again and continue debriefing

(10 minutes)

The experts will come back to the original groups and discuss with the groups what they learned from all of the other experts from both French & Mexican jigsaws.

**5 minutes:** The teacher will explain that all note takers notes should be typed up and emailed to the teacher's email (written on the board) by Friday of that week so that the teacher can post a booklet of cultures as an informational booklet that all students can then place into their final portfolios. The homework that is due tomorrow will also be written on the board. The two short stories will be handed out in hard copy to all students.

*Homework:*

Note takers- type up notes neatly and send them as an email attachment to the teacher's email by FRIDAY

Read:

- "Sweat" by Zora Neale Hurston, an American short story
- "How I met my Husband" by Alice Munro, a Canadian short story

*Attachments:*

French information handouts

Mexican information handouts

Story questions handouts

*Assessment:*

There is, again, no formal assessment today but the teacher will take anecdotal record as to who is participating in the jigsaw discussions and who seems to be slacking. Those slacking will be given an alternative assignment that can be found in the attachments.

### **Day Eight Lesson Plan: "All the Pieces Become a Whole- Canadian & American Culture Demystified"**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.2.1.6: The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot),
--



figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an author's development of time and sequence (e.g., through the use of complex literary devices such as foreshadowing and flashback);

LA.1112.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;

LA.1112.1.7.1: The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

### Day Plan:

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Think and write:

"You will find as you look back upon your life that the moments when you have really lived are the moments when you have done things in the spirit of love."

-Henry Drummond

**32 minutes (group activity):** Have students get into four groups- if this is a class of 20, then each group will have five students. Hand out different summaries to each group and allow 5 minutes to read and discuss the summaries. Have one person out of each group be the "expert" and have another person be a "note-taker." **Whoever was expert or note taker from the previous days of jigsaw cannot be an expert or a note taker again.** The other people in the group are in charge of in-group summary and discussion leading. The note taker must write down the main points of the article, one thing that the group learned, and any debriefing notes on what the group thought of the article.

Group One: American Traditions

Group Two: Comparing America to different countries

Group Three: "Sweat" short story debriefing (Handout of questions- see attachment)

Group Four: Fun Facts of America

(5 minutes)

Students will read and discuss the articles/handout given to them. The expert will

get ready to present the findings of the article/handout and the note taker will take notes about main points, what the group learned, and debriefing notes about what the group thought of the article/handout. The note taker is only taking notes for *their* group discussion.

(2 minutes)

The experts in each group will get up and move to the next group nearby. They will use 2 minutes to discuss what they have learned and what they talked about.

(2 minutes)

The experts will move again and continue debriefing.

(2 minutes)

The experts will move again and continue debriefing.

(5 minutes)

The experts will come back to their original group and read/discuss another article that will be handed out at this time to each group. The note takers are expected to write down all of the debriefing.

Group One: "How I Met My Husband" Debriefing (see attachments)

Group Two: Canadian Recipes

Group Three: Canadian fun facts

Group Four: Canadian "Norms"

(2 minutes)

The experts will move to the nearby group and continue a debriefing now of the article that they had just read and discussed.

(2 minutes)

The experts will move again and continue debriefing

(2 minutes)

The experts will move again and continue debriefing

(10 minutes)

The experts will come back to the original groups and discuss with the groups what they learned from all of the other experts from both American & Canadian jigsaws.

**5 minutes:** The teacher will explain that all note takers notes should be typed up and emailed to the teacher's email (written on the board) by Friday of that week so that the teacher can post a booklet of cultures as an informational booklet that all students can then place into their final portfolios. The homework that is due tomorrow will also be written on the board. The two short stories will be handed out in hard copy to all students.

*Homework:*

Note takers- type up notes neatly and send them as an email attachment to the teacher's email by FRIDAY

All students who were NOT note-takers- write up a page summary and opinion on the story that you liked the most and why. Due FRIDAY.

*Attachments:*

American information handouts

Canadian information handouts

Story questions handouts

*Assessment:*

There is, again, no formal assessment today but the teacher will take anecdotal record as to who is participating in the jigsaw discussions and who seems to be slacking. Those slacking will be given an alternative assignment that can be found in the attachments.

**Day Nine Lesson Plan: "Putting it all together- Cultural Footsteps"**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

**Standards:**

LA.1112.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

LA.1112.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

LA.1112.2.1.6: The student will create a complex, multi-genre response to the reading of two or more literary works using multiple critical perspectives (e.g., historical, archetypal, social), describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery), and analyzing an authors development of time and sequence (e.g., through the use of complex literary devices such as foreshadowing and flashback);

### Day Plan:

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Think and write:

“People are pretty much alike. It’s only that our differences are more susceptible to definition than our similarities”

-Anonymous

**20 minutes (group activity):** Have students get into five groups. Hand out each story /poem (Sweat, How I Met My Husband, Layla & Majnun, The Gypsy, Hereafter), one story/poem to each group. Have students create a short (1-3 minute) skit portraying the meaning of the story/poem through another lens or recreating the story- this could be done by switching the time, place, culture, or even dialect of the original story/poem. Every student must have a part in the skit.

**10-15 minutes:** Have students get up group by group to present their skits to the class.

**3-8 minutes:** If eight minutes are left from the skits, have students comment on which story/poem they liked best and why. Remind students that the homework of a one-page summary and note-takers notes are due tomorrow and that tomorrow they will be engaging in a debate-style class.

### *Homework:*

Students have two things due tomorrow depending on their job tasks in the classroom from the week-

- If student was a note-taker, typed up notes are due tomorrow (Friday) to the teacher’s email.
- If the student was not a note-taker, typed up one page summary of favorite story/poem and a reason why the story/poem was chosen due tomorrow (Friday)

*Attachments:*

None

*Assessment:*

If a student did not participate in the skit today and was present in class, they get 2 points taken away from their journal grade for the week.

**Day Ten Lesson Plan: "Debate- Essentially similar VS. Essentially different"**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

LA.1112.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

Day Plan:

**2 minutes:** Housekeeping and attendance, turn in papers.

**10 minutes:** Think and write:

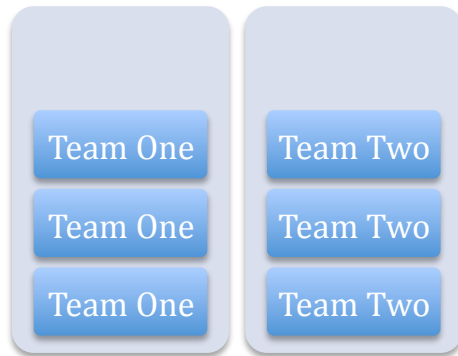
"It is better to have debated a question without settling it, than to settle it without debate"

-Anonymous

**10 minutes:** Have half the class sit over on one side of the classroom and have the other half of the class sit on the other side of the classroom. Line up desks while students are talking so that they are facing each other. Have students brainstorm their ideas and facts together after assigning each team a side on the debate issue. Instruct the students on the rules for the debate:

- 1.) You will be having a debate today regarding whether the literature and theme of love that you have read over the past week is essentially similar or essentially different. Does love come across the same way in both cultures? If so, why, and if not, why not?

- 2.) The teacher, who is playing the judge today, will tally the points for each team on the board. Team \_\_\_\_\_ (you have to give your team a name) will be versus Team \_\_\_\_\_ (you have to give your team a name), and whoever wins this debate will receive 3 extra credit points on the next exam.
- 3.) The desks will be lined up like this with all students sitting across from each other:



The students will take turns debating with each other. The first two people in the “lines” will debate against each other, then once they are finished the next students will debate against each other, and so on.

- 4.) The debate lasts about two minutes per two students. Whoever has the last say wins a point for their team. If there is a stalemate or the duo runs out of time, no points are counted for either team. If the student begins repeating what he/she says, the other student wins the point. The *teacher* will be the judge. False accusations or rowdy/disrespectful behavior will conclude in a point taken away from the offending team.
- 5.) The debate may last until the bell rings, so be prepared to be dismissed by the teacher and not the bell (this is a class rule, restate it).

**28 minutes:** The class will engage in a debate. The instructions may take a few minutes to explain, and the transition and allotment of points will take an extra few minutes in total. The actual debate time will be approximately 20 minutes long, assuming the class has 20 students in it.

#### *Homework:*

You did a great job this week with your homework, so enjoy the weekend off without any homework from English class. Hand in the journals for the week before you leave class today.

Teacher’s homework: Compile a book with all the summaries of the cultures and note-takers notes to print out for students or put on the website as a pdf file on the classroom website.

#### *Attachments:*

None

*Assessment:*

Keep an anecdotal record of who did really well in the debate environment and leave a note in those students' journals for them to be handed back on Monday. Have 3 points added to all the names of the team who won the debate.

At the end of every week, the students are to hand in their journals (the think and write journals) and the teacher checks and grades these journals for a weekly journal grade, that cultivates at the end of the year into a final portfolio "journal" grade. Students are expected to leave their journals over the weekend for the teacher to look through, and a note on the board reminds all students of this on every Friday. **This week, if students did not participate in the skit on Thursday, they got 2 points off on their journal grade.**

## Journal Rubric

Criteria	Point Value
All tasks complete	___/3
All tasks neat and grammatically correct	___/2
Journal is on task and used only for journal entries/opinion statements/think and write activities	___/2
Ideas and length of answer/opinion text detailed and sufficient	___/3
Total	___/10

**Daily Activities: Week Three****Day Eleven Lesson Plan: "Married Life"**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

## Standards:

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

## Day Plan:

**2 minutes:** Housekeeping and attendance. Hand back graded journals.

**15 minutes:** Think and Write:

Watch “Up” on Youtube (about 4 minute length)-  
[www.youtube.com/watch?v=GroDErHIM\\_0](http://www.youtube.com/watch?v=GroDErHIM_0)

Make comments on your opinions on what makes marriage life “happy” and what kinds of stereotypes you think certain cultures have about a “happy” or “good” marriage. What do you envision your marriage to be like?

Ask students to share their thoughts about the video and about marriage in general.

**10 minutes:** Have a class discussion about marriage across cultures. Before starting, mention that as this is a touchy subject to be mindful of the way you express your emotions and opinions. Everyone has a different one, including me (as the teacher), and I expect the same respect. Differing opinions make these kinds of conversations interesting. Remember also that I will play the devil’s advocate with you- this does not mean that I do not respect or agree with your opinion, but I simply want to get you thinking more critically and in more in depth in your own feelings.

What differences are there in whom you choose to marry across culture? Does love always come first? What kind of marriage would you prefer, a stable and safe marriage or a marriage where only love matters? Take this scenario, for instance- would you rather be married to the person who you love without the guarantee for financial stability/safety or would you rather marry someone who you care for (but not necessarily love) with that guarantee?

**10 minutes:** Watch another video called “In Love We Trust” which is a trailer for an Asian film (run time: about 2½ minutes) and discuss with a neighbor (or a group of three if odd number in class) what you would do in this situation. Questions to ponder (written on the board):

- 1.) What would you do in this situation?
- 2.) What is marriage all about? What can drive a marriage apart? What can bring a marriage back together?
- 3.) Is a love for a child more powerful than a love for a husband or wife? How so?

\*Substitute Note: This video is a trailer for an Asian film that depicts a divorced couple who has had a child that falls ill and needs bone marrow transplants to live.



The ex-husband of the wife is in another relationship when the ex-wife asks him to have another baby with him in order to save their child together.

Up is a video clip that lasts about four minutes and is about a young couple growing old together. The reasoning behind using this clip is to help students ponder what we as Americans see as a good, happy marriage and whether this is a correct stereotype to place or not. What could make up a happy marriage?

**10 minutes:** Announce a free-write session. This means that students need to take only their writing journals out and they are free to write whatever comes to mind with one guiding question. Students are meant to write for ten minutes straight- the pen/pencil should not stop moving. The idea behind this is a more stream-of-consciousness ability to write instead of focusing on how to write something. Students know these rules and know that even if they end up writing about something different that this is okay.

*Guiding Question:*

This week we will be focusing on the theme of love in movies and videos. Last week we focused on the theme of love in literature. What do you think the differences between depictions of love in literature versus video are? Do you think you'll see more of a difference from culture to culture in literature or video?

**3 minutes:** Finish with a closing remark that what the next week will be about will be not simply watching videos but critically absorbing them with the knowledge gained in regards to differences and similarities across cultures. Let students know that they will be having a test this week on Friday and that a study guide will go out tomorrow. As long as the students all read (thoroughly) and focused on in-class tasks, they should only have to skim the stories and their notes to study for this test. This test will be 30% of the unit grade, and will be graded out of a hundred. The format will be 10 multiple choice, 10 short-answer, and a choice of essay.

*Homework:*

None

*Attachments:*

None

*Assessment:*

For those who participate, there will be an awarded 10 points of participation today.

Rubric for participation:

0 pts	2 pts	5 pts	10 pts	Total
Does not	Off Task	Discusses/participates	Participates	____/10

participate		only once	and is engaged	
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### Day Twelve Lesson Plan: “Cosmopolitan”

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

Day Plan:

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Think & Write:

“I believe that everything happens for a reason. People change so that you can learn to let go, things go wrong so that you appreciate them when they’re right, you believe lies so you can eventually learn to trust no one but yourself, and sometimes good things fall apart so better things can fall together.”

-Marilyn Monroe

**10 minutes:** Watch “He’s Just Not That Into You” trailer (run time: about 3 minutes) and discuss with a partner what you think the standards or “rituals” are in America in terms of dating, engagement, and marriage. What are some “rules” that you think apply to all cultures in terms of dating?

**20 minutes (optional-group activity):** Either working alone or with a small group, (everyone has to turn in a separate project) begin brainstorming and writing down notes on a project that is due Thursday typed up and decorated. Hand out a rubric for the assignment. See attachments.

**8 minutes:** Pass out the study guide to the exam as well as a link or hard copies (whichever one is available) of the mini-booklet about cultures and the note-takers

notes that were handed in last week. Go over the study guide and explain that anything on the note-takers note page is fair game for the exam. Dismiss class.

*Homework:*

Study for exam on Friday

Finish Cosmo project by Thursday

*Attachments:*

Cosmopolitan Article Project

Study Guide for Exam for Unit

*Assessment:*

The teacher will watch as students work on their articles and if anyone seems to be off task the teacher will take away points from them off of their journal grades.

**Day Thirteen Lesson Plan: “Je T’aime”**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

**Standards:**

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

**Day Plan:**

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Think and Write:

“I’m selfish, impatient, and a little insecure. I make mistakes, I am out of control- at times hard to handle. But if you can’t handle me at my worst, then you sure as hell don’t deserve me at my best”

-Marilyn Monroe

Discuss the Think and Write for the day and allow students to share their opinions.

**6 minutes:** Show two trailers:

“Paris, Je T’aime” (Run time: about 2 ½ minutes):

[www.youtube.com/watch?v=LlerqtxogmME](http://www.youtube.com/watch?v=LlerqtxogmME)

“New York, I Love You” (Run time: about 2 ½ minutes):

[www.youtube.com/watch?v=awfSL6ynbsw](http://www.youtube.com/watch?v=awfSL6ynbsw)

**15 minutes:** Partner up and draw a ven diagram in order to compare the two trailers. What is different between the two? After five minutes of working, play both trailers again, allowing students to work some more after watching the videos the second time.

**10 minutes:** Have a student come to the board and make a ven diagram on the board. Have students call out things (in turn, with hands raised) to write into the ven diagram. If the answers all seem to be very over-arching (e.g. different actors, different theme music) ask a few students to critically think more about the videos. Do you think there are actions or themes in the American movie that are more pronounced than in the French version? Did you see more of one type of love more often than another in either trailers?

**7 minutes:** Ask students if they have any question for the exam, and if not, share the article that you (the teacher) made for the Cosmo magazine. Remind students that the articles are due for the next day.

*Homework:*

Study for exam on Friday

Bring in completed article for tomorrow (Thursday)

*Attachments:*

Teacher example of article

*Assessment:*

Have students hand in ven diagrams and grade according to this rubric. Have students put all names of students on one ven diagram.

Rubric for ven diagram:

0 pts	2 pts	4 pts
Does not turn in_____	Incomplete_____	Complete_____

**Day Fourteen Lesson Plan: "Can love become evil?"**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

Day Plan:

**2 minutes:** Housekeeping and attendance, hand in articles.

**10 minutes:** Think and Write:

"If I love you, I will carry for you all your pain, I will assume for you all your debts (in every definition of the word), I will protect you from your own insecurity, I will project upon you all sorts of good qualities that you have never actually cultivated in yourself and I will buy Christmas presents for your entire family. I will give you the sun and the rain, and if they are not available, I will give you a sun check and a rain check. I will give you all this and more, until I get so exhausted and depleted that the only way I can recover my energy is by becoming infatuated with someone else"

-Elizabeth Gilbert, Eat, Pray, Love

**15 minutes:** Have students watch two trailers:

"From Mexico with Love"- (Run time: about 2 ½ minutes)

[www.youtube.com/watch?v=cch0tqe2s9o](http://www.youtube.com/watch?v=cch0tqe2s9o)

"My Summer of Love"- (Run time: about 3 minutes)

[www.youtube.com/watch?v=h58hHUaVy60&feature=related](http://www.youtube.com/watch?v=h58hHUaVy60&feature=related)

Have students discuss how love can make things go array by focusing on what went wrong in these trailers- what is the main plot in these movies? Is it based around some sort of love?

What kind of “bad” things happen from love? Discuss with whole class, calling on people who stay quiet. List things on the board if there are no ideas. This list could include:

- Manipulation
- Obsession
- Jealousy
- Frustration
- Rape
- Being labeled a social outcast by certain people

Make sure to hit on not only these terms but also why these terms can be caused by love and what other ways or scenarios can lead to a “spoiled” love or a love that makes someone hurt themselves/others.

**22 minutes (group activity):** After speaking about “bad” things love can do, transition to a study session before tomorrow’s exam. Have students get into groups of no more than three and hand out a large poster board to each group. Hand out copies of stories/poems to those who do not have any. Have a group choose one author or character out of any of the poems or stories and make a face book page for that character/author. Make sure that all the students know that this counts for a group grade and that the face book page should be a “profile page” for that character, including at least (write on board):

- Name
- Status
- Relationship status
- Favorite quote
- Three wall posts
- “Info” section, 3-4 sentences “about me”
- 3 “favorites” – (e.g. “Favorite food- milk duds”)

**1 minute:** Wrap up, have students put away all remaining art supplies, dismiss class. Have students who are done with poster hand theirs in.

*Homework:*

Study for test tomorrow

Teacher’s homework: Put up all the Cosmo articles on the “Student Work” board.

*Attachments:*

None

*Assessment:*

Face book Page Rubric:

Criteria	Points Allotted
Neat	___/10
Character Described Correctly	___/10
All items included	___/5
<b>Total</b>	<b>___/25</b>

Cosmo Rubric:

Criteria	Points allotted
Decorated	___/10
All tasks completed	___/20
Grammar	___/5
Spelling/Punctuation	___/5
Creativity	___/10
Total	___/50

### Day Fifteen Lesson Plan: "Exam Day"

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

Day Plan:

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Think and Write:

“People think a soul mate is your perfect fit, and that’s what everyone wants. But a true soul mate is a mirror, the person who shows you everything that is holding you back, the person who brings you to your own attention so you can change your life.”

-Elizabeth Gilbert, Eat, Pray, Love

**38 minutes:** Hand out exam, giving instructions:

- 1.) If I see you looking/talking/texting/calling you will fail right away and the person involved will fail too. No exceptions.
- 2.) Write neatly, as I need to be able to decipher what you write to give you a grade. I will take points off for neatness if I cannot read half of what you write.
- 3.) You will have all period to complete the exam. If you do not finish, feel free to stay as long as you want to finish and I will write you an excuse for your next class, but you should be able to finish this test in 30 minutes. If you finish early, you will be allowed to stand up quietly and go look at the board where all of your Cosmo articles are now hanging. If you start to talk or make noise, you will be asked to sit down immediately and sit quietly until you are dismissed.
- 4.) For those of you who did not finish the face book page, please take it home and finish it over the weekend. Do not forget to hand in your exam with your name on it and your journals for the week.
- 5.) There are three essay questions. You choose only one and write only one essay. All other short answers you must finish and all multiple choice you must finish.

*Homework:*

Finish Face book page

*Attachments:*

Exam

Exam Answer Key

*Assessment:*

The exam will be graded and handed back to the students on Monday. The rubric is as follows for the essay/short answers:

0 pts	1 pt	2 pts	3 pts	4 pts
Did not write anything	Attempted to write but not legible/does not make sense	Incorrect answer with no detail	Correct answer but lacks explanation	Correct answer with detail and clear, concise writing

Essay:



0 pts	10 pts	20 pts	30 pts	40 pts
Did not write anything	No organization, does not make sense, illegible, incorrect	Does not clearly state opinion/off topic/lacks complete organization	Organization a bit off and a bit shaky argument at times but otherwise concise in opinion	Clear, well written opinion with plenty of evidence and detail

At the end of every week, the students are to hand in their journals (the think and write journals) and the teacher checks and grades these journals for a weekly journal grade, that cultivates at the end of the year into a final portfolio “journal” grade. Students are expected to leave their journals over the weekend for the teacher to look through, and a note on the board reminds all students of this on every Friday.

#### Journal Rubric

Criteria	Point Value
All tasks complete	___/3
All tasks neat and grammatically correct	___/2
Journal is on task and used only for journal entries/opinion statements/think and write activities	___/2
Ideas and length of answer/opinion text detailed and sufficient	___/3
Total	___/10

## Daily Activities: Week Four

### Day Sixteen Lesson Plan: “On the Road Again”

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics

and personal interests;

LA.1112.3.5.2: The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and

LA.1112.3.5.3: The student will sharing with others, or submitting for publication.

### Day Plan:

**2 minutes:** Housekeeping and attendance, hand back facebook page grades, exam grades, and article (Cosmo) grades. Ask for any facebook page assignments that were not handed in yet.

**12 minutes:** Go over test question by question and ask students if they have any questions. Grade disputations should see the teacher AFTER class. Ask students to put away tests.

**10 minutes:** Think and Write:

“The journey of a thousand leagues begins with a single step.”

-Adlai E. Stevenson

**14 minutes:** Hand out outline for the next project, a final project for the unit that will cultivate in a large percentage of the unit grade. Go over the rubric and detailed instructions, asking students if they have any questions. Make sure students know that the next two weeks will be dedicated to working on this project and learning about research.

**10 minutes:** Have students partner up and discuss any initial ideas that they might have. This is an individual project, but bouncing off ideas off of each other could help students get a better picture of what direction they want to take this project.

**2 minutes:** Make sure students don't have any questions about project or grades, and then dismiss class.

*Homework:*

None

*Attachments:*

Project description and rubric

*Assessments:*

Because this is an introductory lesson to the “next part” of the unit, there are no formal assessments.

### Day Seventeen Lesson Plan: “Citation Machine”

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.1112.3.5.2: The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and

LA.1112.3.5.3: The student will sharing with others, or submitting for publication.

Day Plan:

**2 minutes:** Housekeeping and attendance

**10 minutes:** Think and Write:

“Stop wearing your wishbone where your backbone ought to be.”

-Elizabeth Gilbert, Eat, Pray, Love

**20 minutes:** Hand out a citation sheet that explains how to write citations for a number of different sources. Show a PowerPoint presentation about citations and proper research techniques. See attachments.

**5 minutes:** Have students finish a worksheet on practicing writing citations. See attachments for this worksheet.

**12 minutes:** Take out a physical large world map and hand out sticky notes to all of the class, asking them to write down their names and the place/city/country that they would like to study and become “experts” in. Have every row, starting with the first row, get up one by one and add their names to the country/city on the map.

**1 minute:** Dismiss class

*Homework:*

Have an idea of what you want to do for your project (country, subject, 3<sup>rd</sup> source)

*Attachments:*

PowerPoint for citation/research

Handout for citations

Worksheet of citations

*Assessment:*

There is no formal assessment today, but the teacher will give 2 points for a completed worksheet today.

Citation worksheet Rubric:

0 pts	1 pt	2 pts	Total
Not complete/not handed in	Handed in but incorrect	Correct and handed in	____/2

### Day Eighteen Lesson Plan: "To the Library!"

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.1112.3.5.2: The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and

LA.1112.3.5.3: The student will sharing with others, or submitting for publication.

Day Plan:

**2 minutes:** Housekeeping and attendance.

**5 minutes:** There is no Think and Write today, but students must write on a piece of paper that they will hand in as soon as they are done:

- 1.) Their name
- 2.) What concept they are doing for the project
- 3.) What country they are doing for the project
- 4.) What 3<sup>rd</sup> source they are doing for the project

**40 minutes:** The students will spend the day at the media center (only allowed to work with books today) and will come back only at the end of the period. The

objective of this period in the media center is for students to pick out their book sources for the project and start reading them in order to gain information. These books can either be about the culture or the subject that the students are studying, or the country that they must write about that they identify with. Students are expected to abide by the rules of walking respectfully and quietly down the hall to get to the media guide and the media center already knows that the students are coming to spend the whole day there. The rules for the day are:

1.) Once you find the books that you will look through for your research sources (either on your country, your identifying country, or your subject), sit down and quietly begin either leafing through the books or writing out citations for the books. The teacher recommends that you write out all the citations before even leafing through the books to save you time.

**3 minutes:** Have students ask any questions they have about the project and dismiss the class.

#### *Homework:*

Allow students to take books that they checked out home and tell them to come back with citations for the books that they will use or with a legitimate reason for not using the books that they choose.

#### *Attachments:*

None

#### *Assessment:*

The teacher will look through the ideas and the things that the students will be studying over the next week. Any students who did not write anything, did not hand in anything, or have an idea that the teacher disapproves from will get a written note from the teacher as to why and what is wrong the following day. Otherwise, there is no other formal assessment.

### **Day Nineteen Lesson Plan: “Baby Steps to Understanding the World”**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

#### **Standards:**

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.1112.3.5.2: The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and

LA.1112.3.5.3: The student will sharing with others, or submitting for publication.
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### Day Plan:

**2 minutes:** Housekeeping, attendance. Hand back notes to students (see assessment day nineteen).

**15 minutes:** Have students who are not using all of their books raise their hands. Have a small group go to the library to pick out more books, handing a note to one of the students that they are supposed to pick out books and come back in fifteen minutes. Tell this group of students that if they are not back in fifteen minutes that they will automatically get 5 points off of their final project.

Meanwhile, have the other students take out their book sources and citations. Have them exchange their citations with a partner and have that partner check if the citations are correct or not. Once the other group of students gets back, have them do the same thing.

**20 minutes:** Hand out mini-sticky notes (about twenty per student) for students to mark where they find important quotes. Have students work individually on finding specific quotes and sections in the text and tell them to mark these places with the sticky notes. Tell them to get up and get more when they need to.

**13 minutes (group activity):** Have students get into small groups and discuss the advantages and disadvantages of using the Internet versus books as sources for research. One minute before the bell rings, ask students about any questions and dismiss class.

### *Homework:*

Begin finding sources on the Internet and finalizing quotations from the books.

### *Attachments:*

None

### *Assessment:*

Walk around when students are discussing citations as well as then they are discussing different sources and write down anecdotal record.

### **Day Twenty Lesson Plan: “Don’t be Nervous!”**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

### Standards:

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.1112.3.5.2: The student will include such techniques as principle of design (e.g., margins, tabs, spacing, and columns) and graphics (e.g., drawings, charts, graphs); and

LA.1112.3.5.3: The student will sharing with others, or submitting for publication.

### Day Plan:

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Think and Write:

“Words and hearts should be handled with care, for words when spoken and hearts when broken are the hardest things to repair.”

-Anonymous

**10 minutes:** Have students come by row by row and write down a subject that they will speak about for 30 seconds in front of the class “impromptu,” which the teacher explains is without notes and without plan speaking. “Impromptu” defined is “spontaneous.” Nobody can talk about the same subject. You can talk about yourself, but make sure everything is appropriate.

**12 minutes:** The class presents their impromptu speeches, 30 seconds each (two minutes are allotted for people who may run over and movement/shifting of students).

**15 minutes:** Lecture about public speaking and what is expected for the speech for next week. Have students take notes and ask questions.

**1 minute:** Dismiss class after any lingering questions. Make sure that the students understand the homework for the weekend.

### *Homework:*

- 1.) Bring in at least five sources cited that you will use in your project from the Internet.
- 2.) Outline what you will talk about according to the outline talked about in class.

### *Attachments:*

None

*Assessment:*

Rubric for Impromptu Speech:

0 pts	2 pts	4 pts	6 pts
Does not speak	Speaks but incomprehensibly and off topic	Off topic	Well spoken and clear, on-topic

At the end of every week, the students are to hand in their journals (the think and write journals) and the teacher checks and grades these journals for a weekly journal grade, that cultivates at the end of the year into a final portfolio “journal” grade. Students are expected to leave their journals over the weekend for the teacher to look through, and a note on the board reminds all students of this on every Friday.

Journal Rubric

Criteria	Point Value
All tasks complete	___/3
All tasks neat and grammatically correct	___/2
Journal is on task and used only for journal entries/opinion statements/think and write activities	___/2
Ideas and length of answer/opinion text detailed and sufficient	___/3
Total	___/10

## Daily Activities: Week Five

### Day Twenty-One Lesson Plan: “Project Work Day”

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.6.1.3: The student will use the knowledge to create workplace, consumer, or technical documents.

LA.1112.6.3.2: The student will ethically use mass media and digital technology in assignments and



presentations, citing sources according to standardized citation styles; and

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Have students exchange papers and check citations from the homework. Share ideas about the speech. Practice the speech with your partner.

**30 minutes:** Students will have access to either laptops or a lab where they could work on finding more Internet sources. The students should then begin or open an already started word document to work on what they will print out for their poster presentations or their speeches.

**8 minutes:** Have students all get up and do stretches for 5 minutes. Lead the stretching and have them stretch their necks, arms, wrists, legs, and back. This will allow stress to be released and give students five minutes of quiet time that they may need because of the stress of the assignment. The last few minutes have students pack up and get ready to be dismissed.

*Homework:*

Print out work to put onto poster board and bring in any extra decorations. Finalize speech on paper.

*Attachments:*

None

*Assessment:*

Watch how students are progressing on their project and speak to any students who may seem to be having trouble.

### Day Twenty-Two Lesson Plan: "Poster Decorating"

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.6.1.3: The student will use the knowledge to create workplace, consumer, or technical documents.

LA.1112.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

**2 minutes:** Housekeeping and attendance.

**30 minutes:** The first few minutes, ask students to take out all that they brought in order for teacher to walk around and check how everyone is progressing. Have students either work on laptops to finish collecting sources and typing up information or have them working with poster board to decorate and finalize their poster project.

**18 minutes:** Have students partner up and discuss what they are doing for the 3<sup>rd</sup> source, and have students work on their 3<sup>rd</sup> source together or proofread it if they have a draft. Dismiss students when finished, making sure that all have cleaned up and make the classroom neat again!

*Homework:*

Finish the poster board and finalize speech, finalize 3<sup>rd</sup> source. BRING IN 6 COPIES OF 3<sup>RD</sup> SOURCE TOMORROW!

*Attachments:*

None

*Assessment:*

While the teacher walks around the class to check on every student's progress, the teacher will mark all students with a 2-point grade for satisfactory progress in the project.

Rubric:

0 pts	1 pt	2 pts
Does not bring in project, not close to satisfactory progress	Forgets parts of project/unsatisfactory progress	Satisfactory progress

**Day Twenty-Three Lesson Plan: "Workshop"**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.6.1.3: The student will use the knowledge to create workplace, consumer, or technical documents.

LA.1112.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

**2 minutes:** Housekeeping and attendance.

**48 minutes:** Students will get into workshop groups (these groups are already assigned for workshop days at the beginning of the year. If students forget who is in their group, the teacher will read aloud the notes she has on who is in which group together. There are four groups of five students per group (in a class of twenty).

(3 minutes)- Find group and get desks into a small circle

(8 minutes)- Choose one person to start, and go around in a counter-clockwise direction for each person's turn. Have student hand out their 3<sup>rd</sup> source work to students in their group, and allow 2-3 minutes to read the source. Each student in each group will be given a handout to give back to the original author. After they are finished reading the source, they must complete this short handout and hand back to the author. Once everyone has finished his or her handouts, have a short debriefing of the story. Remember that for every critique, you have to say one positive thing.

E.g. "I loved how you used a lot of difficult vocabulary because it made the tone of the creative story really "doctor-like," but it may be hard to read for general audiences."

(8 minutes)- Continue around the circle and have the next student's work studied.

(8 minutes)- Continue around the circle and have the next student's work studied.

(8 minutes)- Continue around the circle and have the next student's work studied.

(8 minutes)- Continue around the circle and have the next student's work studied.

(2 minutes)- Put back the desks the way they were prior to moving them into circles.

(3 minutes)- Have students ask any last minute questions about the presentations that start tomorrow. Make sure to mention to students to bring their appetites!

\*Make sure that the students who are bringing food in know which day they are presenting.

\*For students who are absent today, the group that has the absent student will have ten minutes for each student instead of eight. For groups with more than five students, if this class was more than twenty students, the time for each student will be less depending on the amount of students per group.

*Homework:*

Prepare for presentation tomorrow and Friday.

*Attachments:*

Handout for workshop

*Assessment:*

Go around and give 2 points for students who participate in the workshop.

0 pts	1 pt	2 pts	Total
Does not participate/is not prepared	Participates but does not give critical responses to author	Participates and does give critical responses to author	___/2

### **Day Twenty-Four Lesson Plan: "Celebration Day One"**

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.6.1.3: The student will use the knowledge to create workplace, consumer, or technical documents.

LA.1112.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Have food from both students and teacher (teacher will bring in snacks, drinks, cups, napkins, and plates) on a table in front of the room. Row by row, have students come up to the front in order to get food “buffet style.” Have labels on food that have specific information about what is in it and what country it is from, as well as who made it/bought it.

**38 minutes:** Have a list of names on the board. Star the last two names just in case the time doesn’t allow to get to them and explain to them they must maintain flexibility. Have any students who have anxiety issues go first to alleviate nervousness if they so choose. The students go in order and have 3 minutes for their speech- the teacher will give them both a timer as well as hand signals when they are 30 seconds away from the 3 minute time. These directions will be spoken out loud by the teacher. Students who have brought food will show their food after their 3-minute speech and continue for 2 more minutes about their food and culture.

(18-20 minutes)- After about six students have gone (approximately 18 minutes into presentations), students will have an intermission where again row after row will be called up to get more refreshments.

(5 minutes)- This intermission will last about 7 minutes.

(12 minutes)- Four more students will go after the intermission, lasting approximately 12 minutes. After these four students have gone, the students will be asked to throw out their plates/cups/mess as they are leaving the classroom. The class will be dismissed row by row.

*Homework:*

Prepare for next day’s presentation.

*Attachments:*

None

*Assessment:*

Rubric for Project:

Criteria	Total
<b>Handed in/ready on time</b>	___/10
<b>Poster- has the right amount of sources and</b>	___/20

correct citations	
Poster- professionalism/creativity	____/20
Poster- content	____/50
Speech- content	____/20
Speech- speaking	____/10
3 <sup>rd</sup> source- content	____/10
3 <sup>rd</sup> source- professionalism/creativity	____/10
Total	____/150

### Day Twenty-Five Lesson Plan: “Celebration Part Du”

*All Unit plans in this section are based on a 50-minute time period for 5 days a week.*

Standards:

LA.1112.6.1.3: The student will use the knowledge to create workplace, consumer, or technical documents.

LA.1112.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

**2 minutes:** Housekeeping and attendance.

**10 minutes:** Have food from both students and teacher (teacher will bring in snacks, drinks, cups, napkins, and plates) on a table in front of the room. Row by row, have students come up to the front in order to get food “buffet style.” Have labels on food that have specific information about what is in it and what country it is from, as well as who made it/bought it.

**38 minutes:** Have a list of names on the board. Star the last two names just in case the time doesn’t allow to get to them and explain to them they must maintain flexibility. Have any students who have anxiety issues go first to alleviate nervousness if they so choose. The students go in order and have 3 minutes for their speech- the teacher will give them both a timer as well as hand signals when they are 30 seconds away from the 3 minute time. These directions will be spoken out

loud by the teacher. Students who have brought food will show their food after their 3-minute speech and continue for 2 more minutes about their food and culture.

(18-20 minutes)- After about six students have gone (approximately 18 minutes into presentations), students will have an intermission where again row after row will be called up to get more refreshments.

(5 minutes)- This intermission will last about 5 minutes.

(12 minutes)- Four more students will go after the intermission, lasting approximately 12 minutes. After these four students have gone, the students will be asked to throw out their plates/cups/mess as they are leaving the classroom. The class will be dismissed row by row.

*Homework:*

None; relax and enjoy your weekend off

*Attachments:*

None

*Assessment:*

Rubric for Project:

Criteria	Total
<b>Handed in/ready on time</b>	___/10
<b>Poster- has the right amount of sources and correct citations</b>	___/20
<b>Poster- professionalism/creativity</b>	___/20
<b>Poster- content</b>	___/50
<b>Speech- content</b>	___/20
<b>Speech- speaking</b>	___/10
<b>3<sup>rd</sup> source- content</b>	___/10
<b>3<sup>rd</sup> source- professionalism/creativity</b>	___/10
<b>Total</b>	___/150

Teacher's homework: Write out not only a rubric but a detailed message to each student about their project. They put in a lot of effort and hard work the past week to make these projects, and now it is the teacher's turn to give back that effort. There will also be a unit grade assigned by Tuesday of next week, when the next unit starts. Monday of next week will be a "finishing off" day for any extra presentations

as well as a debriefing day on what the students learned after doing this unit. Their opinions are important, as the teacher will make sure to change anything or use different unit ideas if the students did not like this unit.

\*Any students that are absent/have legit excuse are allowed to present on Monday of the following week.

## Unit Grades

### *Participation Points & HW Grade:*

Day 23 - \_\_\_/2

Day 22- \_\_\_/2

Day 17- \_\_\_/2

Day 13- \_\_\_/4

Day 11- \_\_\_/10

Day 5- \_\_\_/2, \_\_\_/5

Day 4- \_\_\_/10

Day 3- \_\_\_/3

Day 2- \_\_\_/2

Day 1- \_\_\_/10

**Total: \_\_\_\_/52**

### *Quiz & Exam Grades:*

Unit Exam- \_\_\_\_/100

Quiz- \_\_\_\_/10

**Total: \_\_\_\_/110**

### *Project Grades:*

Final Unit Project- \_\_\_\_/150

Impromptu Speech- \_\_\_\_/6



Facebook Page- \_\_\_\_/25

Cosmo Article- \_\_\_\_/50

**Total: \_\_\_\_/231**

*Journal Grades:*

Week 4- \_\_\_\_/10

Week 3- \_\_\_\_/10

Week 2- \_\_\_\_/10

Week 1- \_\_\_\_/10

**Total: \_\_\_\_/40**

**FINAL UNIT GRADE: \_\_\_\_/433 pts**

**Calculate by dividing your total number by the total number of points**

**A- 90-100%**

**B- 80-89%**

**C- 70-79%**

**D- 60-69%**

**F- Under 60%**

## Attachments for Units

***\*The attachments for the unit are based off of day. Separate handouts are specified by italic title that separates one handout/attachment from another within the same day\****

### Day One:

*"Darlin' Baby" by Lil Wayne featuring Drake Lyrics:*

Can I dig it  
When you baby me  
Oooh oooh, oooh  
My darl..  
Oooh  
My darling baby  
You're in...

*[Lil Wayne]*

Uh, more beautiful than the world  
Word, matter of fact beautiful ain't the word  
Unexplainable is the beauty of her  
And I will be the race car hitting her curves  
Errrrr  
I drive her crazy, stupid -----  
Yeah and then I park it  
She got a smile on her that put a smile on me  
She cater to me she get all destiny child on me  
She ride for me even though I got miles on me  
She gon ride till the day they put flowers on me  
Thats my darling  
And I love it, yeh  
Thats my, yeh  
So sweet she bad for me  
But she so good I'll take the cavity  
Falling for her like how safe is gravity  
I'll make your girl about face and marry me  
Hahahaha, yeh  
I do, do you

*[Drake]*

But ahhh, the things I'm willing to do for her  
I wish I could have a threesome with two of her  
I would sing a love song if I knew the words  
But I'll be --- if another ---- do it first  
Cos you the one, --- I think I see the sun  
I guess that mean you gotta run  
Well holla at me when you done

*[Chorus]*

Can I dig it  
When you baby  
Woop woop woop  
My darling baby

*[Drake]*

Uhh  
She nothing like every other dime  
I think about her and couple things come to mind  
Thoughts like if she end up my baby mother fine  
Cos we only use a ---- like every other time  
Oooh, I bet she so embarrassed  
I had to take her --- to Paris  
Give her the moments that she cherish  
You know

*[Lil Wayne]*

Yep  
She got it coming to her like an heiress  
And anything she want I wheel like ferris  
Oops I meant ferris and in the coupe I tint very light  
So them hating b--- can see me and you at every light  
Oooh, and I hope its one of them long lights  
I mean I hope its one of them long nights  
No wrong turns, aint no such things as a wrong right

*[Drake]*

Uh yeah  
You make me feel so good  
And every time --- I swear it heals so good  
Its been over a year that --- is still so good  
No adjusting for you, you know just what to do and all  
Yea, oh and I love it  
See I'm trying to make it public  
I think the glass slipper does fit

*[Lil Wayne]*

And yesterday I told her she a ----  
And how her new haircut is so becoming of her  
Oh thats your girl, well Imma make a women of her  
Never do to another what we do one another  
Now thats a numbers for ya, and I'll give up my summers for ya

Yeah I'll spend my winters and my springs on it  
And put a ring on it, eyy

*[Chorus]*

*[Drake]*

Uhh, just say yes not no  
The club is overrated baby lets not go  
Lets stay home and burn a couple calories  
--- the house up and make the maid earn a salary  
Yeah I cook you dinner if you cook me breakfast  
They say that nobody's perfect but you look perfected  
I really love to be the one you took a step with  
So trust me when I tell you it'd be worth the effort

*[Lil Wayne]*

She's unbelievable like a purple leopard  
Just give me the formula watch me work the method  
Hehe, Weezy F, I prefer the best ---  
And babe you the --- best  
You deserve a trophy  
You could be my four leaf clover  
My clothes aren't tight --- their cozy  
And when she turn around they say Whoa like Joey  
That's my baby  
And I love it  
Yeah, Young Money

AZLyrics. (2010). *Lil' Wayne lyrics- my darlin' baby*. Retrieved October 31, 2010 from  
AZLyrics website:

<http://www.azlyrics.com/lyrics/lilwayne/mydarlinbaby.html>

## **Day Two:**

Translations of Maksim & Orishas

*Translation of "Znaesh Li Ti" by Maksim:*

"Did You Know"

I got used to living with only you, only you

Greeting the rising sun and thinking about how you will wake up not next to me,

It's become so easy to breathe out the open window\*

And repeating to her only one thing:

(Chorus)

Did you know, in the darkened street

I walked barefoot

Not caring about my feet

His heart is now in your hands

Don't lose him, don't break him

What do I carry on that darkened street?

The ashes of love in my hands

Feet torn to blood

Keep him in your eyes

Don't lose him, don't break him

(End Chorus)

and in January let the rain knock on his window

let him hug not me but remember me all the same

and let him accidentally say my name out loud

and let him be silenced, and remember everything

and behind the window the light flickers and the rain pounds

my darling boy, forgive me for this

and let your silent tears mean goodbye

don't forget, don't forget

(Chorus)

Did you know, in the darkened street

I walked barefoot

Not caring about my feet

His heart is now in your hands

Don't lose him, don't break him

What do I carry on that darkened street?

The ashes of love in m hands

Feet torn to blood

Keep him in your eyes

Don't lose him, don't break him

(Repeat Chorus)

\*Remember, this is set in Russia probably in the winter, so breathing out the window would be pretty painful to do since the air is so cold

*Translation of "Mistica" by Orishas:*

You go by so cleverly

You go by with that walk of yours

You go by so cleverly

You go by with that walk of yours

That music of yours is mystic, mulatta

So flirty, very beautiful but it takes

Your body out of my head, since it attacks

Part of my brain that overheats and

Kills me

The idea of thinking that over there you are walking around loose

But hang up your gloves now because now

You will realize

And then screaming ask for compassion and in the fire of action, a break

You love to play in all those

Good moments

(Chorus)

You have a seductive way of

Moving in front of me

Girl you make me vibrate

Your body rhymes with your face

And your look seduces me

And that heat that surrounds you

Reaches me and touches me

Oh it burns me!

You have a seductive way of

Moving in front of me

Girl it makes me vibrate  
Lady, you scratch like a cat  
Lady, you are the daughter of a devil  
(Chorus Ends)  
I am who you are looking for baby  
Why are you mad at me  
If I love you, I adore you  
You have me going crazy lady  
What's wrong baby, pride, bad reputation  
Look, love if you feel like it  
If you decide, call  
You beautiful princess  
From the flower of the rose  
You're precious, you are the seed  
Your eyes are the eighth wonder  
In this world you have achieved  
A perfect body like what Da Vinci painted  
The Mona Lisa, your smile has marked  
The suffering of this poor silly man  
Who's in love  
Now that you have arrived, come in, come inside, make yourself at home  
Together alone to love each other  
Girl come in  
(Chorus repeats)

Yahoo Answers. (2010). *Orishas song translated*. Retrieved October 31, 2010 from  
Yahoo Answers website:  
<http://answers.yahoo.com/question/index?qid=20080307153807AAXHNwj>

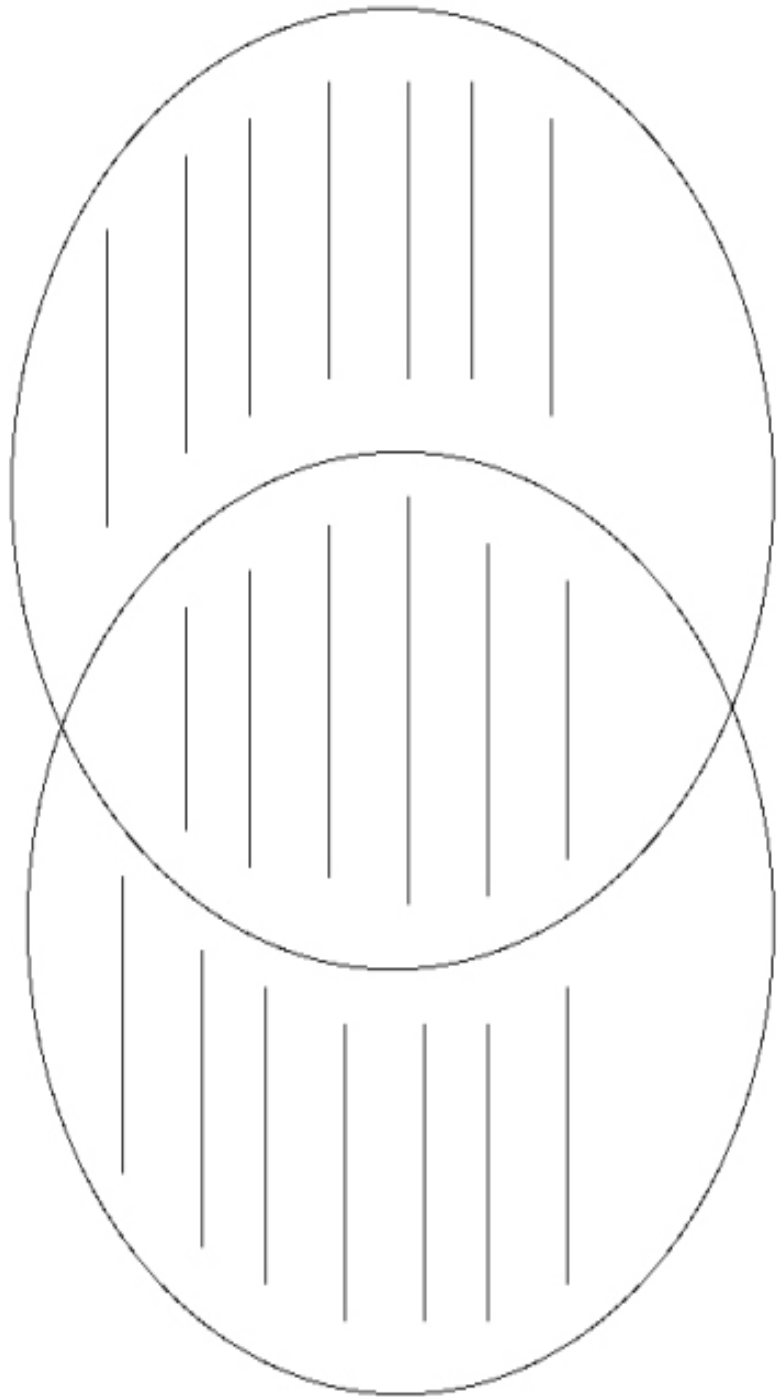
### Day Five:

Ven diagram (blank) and story handout

*Ven diagram-*

name \_\_\_\_\_

date \_\_\_\_\_



Linda J. Barkhart www.LBarkhart.com

N.A. (2010). *3 circle venn diagram template*. Retrieved October 31, 2010 from Easy Venn Diagrams website: <http://www.custom->



counter.com/resim.php?resim=http%3A//learningtogive.org/lessons/documents/images/unit46\_lesson4\_venn.jpg&title=3%20circle%20venn%20diagram%20template%3A%20SeeSaa

### Story Handout:

Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

### Activity One: Quote Explanations

Find at least three quotes that are meaningful to you out of each text and write down in the opposite table why it is meaningful to you, to the theme, and/or the story.

#### The Lady with the Pet Dog

Page Number & Quote	Explanation

#### I Loved You

Page Number & Quote	Explanation

Activity Two: Put a checkmark in whichever column you think is appropriate for each subject and explain why. For theme, check which one you feel portrays a specific theme most successfully and why. For example, if the subject is "emotion"

put a check next to whichever story/poem you feel portrays emotion the best and write down a quick statement as to why.

<b>Subject</b>	<i>The Lady with the Pet Dog</i>	<i>I Loved You</i>	<i>Think and Write Quote</i>
<b>Emotion</b>			
<b>Theme</b>			
<b>Point of View</b>			
<b>Diction</b>			
<b>Literary Devices (give specific examples)</b>			

### Day Six:

Iranian Handouts & Russian Handouts, alternative assignment

*Iranian Marriage Ceremony:*

### Summary

The Iranian wedding ceremony like many other rituals in the country goes back to the ancient Zoroastrian traditions. Currently, there are two stages to a marriage. The first is called aghd meaning knot. This involves the legal process; both parties and their guardians sign the marriage document and a financial contract mahr (sometimes ceremonial), for the benefit of the bride. The second stage of the marriage, arousal, includes the actual feasts and the celebration, bride in Persian is also called arousal. The ceremony takes place in a specially decorated room with flowers and a beautiful and elaborately decorated spread (sofreh aghd) and it traditionally faced the direction of the sunrise and took place before sunset, since light was sacred for the ancient Iranians. This part of the ceremony consists of preliminary blessings, questions to the witnesses, guardians and the marrying couple and finally the ceremony is solemnized by reciting verses from holy books and the signing of the marriage document.

First, the bridegroom is asked if he wishes to enter into the marriage contract. After he says yes, then the bride is asked the same question. However, the bride remains silent. The question is repeated three times then, she says yes. To make the bridegroom wait for the bride's answer is to signify that it is the husband who seeks the wife. During the service female relatives of the couple hold a fine long scarf or other delicate fabrics like silk over the couple's head. Two pieces of crystallized sugar cones are rubbed together, a symbolic act to sweeten the couple's life. Then, two parts of the fabric over the head are symbolically sewn together with needle and thread. The ceremony is suggestive of the ancient Zoroastrian traditions when every person received a ceremonial belt (koshti) at age 15. The symbolic act of sewing the bride and groom's koshti together is uniting the couple for the rest of their lives. Then the couple receives gifts and when the two leave the room, they are showered with coins, flowers, rice and the sweet candy noghl.

The decorated spread contains several items, each symbolising a different aspect of the ancient religion and various deities protecting elements of nature such as plants, earth and water. Currently, mirror and candelabras represent purity, the decorated bread means prosperous feasts and honey and crystallized sugar is to sweeten the couple's life. The incense esfand is burnt to keep the evil eye away. Herbs, fruits and cheese symbolize abundance and fertility as is decorated eggs a universal symbol of fertility. Gold coins and a bowl of water containing flowers or orange petals are also present. In the Zoroastrian context, the wedding spread has a very significant message. It meant that marriage is a sacred bound that with help and guidance from the God Ahuramazda (represented by light, i.e. lit candles/mirror) and other deities (represented by greens and water, i.e. Amordad, Khordad and Esfand) will hopefully lead to a happy (sweets) and prosperous (gold, bread, fruits) life with children (grains, eggs, representing fertility).

[www.cultureofiran.com](http://www.cultureofiran.com)

### **Congratulations to the bride & groom**

by: **Massoume Price** Last Updated: **October, 2009**

Price, M. (2009). *Iranian marriage ceremony*. Retrieved October 31, 2010 from Culture of Iran website:

[http://www.cultureofiran.com/Iranian\\_marriage\\_ceremony.pdf](http://www.cultureofiran.com/Iranian_marriage_ceremony.pdf)

### *Iranian Recipes:*

Persian cuisine is ancient, varied and cosmopolitan. Eating habits and products from ancient Greece, Rome and many Asian and Mediterranean cultures have influenced and are affected by this unique cuisine.

It has borrowed spices, styles and recipes from India and has in turn influenced Indian food. There are many dishes that are shared by both Iranians and Turks to the extent that it is hard to say who has borrowed what and from where. The archives at the major ancient Persian cities contain names of many food products, ingredients, beverages, herbs, spices and wine, an important ceremonial and religious drink. Basil, mint, cumin, cloves, saffron and coriander were traded along with olive all over the ancient trade routes. The Parthian and the Sasanian records mention walnut, pistachio, pomegranate, cucumber, broad bean, pea and sesame in their trade records.

Women have had a great influence in the history of cooking in Iran. The best chefs were and still are women. From the palaces of the Persian kings to the average housewife, women have had fabulous skills preparing exquisite cuisine. Iranians regard most foods at restaurants as second-class and homemade food is precious and more appreciated. Even for weddings and major parties when catering services are used, the food is expected to be the same quality as the best homemade food. Restaurants both in Iran and outside the country prepare a very small selection of Iranian cuisine. They are very limited in choice and are most popular for rice and kebabs known as **chelo kebab**.

Central to the Persian cooking are the numerous rice dishes, some containing almonds, pistachios, glazed carrots or orange peels, and raisins; others with vegetables and spices; occasionally with meat. Most often perfected and finished by the use of specially prepared saffron from Iran and cooked slowly after boiling to have a hard crust at the bottom (**tah dig**). Other recipes include stews, dumplings, **kebabs**, and stuffed vegetables accompanied by different sauces. The sweetmeats and pastries are especially delicious. Many of the dishes are vegetarian, and the mixing of sweet and savory, such as grains stewed with fruit and spices produce unique meals. The result is a feast of flavors and textures as well as a visual delight. Most cooking is done from scratch and ready-made products and previously prepared ingredients such as frozen mixed herbs currently becoming popular with the younger generations are not acceptable to many.



Persian eggs poached in tomato sauce recipe:

- 1 1/2 tablespoons **olive oil** or 1 1/2 tablespoons **butter**

- 1 small onion, finely chopped
- 1 garlic clove, finely chopped
- 4 -5 medium tomatoes, peeled, seeded and chopped
- salt (to taste)
- pepper (to taste)
- 4 eggs
- 1 tablespoon chives, finely chopped

Directions:

Put the oil in a non-stick skillet over medium high heat. Add onions and garlic. Stir-fry for a minute, then reduce heat to medium. Continue cooking vegetables for 3 or 4 minutes so that the onion becomes translucent with a little color around the edges.

- 2 Add the tomatoes and simmer. Cook uncovered for 10 minutes. Season with salt and pepper to taste.
- 3 Once the sauce has cooked, use the back of a spoon to create 4 rounded wells, one in each quarter of the pan. Carefully break each egg and place into each of the hollows.
- 4 Cover pan with a lid leaving it partially open to allow some heat and moisture to escape. Cook until eggs reach your preferred level of doneness.
- 5 Carefully scoop egg with some sauce onto serving plates. Garnish with chives.
  - 6 Serve with warmed pita or other flatbread of choice.

Price, M. (2009). *Persian cuisine, a brief history*. Retrieved October 31, 2010, from Culture of Iran website: [http://www.cultureofiran.com/persian\\_cuisine.html](http://www.cultureofiran.com/persian_cuisine.html)

Scripps Network. (2010). *Persian eggs poached in tomato sauce*. Retrieved October 31, 2010 from Food website: <http://www.food.com/recipe/persian-eggs-poached-in-tomato-sauce-140936>

*Layla & Majnun Debriefing:*

### **Layla & Majnun Story Debriefing**

- 1.) What kind of stereotypes did you bring to the table before reading this story, and what surprised you about the story itself after reading it?
- 2.) Who were the main characters and what happened in the story?
- 3.) What were some of the themes in the story- how can you relate to the characters, if you can?

*Fun Facts about Iran:*

Iran is a country located in Central Eurasia, counted amongst the 20 largest countries in the world. The largest as well as the capital city of Iran is Tehran. It is the political, cultural, commercial and industrial center of the country. Iran occupies a significant place in terms of international energy security and world economy, a result of its large reserves of petroleum and natural gas. The main religion followed in Iran is Shia Islam. Earlier, Iran had a monarchy, ruled by a shah emperor, and the throne was known as the Peacock Throne. It finally transformed into an Islamic Republic, after the Iranian Revolution in 1979. Iran is also the founding member of UN, NAM, OIC, and OPEC. For some more interesting and fun facts about Iran, read on.

### **Interesting & Fun Facts about Iran**

- The word Iran means the 'Land of the Aryan's.
- The official name of the country is 'Islamic Republic of Iran'.
- The former name of Iran was Persia, which was in use till 1935.
- The capital city of Iran is Tehran
- The currency of Iran is Iranian Rial.
- The largest desert in Iran is Dasht - e - Kavir.
- Iran ranks second in the world in natural gas and third in oil reserves.
- Tehran suffers from severe air pollution, known as smog.
- Iran has borders with ten countries, namely Armenia, Azerbaijan, Turkmenistan, Afghanistan, Pakistan, Oman, United Arab Emirates, Kuwait, Iraq and Turkey.
- The largest ethnic group of Iran is Persian, constituting about 51 percent of the population.
- Majority of the population of Iran is Shiite Muslim.
- As per the latest census, Iran has a life expectancy of 69 years and literacy rate of

79 per cent.

- Major languages spoken in Iran are Persian, Turkic, Kurdish and various local dialects.
- Iran is one of the world's oldest continuous major civilizations, with historical and urban settlements dating back to 4000 BC.
- Iran ranks seventh among countries in the world as regards number of World Heritage Sites recognized by UNESCO.
- Iran's Mausoleum of Maussollos was identified as one of the Seven Wonders of the Ancient World.

N.A. (2010). *Interesting facts about Iran- fun facts about Iran*. Retrieved October 31, 2010, from I Love India website:  
<http://lifestyle.iloveindia.com/lounge/facts-about-iran-2487.html>

*Revisiting Layla & Majnun:*

### **Revisiting Layla & Magnun- Comparing to Russian authors/literature**

- 1.) How does Layla and Majnun's love compare to the story of "The Lady with the Pet Dog?"
- 2.) Do you think the author of Layla and Majnun had a similar life to the Russian authors we studied last week? Do you think any American authors had this life?
- 3.) What were some differing/similar elements in both short stories?

*Russian Recipes:*

Appetizers, as in any cuisine culture, and Russia is not an exception, serve as small snacks before main course. Russian appetizers (in Russian, they are called "zakuski") were meant mainly not to provoke keen appetite but to have them with strong drinks. So, most favorite Russian appetizers were all kinds of pickles and cold meats which go best with ice cold vodka. But not only vegetable pickles were used in Russian cuisine, the abundance of sea and river food provided cooks with a wide range of various fish appetizers.

For Russian cuisine there are three principal types of meat dishes: boiled meat piece, poultry dishes and dishes made from animal organs with groats. At the moment the last group is not very popular on the table. Dishes with liver, kidneys and heart are loved by many people though. Meat dishes are usually served with groats, mushrooms, vegetables and pickles.

Kasha is a native Russian dish. Kashas were made from all the possible groats with meat, fish, liver, mushrooms, onion. For base, milk, cream, meat and fish broths were used. It was impossible to imagine Russian cuisine without kasha, there is a proverb: "You can't feed Russian without a kasha".

A great choice of soups in Russian cuisine is explained by the folk habit to have a soup meal at least once a day. Schi, borsch, rassolnik, botvinia, ukha, okroshka, solianka and many others has been a peculiarity of Russia since ancient times. Soups can be made on meat, fish, mushroom, vegetables or milk stocks.

Borscht is most popular soup in Russia, Ukraine and other ex-republics of Soviet Union. Its slightly sour and filling taste is great in winter to get warm and in summer to get refreshed. There are so many variations of borscht recipes and you can try different ones to find your favourite one.

**Ingredients:** 1 lb beef (with or without bones) 1 lb red beets ( 3 average ones) 1/2 lb shredded cabbage 4 small potatoes 1 carrot 1 ea onion 3 tbsp tomato paste 1 tsp vinegar salt and pepper on your taste parsley, dill and spring onions

**Method:** Preparing meat broth: Put beef into a large saucepan and cover with 3 l cold water. Bring to a boil; reduce heat. Remove the grease and froth from the broth surface with a spoon. Add one onion. Cook at low heat for 1-2 hours. Simmering red beets: Melt 1 tablespoon margarine in a saucepan. Cut red beets into thin sticks and add them into the cooking pot. Add tomato paste or sliced tomatoes. Simmer at low heat for 1 hour. If there is not enough liquid, add some broth. Add vinegar. Pan-frying vegetables: Melt 1 tablespoon margarine in a frying pan. Add chopped onions and carrots cut into thin sticks. Cover and sauté for 15 minutes, stirring occasionally. Heat broth to boiling. Add chopped cabbage and potatoes cut into bars. Cook for 5 minutes. Add, sauté, and cook another 10 minutes. Add simmered red beets. Cook another 5 minutes. Add salt, black pepper. If you like garlic, you can add about 5 g grated garlic, it is supposed to be in borsch. I don't like it and never add it here. Borsch is served with sour cream.



RusCuisine. (2010). *Authentic Russian recipes, cuisine, and cooking*. Retrieved October 31, 2010, from RusCuisine website: <http://www.ruscuisine.com/>



*Russian Marriage Tradition:*

Modern Russians are free to select their life partner. You will find that a man asks the girl for her willingness and that is it! There is no formal engagement ceremony and no exchange of rings. Close friends and relatives may be informed about their intentions, but there is no compulsion. The wedding usually takes place 1-3 months from the date of engagement. A minimum of one month waiting period must lapse between the engagement and the actual date of marriage.

Brides and grooms do not talk about being engaged, they merely say that they have handed in an application. Why? You must be aware that Russian Church marriages are not legally recognized any longer in the new USSR. Hence a civil marriage ceremony is a must. The date of the wedding depends on the availability of appointment with ZAGS or Department of Registrations of births, deaths, marriages, divorces etc. The couple applies for a date in writing and a request for the registration of the marriage and this application you will find needs to be accompanied by an appropriate fee. This fee will be forfeited if the bride and groom do not appear on the date of marriage or begin a dispute after the application is made.

In Russian wedding traditions, the bride has to buy or make her own wedding dress. This dress can not pass from mother to daughter.

You will find that Russians love luxurious cars and big black ones are the best. So a train of big black cars are normally ordered for the bride and the groom and the guests on the wedding day for taking them to the ZAGS. It is believed that the more the number of cars the richer the display of wealth.

The civil ceremony at the ZAGS, you will find, is attended only by the family members and close friends. The family, you will find will feed the bride and groom a little salt and bread for prosperity before the ceremony begins.

The wedding ceremony is called "brakosochetanie". The bride and groom will be asked to sign in the register. Two witnesses will also sign on the register as witnesses to the marriage. The bride and groom, then, exchange "engagement rings" as the wedding rings are called. The bride and groom wear the rings on the right hand on the finger next to the "pinky". They will wear the ring on the left hand when they get divorced.

You will find an interesting aspect of the Russian wedding traditions is to send the bride and groom with or without friends on a city tour immediately following the wedding. The couple pay homage to the memory of those who died for the country and who served the nation. They arrive at the reception after two or three hours of tour.

You will note that the Russian marriage reception spans two days with the expenses being shared by both families.

You will find that Russians love to sing and dance and weddings are considered occasions at which to indulge this passion. A toast is drunk to the bride and the groom and the champagne glasses are thrown to the floor and shattered to bring luck to the couple. Plenty of food is made available to the guests who sing and dance between eating and drinking.

N.A. (2010). *Superstitions in Russian wedding traditions*. Retrieved October 31, 2010 from Russian Wedding Traditions and 7 Prominent Superstitions website: <http://www.muslim-marriage-guide.com/russian-wedding-traditions.html>

#### *Russian Norms:*

Travel - Before departing on a long trip, Russian people often sit in silence for a few minutes, praying for good luck and fortune during the journey.

Spring - At the beginning of spring, as the weather warms, and the days become brighter, children and young adults often play outside. They play different Russian games, they play with the remaining snow, and they and often fall in love. At this time, Russians also celebrate pancake week - called Maslenitsa - because a pancake is round like the sun, and it symbolizes the new life beginning in springtime.

Autumn - In Autumn, Russians try to prepare for a long winter, so the harvests are prepared and stored. Traditionally, Russians pick apples and prepare them to last through the winter. A large store of apples signifies a family that is well-off, and ready to survive the winter.

New Years Traditions - New Years is the biggest (and favourite) celebration for Russians. It is the belief that the way you celebrate the New Year indicates how your year will be, so Russians prepare lavish meals and celebrate in style. On New Year's eve, a huge meal is prepared with an abundance of dishes. Duck or goose, stuffed carp, and a jellied meat called '*holodets*' are among the common most dishes, as are small pies/pastries filled with cabbage, apple, meat, or a range of other fillings. On the morning of January 1, a mushroom soup is often prepared, and served together with holodets and the leftover pies.

Easter Traditions - The main tradition at Easter time is the painting of hard-boiled eggs. Red is the predominant colour, as it signifies new life. Russians exchange eggs and kind wishes for the Easter celebration. Read more about Russian Easter celebrations.

Christmas Traditions - Christmas on the Orthodox Calendar is celebrated on the 7th of January. As with other celebrations, a large meal is always prepared for Christmas. During the Soviet reign, religious celebrations were officially banned, so many people had to carry on celebrations in secret. See more detailed information about Russian christmas celebrations.

N.A. (2009). *Common Russian traditions*. Retrieved October 31, 2010, from Russian language for lovers website: <http://www.russian-language-for-lovers.com/russian-traditions.html>

*Alternative Assignment:*

### **Alternate Assignment (Day Six)**

Write up an analysis of the story of Layla and Majnun, including why you think the author wrote the story. Research the author's life and write at least two paragraphs explaining his life. All together, this assignment should be around 1½ pages long minimum.

If the student chooses to do this assignment, he/she will still be expected to participate in the next day's jigsaw. If not, there will be another alternate assignment available.

### **Day Seven:**

Handouts for French Jigsaw, handouts for Mexican Jigsaw, alternative assignment

*French Traditions:*

### **Beheading Bottles of Champagne**

A tradition that is popular at weddings is beheading bottles of champagne using a specially-made saber. The tradition originated in the time of Napoleon when the Hussards under the famous general's command began celebrating victories by swinging a sabre and thus neatly slicing the top off a champagne bottle. According to legend, the Hussards, skilled cavalry, would ride up at full gallop to one of the ladies holding up the bottle and with one swipe, behead the bottle.

### **Christmas**

Many old French traditions are related to the holiday season. Holding a puppet show on Christmas eve is very common and later at midnight, people attend church for the traditional Christmas Mass.

After mass, they have a late Christmas Eve dinner, called *le Réveillon* (referring to the wake up or revival, alluding to the birth of Christ). Menus for this occasion change according to the region you are in but will usually consist of dishes containing turkey, capon, goose, chicken, and *boudin blanc* (white pudding).

Children wait for Père Noël (Santa Clause) and leave their shoes out in front of the fireplace, hoping presents will fill them by morning. The tree is hung with nuts and candy. Children also believe in Père Fouettard who hands out spankings for anyone who's been naughty.

### **Easter**

Called Pâques in France, this is a very important time for the French, who have a strong Christian, and especially Catholic, background. According to tradition, no church bells are rung on the Thursday before Good Friday and remain silent for

several days, until on Easter Sunday, they revive. As the bells toll, the custom is for people to hug and kiss each other.

### **Poison d'Avril**

This is the name used for the French Easter Fish and also comes in a chocolate version. An age-old tradition however, that dates back several centuries, involving the Poison d'Avril, takes place on April 1st. The great joke is for children to make fish of paper and pin as many as possible to the backs of adults, then run gleefully away yelling "Poison d'Avril!!", which is a little like saying "April Fools!"

### **Bastille Day**

Celebrated on July 14, this is one of France's most colorful traditions. The day commemorates the day The Bastille, a prison in Paris that was regarded as the symbol of the much-hated French monarchy of the times, was stormed and pillaged by angry mobs of French citizens in 1789. Called La Fête Nationale, many fireworks are set off as the day goes by, well into the night. Parades are also to be seen with dancing in the streets.

### **5-Week Holidays**

Another interesting tradition of the French is the fact that almost all employees are entitled to 5 weeks of holiday a year. August has been the traditional holiday month in France, with almost all locals clearing out of their cities to venture to other parts of the world or simply to go camping in their own countryside. For those taking their holidays during the winter months, skiing in the French Alps is the way to go.

Sprachcaffe Sprachreisen. (2010). *French traditions*. Retrieved November 1<sup>st</sup>, 2010, from Sprachcaffe International website:  
[http://www.sprachcaffe.com/english/study\\_abroad/countries/france/typical\\_french\\_traditions.htm](http://www.sprachcaffe.com/english/study_abroad/countries/france/typical_french_traditions.htm)

*French Recipes:*

French Seating Arrangement Dinner Traditions:

Try to find the best combination knowing that:

- **Host and hostess** do not sit side-by-side, but face each other.
- **Gentlemen and ladies** must be alternated as much as possible.
- The male **guest of honour** seats to the right of the hostess, and the lady guest of honour to the right of the host.
- **Married couples** should not sit side-by-side nor face each other, except if they

are newly wed (less than 1 year) or officially *fiancés*.

Having done this, if you still have different alternatives, first take into account the natural affinities and different personalities of your guests. As for yourself, be practical and choose a seat providing you an easy reach to the kitchen (even if you will try to leave the table as little as possible).



You will need six eggs for this recipe\*

<i>Crème caramel</i> <i>Baked caramel custard</i>		
<i>Prep'Time : 20 minutes</i>	<i>Cook Time : 40 minutes</i>	<i>Easy</i>

	<b>Ingredients for 4 people :</b> - 1 liter [2 pints] whole milk - 6 eggs - 120 gr [4 oz] sugar - 20 gr [3/4 oz] vanilla sugar - 1 vanilla bean  <b>for caramel :</b> -160 gr [5 oz] sugar - 5 Tbspoons water
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**Recipe :**

1- Make the caramel : mix the water and sugar together in a small heavy saucepan ; bring to the boil on a high heat and swirl the pan once or twice without stirring ; the mixture should turn yellow/brown after a few minutes 2- When the caramel is ready, immediately pour some into a soufflé dish and swirl it quickly to coat the bottom with the caramel. Do it for each dish. You must be quick because the caramel hardens as getting cooler... 3- Pre-heat oven 180°C/350°F. 4- In a saucepan, pour the milk, sugar and sugar ; add the vanilla pod split twice lengthwise (you need a sharp knife). Bring just to the boil on a low-medium flame, then remove from heat. 5- Meanwhile the milk is getting hot, beat the eggs in a large salad bowl. You must beat vigorously with a whisk so that they become frothy. 6- When milk is ready, slowly start to pour it in the eggs, **still whisking vigorously** up to the last bit of milk. 7- Evenly pour the milk in the 4 caramelized *soufflé dishes* (you can as well use 6 to 8 ramekins to serve more guests). Display them on the oven baking tray in which you must pour 1 cm / 1/2 in. water (the custard must cook at "*bain-marie*" way). Bake for 35 to 40 minutes

until they get brown. 8- Serve cold or warm.

**TRICK** : to verify if your custard is baked, push the point of a knife in the center of it ; if the blade comes out clean, the custards are ready... You need to increase baking time if you use a large single dish, and vice versa.

**TRICK** : if you wish to drop steps 1 and 2, you still obtain a very good everyday dessert which your kids or nephews will love to watch get brown in oven !

N.A. (2008). *French dinner*. Retrieved November 1, 2010, from The French Food and Cook website: <http://www.ffcook.com/pages/rcremecar.htm>

*The Gypsy Poem Debriefing:*

### **The Gypsy Debriefing**

- 1.) What kind of love does the poet talk about in this poem?
- 2.) What kind of story does this poem tell?
- 3.) What/who does the gypsy represent?
- 4.) Translate the meaning (try to do this line by line) of this poem into plain English.

*Fun Facts about France:*

Spread over an area of about 211,209 square miles, the French Republic is home to over 65 million people. It is the fifth largest economy in the world, and the second largest trading nation in Europe. Besides its strong economy, the country has maintained its distinct cultural heritage. Its pristine beaches, architectural marvels like the [Eiffel Tower](#), Cathedral of Notre Dame, and the Louvre are major tourist attractions for their architectural excellence. From being ruled by Julius Caesar, to developing as the hub of the aerospace industry, France has a rich historical legacy that makes way for some interesting facts about this country.

### **Interesting Fun Facts about France**

- Although only the size of Texas, [France](#) has seven mountain ranges and five major river systems.
- It is the largest nation in Western Europe, with countries like Spain, Italy, Switzerland, Germany, Belgium, Luxembourg, Andorra and Monaco sharing its boundary.
- It has nearly 3000 miles of seashore, with three major water bodies: the Atlantic Ocean, Mediterranean Sea, and the English Channel.
- It is also referred to as L'Hexagone, which means the hexagon, due to the geometrical shape of the country.
- While all the stripes of the official French flag are of equal width, the one used by the navy has bands that increase in width from blue to red.

- The marriage of Eleanor of Aquitaine with the future king of England, Henry II led to British rule in France for about 300 years.
- French people love cheese. Though traditionally there are around 350 to 400 varieties of [French cheese](#), there are in fact over 1000 different types available in the French market.
- [French wine](#) is immensely popular all over the world. The country is one of the largest [wine](#) producing nations in the world. There are 17 distinct wine producing regions like [Bordeaux](#), Burgundy, Champagne, Loire and Provence that continue with the tradition of [wine making](#) in France.
- An amusing fact about France is that while beer is considered a luxury drink saved for special occasions, wine is free with most meals.
- France is also home to the only Disneyland in Europe, located near [Paris](#).
- An underground rail tunnel, known as the Chanel Tunnel, joins England and France. It runs beneath the English Channel, connecting Folkestone, Kent in England and Coquelles, near Calais in France.
- The [Tour de France](#), the most famous bicycle race in the world is an annual bicycle race of France, in which cyclists cover over 2100 miles in 23 days.
- The first flight of the Concorde took place in 1969, from the French city of Toulouse, one of the centers of the aerospace industry in Europe.
- The concept of jean clothing was born in the Languedoc-Roussillon city of Nîmes, France, from where it was imported by Levi Strauss to California to make tough clothes for gold diggers.
- The Statue of Liberty, one of the most widely recognized structures of US, was made in France. It was then gifted to the US in 1886 to celebrate its centennial. In fact, the face of the Statue is believed to have been modeled on Eugene Boyer, the wife of Isaac Singer, the famous sewing machine manufacturer.
- April Fool's Day is believed to have originated in France, in 1564, when the country started following the Gregorian Calendar. Those that did not know about the switch in the calendars, were mocked on this day as they continued to believe that 1st April was the first day of the French new year.
- France is the home of the TGV - *Train à Grande Vitesse*, French for high speed train. A TGV test train set the record of being the fastest train when it reached a speed of 357 mph on April 3, 2007.
- Another interesting French fact is that a number of words in the English Language have originated from French individuals. For example, the word 'chauvinism' is believed to have originated from Nicola Chauvin, a soldier in Napoleon's army whose loyalty to the emperor was legendary. The word 'sadism' originated from the name of Marquis de Sade, a French nobleman who led the life of a libertine and wrote sadistic novels.
- France is also home to the Louvre, one of the largest art museums in the world.
- France is where the Gothic Art and the Baroque style of architecture were born.

Bose, D. (2010). *Fun facts about France- interesting facts about France*. Retrieved November 1, 2010, from Buzzle website:  
<http://www.buzzle.com/articles/fun-facts-about-france-interesting-facts-about-france.html>

*Hereafter Debriefing:*

### **Hereafter Debriefing**

- 1.) How does the tone and the diction of this poem affect it's meaning?
- 2.) What is the theme/meaning behind this poem?
- 3.) Which two lines would you choose to sum up the poem's theme/meaning?
- 4.) Who is writing this poem and to whom? Why are they writing this poem to them? What could be the story behind this poem?

*Mexican Recipes:*

### **History**

November first begins the Dia de los Muertos (also known as "Day of the Dead") festivities with *All Saints Day* in which the deceased children are honored and remembered. November second *All Souls Day* is for the remembrance of the adult dead. Dia de los Muertos combines these days to celebrate the the deceased and enjoy their memories. Dia de los Muertos is not at all scary, spooky or somber. The spirits of the deceased are thought to pay a visit to their families during Dia de los Muertos and the families prepare an altar for them.

**The Altar** Before Dia de los Muertos, an area of the house is cleaned up and the furniture removed to make room for the altar. The altar consists at a minimum of a covered table, and usually a few crates or boxes are added to it and covered to create open shelves and other raised display areas. The coverings used can vary from plain to vibrantly colored [oil cloth](#). The altar is then set up with the appropriate ofrendas (offerings) for Dia de los Muertos.

**Ofrendas (Offerings)** The offerings placed on the altar for Dia de los Muertos usually consist of a wash bowl, basin, razors, soap and other items the traveling spirit can use to clean-up after the journey. Pictures of the deceased are also placed on the altar as well as personal belongings for each person and any other offerings the deceased may enjoy such as a pack of cigarettes or a bottle of tequila. Candles are used to help light the way for the spirits as well as other decorative items such as papel picado (tissue paper cut-outs) wreaths, crosses and flowers. Certain Dia de



los Muertos dishes are also placed on the altar to help feed and nourish the traveling souls. Some of these offerings also double as the four main elements of nature — earth, wind, water, and fire. These are represented by movable or light-weight items such as tissue paper cut-outs (wind,) a bowl of water, candles (fire) and food (crops, earth.)

Kenyon, C. (2010). *Dia de los Muertos "Day of the dead."* Retrieved November 1, 2010, from About website:  
<http://mexicanfood.about.com/od/history/a/dayofthedeath.htm>



Recipe of pan de muerto, a traditional Day of the Dead bread:

**Prep Time:** 3 hours

**Cook Time:** 40 minutes

**Total Time:** 3 hours, 40 minutes

**Ingredients:**

- 1/2 cup butter
- 1 1/4 cup water
- 6 cups flour
- 2 packets dry yeast
- 1 teaspoon salt

- 3 teaspoons whole anise seed
- 2 tablespoons orange zest
- 3/4 cup sugar
- 4 large eggs
- Glaze (see below)

### **Preparation:**

Bring all ingredients to room temperature (except for the water which should be very warm) before beginning.

In a large bowl, mix together butter, sugar, anise, salt and 1/2 cup of the flour. In a separate bowl combine the eggs and the water. Add the egg/water mixture to the first mixture and add in another 1/2 cup of the flour. Add in the yeast and another 1/2 cup of flour. Continue to add the flour 1 cup at a time until a dough forms.

Knead on a floured surface for about 1 minute. Cover with a slightly damp dishcloth and let rise in a warm area for 1 hour and 30 minutes.

Bring out dough and punch it down. Remove about 1/4 of it and use it to make bone shapes to drape across the loaf (see below.) Or divide the dough into smaller pieces to create other bone shapes. Let the shaped dough rise for 1 more hour.

Bake in a 350 degree oven for 30 minutes for smaller loaves and up to 45 minutes for larger loaves.

**GLAZES**(After glaze is applied you may decorate with additional colored sugar.)

- Bring to a boil- 3/4 cup sugar and 1/2 cup fresh orange juice. Brush on bread and then sift some additional sugar over the top.
- Mix 3 tablespoons orange juice concentrate and 1/3 cup sugar with 2 egg whites. Brush on bread during the last 10 minutes of cooking.
- Bring to a boil- 1/4 cup piloncillo, 1/4 cup sugar, 2/3 cup cranberry juice and 2 tablespoons orange zest. Brush on bread after bread has cooled.

**BONES** The most common bone decorations are very simple. Sometimes it's just a matter of forming ball shapes and pressing them into the loaf in a line. You could also take a piece of dough, roll it into a long cylinder and place a ball at each end. You can get much more detailed if you like, but even a slightly "knobby" looking loaf will get the idea across.

Kenyon, C. (2010) *Pan de Muerto*. Retrieved November 1, 2010, from About website: <http://mexicanfood.about.com/od/sweetsanddesserts/r/pandemuerto.htm>

*Mexican Marriage & Birthday Traditions:*

The history of the pinata goes back a long time. One of the most popular Mexican traditions is breaking open a pinata. Today, pinatas have become common at many birthday parties and Christmas celebrations around the world. A pinata is a figure that is usually shaped like an animal. The pinata is made up of material such as paper mache, thin clay, or some other easily breakable composition.

A pinata is filled with small toys, fruits, and candy. Then the pinata is tied from a tree or suspended in some way. Participants, usually children, are blindfolded. Then they are given a stick to use to swing at the pinata. Each one tries to break the pinata open by hitting it with the stick. Often, traditional songs are sung as each person attempts to hit the pinata.

The history of the pinata may be somewhat surprising to most people. Most historians agree that the pinata originated in Asia, not in Spanish speaking countries. It is commonly believed that when Marco Polo visited [China](#) in the late 1200s, he was so intrigued by pinatas that he brought them back to Italy.

Traditional [weddings](#) in Mexico are full of customs and rituals that are steeped in Mexican history and the beliefs of the Roman Catholic Church. Many traditions still practiced in Mexican weddings date back as far as seven centuries. These traditions are rich in symbolism, and include a mix of prayer and festivity. Mexican weddings are almost always held in a Catholic church, and the couple are considered married for eternity. From the ceremony to the mariachi music in the ending procession, Mexican weddings are beautiful [celebrations](#) of love.

- Padrinos
- Like other weddings around the world, Mexican weddings can be expensive. The [wedding](#) couple gets financial help from their godparents, known as padrinos. The padrinos are given a place of honor near the wedding couple during the ceremony. Sometimes they give the wedding couple a gift of a Bible and rosary. In addition to financial sponsorship, the padrinos act as [mentors](#) before the wedding and afterward in the young marriage.
- Lazo
- The wedding lazo, also known as lasso, is part of all Mexican weddings. This symbolic cord represents the commitment and love the couple has promised each other. After the vows are said, attendants or the godparents place the lazo in a figure-eight pattern around the groom's neck and then the bride's,

to show they are linked together in marriage for eternity. Instead of a cord, a large rosary is sometimes used. After the wedding, the bride takes the lazo as a keepsake.

- Arras Gift
- Another symbolic gesture is the gift of Arras to the bride from her groom. Arras are 13 gold coins that have been blessed by the priest. One coin represents Jesus Christ, and the remaining 12 represent his apostles. Furthermore, it is a declaration of love and a promise from the groom that he will provide well for his bride. Her acceptance of the coins is symbolic of her trust and faith in his promise.

Read more: [Mexican Wedding Traditions | eHow.com](http://www.ahow.com/about_5079395_mexican-wedding-traditions.html#ixzz144vNyFLj)  
[http://www.ahow.com/about\\_5079395\\_mexican-wedding-traditions.html#ixzz144vNyFLj](http://www.ahow.com/about_5079395_mexican-wedding-traditions.html#ixzz144vNyFLj)

Harris, A. (2007). *Mexican tradition- the history of the piñata*. Retrieved November 1, 2010 from Associated Content from Yahoo website:  
[http://www.associatedcontent.com/article/373092/mexican\\_traditions\\_the\\_history\\_of\\_the.html?cat=37](http://www.associatedcontent.com/article/373092/mexican_traditions_the_history_of_the.html?cat=37)

Whiting, C. (2010). *Mexican wedding traditions*. Retrieved November 1, 2010, from Ehow website: [http://www.ahow.com/about\\_5079395\\_mexican-wedding-traditions.html](http://www.ahow.com/about_5079395_mexican-wedding-traditions.html)

#### *Mexican Norms:*

The study of the values, norms and believes of a social group is what gets us closest to understanding everyday life and its effects on health and well-being. Thus, in order to help any individual or group, it is imperative to grasp the historic and cultural context of that group. The Mexican family historic-psycho-socio-cultural premises are common statements that indicate the when, where, why, how and with whom to commence and maintain interpersonal relationships (Diaz Guerrero, 1993).

The central norms and values of the traditional Hispanic family stress the importance of close extended family relationships, the central role of children in marriage, the strict roles of males as respected providers and females as trustworthy mothers, and the need for children's absolute obedience in exchange for parental love and protection. With migration, a person confronts different cultural contexts, and an acculturation process takes place (Berry, 1980), that implicates a reconstruction of meaning and behavioral patterns.

As one could imagine, the family interactions of Hispanics in the United States are delimited both by the traditional socio-cultural values and believes, and the acculturation processes they have undertaken. Among other things, with acculturation children learn English faster than adults, producing profound changes

in the family power structure; females move from a traditional mother role to a dual work-education and mother role, looking for more egalitarian gender relationships; males tend to maintain traditional norms longer and are many times confused by the lack of hierarchical respect they get from children and wife; the large extended family is put on a bind by these new more individualistic perspectives.

In general, individual growth, rights and productivity are enhanced while close family relationships are diminished. The challenge becomes how to create culturally sensitive programs that interweave the strengths of creativity of the brave new world with those of patience of our ancestors.

Diaz-Loving, R. (2008). *Values, beliefs, and norms of the Mexican family*. Retrieved November 1, 2010, from Practice and Policy Lecture Series website: <http://lectureseries.oucpm.org/?p=183>

*Alternative Assignment:*

### **Alternate Assignment (Day Seven)**

Write up a one-page summary of all the fun facts and information that you could find about Mexico or about France. Decorate and hand in.

If the student chooses to do this assignment, he/she will still be expected to participate in the next day's jigsaw. If not, there will be another alternate assignment available.

### **Day Eight:**

Handouts for American and Canadian Jigsaw, alternative assignment

*American Traditions:*

What makes us uniquely American?

### **Family Tradition**

Invention, Innovation and Creativity are the subject of Patents, Trade Secrets, Copyrights and Trademarks. We understand that within each of us lies the creativity and imagination to solve almost any problem. Our own energy is our only limit! Within each of us lives an Inventor, a Builder, Scientist and Engineer. We are innovators. There isn't anything that we can't dream up and build. The United States has the world's best reputation for Innovation and Invention! We must also protect our creativity with a knowledge of the Law associated with Patents, Trade Secrets, Copyrights and Trademarks.

### **Background**

Human Beings have made tools to build homes, machines, bridges, roads, structures,

transportation devices etc. to take us to the moon and beyond. All of these things were created from ideas in a person's head! What is this thing called Know-How, Innovation and Invention?

First let us look up the word **Know-How**; from Merriam-Webster: "knowledge of how to do something smoothly and efficiently"

Now let us look at the word **Innovation**: "a new idea, method, or device"

Now let us look at the word **Invention**: "a product of the imagination, a device, contrivance, or process originated after study and experiment"

From the above definitions it is clear that this process results in the creation of a device, process or idea that has never before manifested itself to other Human Beings. This ability to be Creative allows Human Beings to move far beyond what Mother Nature has placed in our genes or in this Universe before each individual's existence.

Couple the Creativity of a Human Being with a Social System that supports Human Freedom and you have a powerful combination. "The unique American formula of individual Liberty and free enterprise has cultivated risk taking, experimentation, innovation, and scientific exploration on a grand scale that has never occurred anywhere before."

### Further Study

Capturing the full potential of Innovation and Invention requires a Political and Social System that allows Innovators and Inventors to benefit from their new ideas and creations. The protection of Intellectual Property and Inventions must be provided or we take most of the energy out of the entire creative process. Copyrights, Trademarks, Patents etc. all provide protection for the person who creates.

American Family Traditions. (2009). *Know-how*. Retrieved November 1, 2010, from American Family Traditions website:  
[http://www.americanfamilytraditions.com/american\\_know-how.htm](http://www.americanfamilytraditions.com/american_know-how.htm)

*Comparing America to Different Countries:*

Murder (per capita) statistics:

<b>Rank</b>	<b><u>Countries</u></b>	<b><u>Amount</u></b>
# 1	<b>Colombia:</b>	0.617847 per 1,000 people
# 2	<b>South Africa:</b>	0.496008 per 1,000 people
# 3	<b>Jamaica:</b>	0.324196 per 1,000 people

# 4	<b>Venezuela:</b>	0.316138 per 1,000 people
# 5	<b>Russia:</b>	0.201534 per 1,000 people
# 6	<b>Mexico:</b>	0.130213 per 1,000 people
# 7	<b>Estonia:</b>	0.107277 per 1,000 people
# 8	<b>Latvia:</b>	0.10393 per 1,000 people
# 9	<b>Lithuania:</b>	0.102863 per 1,000 people
# 10	<b>Belarus:</b>	0.0983495 per 1,000 people
# 11	<b>Ukraine:</b>	0.094006 per 1,000 people
# 12	<b>Papua New Guinea:</b>	0.0838593 per 1,000 people
# 13	<b>Kyrgyzstan:</b>	0.0802565 per 1,000 people
# 14	<b>Thailand:</b>	0.0800798 per 1,000 people
# 15	<b>Moldova:</b>	0.0781145 per 1,000 people
# 16	<b>Zimbabwe:</b>	0.0749938 per 1,000 people
# 17	<b>Seychelles:</b>	0.0739025 per 1,000 people
# 18	<b>Zambia:</b>	0.070769 per 1,000 people
# 19	<b>Costa Rica:</b>	0.061006 per 1,000 people
# 20	<b>Poland:</b>	0.0562789 per 1,000 people
# 21	<b>Georgia:</b>	0.0511011 per 1,000 people
# 22	<b>Uruguay:</b>	0.045082 per 1,000 people
# 23	<b>Bulgaria:</b>	0.0445638 per 1,000 people
# 24	<b>United States:</b>	0.042802 per 1,000 people
# 25	<b>Armenia:</b>	0.0425746 per 1,000 people
# 26	<b>India:</b>	0.0344083 per 1,000 people
# 27	<b>Yemen:</b>	0.0336276 per 1,000 people
# 28	<b>Dominica:</b>	0.0289733 per 1,000 people
# 29	<b>Azerbaijan:</b>	0.0285642 per 1,000 people
# 30	<b>Finland:</b>	0.0283362 per 1,000 people
# 31	<b>Slovakia:</b>	0.0263303 per 1,000 people
# 32	<b>Romania:</b>	0.0250784 per 1,000 people
# 33	<b>Portugal:</b>	0.0233769 per 1,000 people
# 34	<b>Malaysia:</b>	0.0230034 per 1,000 people
# 35	<b>Macedonia, The Former Yugoslav Republic of:</b>	0.0229829 per 1,000 people
# 36	<b>Mauritius:</b>	0.021121 per 1,000 people
# 37	<b>Hungary:</b>	0.0204857 per 1,000 people

# 38	<b>Korea, South:</b>	0.0196336 per 1,000 people
# 39	<b>Slovenia:</b>	0.0179015 per 1,000 people
# 40	<b>France:</b>	0.0173272 per 1,000 people

#### Obesity Statistics:

# 1	<b>United States:</b>	30.6%
# 2	<b>Mexico:</b>	24.2%
# 3	<b>United Kingdom:</b>	23%
# 4	<b>Slovakia:</b>	22.4%
# 5	<b>Greece:</b>	21.9%
# 6	<b>Australia:</b>	21.7%
# 7	<b>New Zealand:</b>	20.9%
# 8	<b>Hungary:</b>	18.8%
# 9	<b>Luxembourg:</b>	18.4%
# 10	<b>Czech Republic:</b>	14.8%
# 11	<b>Canada:</b>	14.3%
# 12	<b>Spain:</b>	13.1%
# 13	<b>Ireland:</b>	13%
# 14	<b>Germany:</b>	12.9%
= 15	<b>Portugal:</b>	12.8%
= 15	<b>Finland:</b>	12.8%
# 17	<b>Iceland:</b>	12.4%
# 18	<b>Turkey:</b>	12%
# 19	<b>Belgium:</b>	11.7%
# 20	<b>Netherlands:</b>	10%
# 21	<b>Sweden:</b>	9.7%
# 22	<b>Denmark:</b>	9.5%
# 23	<b>France:</b>	9.4%
# 24	<b>Austria:</b>	9.1%
# 25	<b>Italy:</b>	8.5%
# 26	<b>Norway:</b>	8.3%
# 27	<b>Switzerland:</b>	7.7%
= 28	<b>Japan:</b>	3.2%
= 28	<b>Korea, South:</b>	3.2%

#### Couples with Children:

# 1	<b>Italy:</b>	66%
# 2	<b>Ireland:</b>	65%
# 3	<b>Spain:</b>	61%
# 4	<b>Korea, South:</b>	59%
# 5	<b>Belgium:</b>	58%
# 6	<b>Portugal:</b>	57%
= 7	<b>France:</b>	56%
= 7	<b>Greece:</b>	56%



= 7	<b>Netherlands:</b>	56%
# 10	<b>Luxembourg:</b>	55%
= 11	<b>Austria:</b>	54%
= 11	<b>Switzerland:</b>	54%
# 13	<b>United Kingdom:</b>	52%
= 14	<b>Germany:</b>	50%
= 14	<b>Denmark:</b>	50%
= 14	<b>Finland:</b>	50%
= 14	<b>Norway:</b>	50%
# 18	<b>Japan:</b>	35%
# 19	<b>Canada:</b>	33%
# 20	<b>Sweden:</b>	31%
# 21	<b>Australia:</b>	28%
# 22	<b>United States:</b>	25%
# 23	<b>New Zealand:</b>	24%

NationMaster. (2010). *People statistics: couples with children (most recent) by country*. Retrieved November 1, 2010, from NationMaster website:  
[http://www.nationmaster.com/graph/peo\\_cou\\_wit\\_chi-people-couples-with-children](http://www.nationmaster.com/graph/peo_cou_wit_chi-people-couples-with-children)

NationMaster. (2010). *Obesity statistics- countries compared*. Retrieved November 1, 2010, from NationMaster website:  
[http://www.nationmaster.com/graph/hea\\_obe-health-obesity](http://www.nationmaster.com/graph/hea_obe-health-obesity)

NationMaster. (2010). *Murders (per capita) statistics*. Retrieved November 1, 2010, from NationMaster website:  
[http://www.nationmaster.com/graph/crime\\_mur\\_percap-crime-murders-per-capita](http://www.nationmaster.com/graph/crime_mur_percap-crime-murders-per-capita)

*"Sweat" Debriefing:*

### **Sweat Story Debriefing**

- 1.) In what ways can this story potentially be called "controversial?"
- 2.) This is one of the few stories we have read so far with a woman as a narrator. How does love seem different in a woman's eyes? Can you compare the circumstances that the woman endures in this story to other stories we have read or not? Why?
- 3.) What kind of love is this? Does this love exist nowadays? Would you consider or assume that other countries (other than America) have less/more of these kinds of love "issues?" Why or why not?

*Fun Facts about America:*

State	Home of
Alabama	George Washington Carver, who discovered more than 300 uses for peanuts
Alaska	The longest coastline in the U.S., 6,640 miles, greater than that of all other states combined
Arizona	The most telescopes in the world, in Tucson
Arkansas	The only active diamond mine in the U.S.
California	“General Sherman,” a 3,500-year-old tree, and a stand of bristlecone pines 4,000 years old are the world's oldest living things
Colorado	The world's largest silver nugget (1,840 pounds) found in 1894 near Aspen
Connecticut	The first American cookbook, published in Hartford in 1796: American Cookery by Amelia Simmons
Delaware	The first log cabins in North America, built in 1683 by Swedish immigrants
Florida	U.S. spacecraft launchings from Cape Canaveral, formerly Cape Kennedy
Georgia	The Girl Scouts, founded in Savannah by Juliette Gordon Low in 1912
Hawaii	The only royal palace in the U.S. (Iolani)
Idaho	The longest main street in America, 33 miles, in Island Park
Illinois	The tallest building in the U.S., Sears Tower, in Chicago
Indiana	The famous car race: the Indy 500
Iowa	The shortest and steepest railroad in the U.S., Dubuque: 60° incline, 296 feet
Kansas	Helium discovered in 1905 at the University of Kansas
Kentucky	The largest underground cave in the world: 300 miles long, the Mammoth-Flint Cave system
Louisiana	The most crayfish: 98% of the world's crayfish
Maine	The most easterly point in the U.S., West Quoddy Head <sup>1</sup>
Maryland	The first umbrella factory in the U.S., 1928, Baltimore
Massachusetts	The first World Series, 1903: the Boston “Americans” (became the Red Sox in 1908) vs. the Pittsburg Pirates (Pittsburgh had no “h” between 1890–1911)
Michigan	The Cereal Bowl of America, Battle Creek, produces most cereal in the U.S.

Minnesota	The oldest rock in the world, 3.8 billion years old, found in Minnesota River valley
Mississippi	Coca-Cola, first bottled in 1894 in Vicksburg
Missouri	Mark Twain and some of his characters, such as Tom Sawyer and Huckleberry Finn
Montana	Grasshopper Glacier, named for the grasshoppers that can still be seen frozen in ice
Nebraska	The only roller skating museum in the world, in Lincoln
Nevada	Rare fish such as the Devils Hole pup, found only in Devils Hole, and other rare fish from prehistoric lakes; also the driest state
New Hampshire	Artificial rain, first used near Concord in 1947 to fight a forest fire
New Jersey	The world's first drive-in movie theater, built in 1933 near Camden
New Mexico	"Smokey Bear," a cub orphaned by fire in 1950, buried in Smokey Bear Historical State Park in 1976
New York	The first presidential inauguration: George Washington took the oath of office in New York City on April 30, 1789.
North Carolina	Virginia Dare, the first English child born in America, on Roanoke Island in 1587
North Dakota	The geographic center of North America, in Pierce County, near Balta
Ohio	The first electric traffic lights, invented and installed in Cleveland in 1914
Oklahoma	The first parking meter, installed in Oklahoma City in 1935
Oregon	The world's smallest park, totaling 452 inches, created in Portland on St. Patrick's Day for leprechauns and snail races
Pennsylvania	The first magazine in America: the American Magazine, published in Philadelphia for 3 months in 1741
Rhode Island	Rhode Island Red chickens, first bred in 1854; the start of poultry as a major American industry

South Carolina	The first tea farm in the U.S., created in 1890 near Summerville
South Dakota	The world's largest natural, indoor warmwater pool, Evans' Plunge in Hot Springs
Tennessee	Graceland, the estate and gravesite of Elvis Presley
Texas	NASA, in Houston, headquarters for all piloted U.S. space projects
Utah	Rainbow Bridge, the largest natural stone bridge in the world, 290 feet high, 275 feet across
Vermont	The largest production of maple syrup in the U.S.
Virginia	The only full-length statue of George Washington, placed in capitol in 1796
Washington	Lunar Rover, the vehicle used by astronauts on the moon; Boeing, in Seattle, makes aircraft and spacecraft
West Virginia	Marbles; most of the country's glass marbles made around Parkersburg
Wisconsin	The typewriter, invented in Milwaukee in 1867
Wyoming	The "Register of the Desert," a huge granite boulder covering 27 acres with 5,000 early pioneer names carved on it

Pearson Education. (2007). *Fifty states and fifty fun facts*. Retrieved November 1, 2010, from Fact Monster website:  
<http://www.factmonster.com/ipka/A0770175.html>

*"How I Met My Husband" Debriefing:*

### **How I Met My Husband Debriefing**

- 1.) Is this a story about hope or not? What do you find intriguing about this story?
- 2.) Another story written by a women's perspective, how does this story differ from "Sweat?"
- 3.) What kind of themes are in this story, and what kind of "love?"
- 4.) Would you like to meet your husband/wife this way?

*Canadian Recipes:*

Canada's cooking falls into two major lines of influence, English and French. But the larger divide masks a wider variety of influence. Native populations contributed to

an emphasis on wild ingredients, including game, salmon, berries, wild rice and maple syrup. Slavic and Scandinavian immigrants brought their dishes to the Canadian heartland. Asian immigrants carried their style of cooking to the cities. Convenience and fast foods are popular. But thoughts of oka cheese, tourtière, poutine, fish and brewis and Nanaimo bars will set any Canadian's heart singing.

Harvey, B. (2010). *Canada: recipes and cuisine*. Retrieved November 1, 2010, from Whats4Eats website: <http://www.whats4eats.com/north-america/canada-cuisine>



## French Canadian Pea Soup

### Ingredients

1	pound	<a href="#"><u>peas, dried</u></a>	
8	cups	<a href="#"><u>water</u></a>	
1/2	pound	<a href="#"><u>salt pork</u></a>	<i>all in one piece</i>
1	each	<a href="#"><u>onion</u></a>	<i>large, chopped</i>
1/2	cup	<a href="#"><u>celery</u></a>	<i>chopped</i>
1/4	cup	<a href="#"><u>carrots</u></a>	<i>grated</i>
1/4	cup	<a href="#"><u>parsley leaves</u></a>	<i>fresh, chopped</i>

1	each	<a href="#"><u>bay leaf</u></a>	
1	teaspoon	<a href="#"><u>savory</u></a>	<i>dried</i>
1	x	<a href="#"><u>salt</u></a>	<i>to taste</i>
1	x	<a href="#"><u>black pepper</u></a>	<i>to taste</i>

### Directions

Newfoundland Pea Soup is very similar, but usually includes more vegetables such as diced turnips and carrots, and is often topped with small dumplings.

This soup is very good reheated. The most authentic version of Quebec's soupe aux pois use whole yellow peas, with salt pork and herbs for flavour. After cooking, the pork is usually chopped and returned to the soup, or sometimes removed to slice thinly and served separately. Instead of fresh or dried herbs, herbes salees (herbs preserved with salt) are often used; they are available commercially or made at home.

Pea soup remains a popular dish in restaurants where tourists enjoy a true taste of old Quebec. In some variations, a little garlic, leeks, other vegetables or a ham bone are added for flavour. For a thicker consistency (though this is not traditional) a cup or two of cooked peas can be pureed then returned to the soup.

Wash and sort peas; soak in cold water overnight.

Drain and place in a large pot; add water, parsley, salt pork, onion, celery, carrots, parsley, bay leaf, savory and 1 tsp salt.

Bring to a boil; reduce heat and simmer until peas are very tender, about 2 hours, adding more water if needed.

Remove salt pork; chop and return to soup. Discard bay leaf. Season to taste with salt and pepper.

Wenzel, S. (2010). *French Canadian Pea Soup*. Retrieved November 1, 2010, from Recipe Land website: <http://recipeland.com/recipe/v/French-Canadian-Pea-Soup-2715>

*Canadian Fun Facts:*

### Interesting Facts About Canada

Canada perhaps is the only country in the world that is rarely in the news for any controversial issues. It is known to be a peace loving and one of the most preferred countries to migrate to. Following are a few fun facts about Canada, that make this country stand apart from the rest.

- An unusual fact about Canada is its name origin, it comes from a St. Lawrence Iroquoian word, *kanata*, which means village or settlement.
- An interesting fact about Canada is that it's the world's second largest country

- areawise (including its waters), and fourth largest in land area.
- It also has the longest coastline in the world, about 243,000 kms in length.
  - The country shares the world's longest common border with the United States of America, which is also the only unprotected border in the world
  - An interesting fact for kids, is that Canada is widely believed to be the home of Santa Claus.
  - The belief that the North Pole is owned by Canada is false. No country owns the North Pole.
  - Canada is also the largest producer of a refreshingly sweet dessert wine called *Icewine*.
  - It features in the list of top five world's producers of gold, copper, zinc, nickel, aluminum, and natural gas.
  - A funny fact about Canada's city of Montreal, sometimes called *The City of Churches*, is that it has more churches than houses!
  - Canada is also home to the world's smallest jail, located in Ontario. It is only 270 square feet.
  - It also has the highest tertiary education enrollment in the world, which includes locals as well as international students.
  - [Toronto](#) is the largest city of Canada, with a population of more than 5 million people. Toronto dwellers hold more university degrees than any other big city in the world.
  - Despite being a really big country, it has the fourth lowest population density in the world, with only three people living per square kilometer! Almost half of the population in Canada were born in other countries.
  - Here's a weird fact about Canada, it produces so much energy, that it provides it to the US too!
  - The Ice Hotel in Quebec, known as *Hotel de Glace* is created every year using 400 tons of ice and 12,000 tons of snow. It melts away every summer and is recreated every winter.
  - Canada has just one [desert](#) in British Columbia, towards the southernmost corner of the Okanagan Valley in Osoyoos.
  - The desert is only 15 miles long, with over 100 rare plants, and over 300 rare animals. It is also the only desert in the world that has a long boardwalk, for people to walk on!
  - Canadian winter temperatures fall below freezing point, with snow covering some parts of the country for nearly six months!
  - In 1883, the baseball glove was invented in Canada.
  - Many inventions including basketball, the electric light bulb, the electric range, the electron microscope, the telephone, standard time, the television, and the zipper, and the first snowmobile were invented in this remarkable country.
  - The [Niagara Falls](#), one of the largest and most popular waterfalls is in Ontario.
  - Half of Canada is covered with forests, which should not be surprising, considering one-tenth of the world's forests are here. It is also home to the

- polar and the grizzly bear.
- Canada has two national sports; Lacrosse as the country's national summer sport, and Ice Hockey as the national winter sport. Its citizens invented the game of *Lacrosse*.

Canada is also known to have the highest quality of life in the world, according to the United Nations Human Development Index.

Rajeev, L. (2010). *Canada fun facts- interesting facts about Canada*. Retrieved November 1, 2010, from Buzzle website:  
<http://www.buzzle.com/articles/canada-fun-facts-interesting-facts-about-canada.html>

*Canadian Norms:*

## **Meeting People**

Canadians accept a wide range of social behaviour, but most people expect politeness.

In business, men and women usually shake hands on meeting for the first time. Adults meeting each other in public may shake hands if they do not meet often.

Shaking hands is also common for first meetings in social situations. Some men and women may embrace and kiss lightly when meeting if they are related or good friends. In informal settings, such as a party or bar, most young people will simply exchange greetings such as "Hi!" or "How are you?"

Visiting someone without an invitation is not common - and sometimes not welcome.

Being polite in social situations does not mean you have to accept everything that is offered or proposed. It is acceptable to say "No, thank you." However, if you do want something, say "Thank you," and accept it the first time you are offered.

## **Standards and Expectations**

Some of Canada's standards for public behaviour may be different from those in your home country. Some of our attitudes and customs may be more conservative than you are used to, while others may seem more liberal. Smoking is not permitted



in federal buildings, in elevators, on most Canadian airlines, and on buses and other public transportation. Smoking is also not allowed in many banks, shops, restaurants and other public places. Most of these anti-smoking measures are firmly enforced.

### **Important Social Standards**

Social practices - not laws - govern many types of behaviour. Some traditions are well established and politely but firmly enforced.

- **Littering** streets and public areas is not accepted.
- **Spitting** is not accepted in most situations.
- **Lining up or queuing.** People normally line up or queue according to the principle of first-come, first-served. Others will strongly resent you if you push ahead in line-ups.
- **Smoking.** The majority of Canadians do not smoke. In private homes, you should always ask permission from your host or hostess to smoke.
- **Being on time.** You should always arrive on time at School, for any meetings and appointments. For social invitations, people expect that you will arrive within half an hour of the stated time.

### **Modesty and Discretion**

Some activities are normally accepted in public if they are done with modesty, discretion and consideration for others. To determine what is appropriate you should consider where you are and who is there.

### **Kissing or holding hands in public**

Showing moderate affection in public offends very few people in Canada. However, passionate kissing or touching are considered impolite and offensive.

### **Tips**

Tips are usually given to waiters, taxi drivers, hairdressers, hotel attendants and, occasionally, bar staff. It is considered normal to tip between 10% and 15% of the bill.

Canada. (2008). *Canadian cultural norms*. Retrieved November 1, 2010, from National Defense and the Canadian Forces website: <http://www.cfls-elfc.forces.gc.ca/canada/culture-eng.asp>

*Alternative Assignment:*

### **Alternative Assignment**

Write up a one page analysis about either one of the stories for today- "Sweat" or "How I Met My Husband." Focus on one of the two questions below.

- Why is this story called "Sweat?" (If you write about Sweat)
- Would you like to meet your husband/wife in the way that the character meets her husband? (How I Met My Husband)

### **Day Twelve:**

Cosmopolitan Article Project description and rubric, study guide for exam

*Cosmo Article Project:*

### **Cosmopolitan Article Project (50 pts)**

You have been given the task to be a guest author in the next cosmopolitan magazine that will be issued by Friday. Thus, this project is due THURSDAY.

The editor of the magazine wants you to write an article that will fit two pages in the magazine, no more, no less. It has to be already decorated like any ordinary article in the magazine, but you are free to add your own touches (being appropriate, of course).

Your job, then, would be to write what you think the "rules" are for dating. This article can take any form- "How to Lose a Guy in 10 Days," "What makes you undatable," ect. BE CREATIVE! One of your pages needs to be with that information, and this can be as large or as small as you would like it to be. However, on the next page, you have more detailed instructions. As there is an influx of immigrants into the US, the readers of Cosmo are interested in learning more about different cultural norms in dating. Using any of the music, videos, or literature that you have researched (from class ☺) in combination or alone, write up an article that **describes stereotypes of love, gender differences in how love is depicted if there are any, and why the theme of love perpetuates throughout the world as a theme.**

**Rubric:**

Criteria	Points allotted
Decorated	___/10
All tasks completed	___/20
Grammar	___/5
Spelling/Punctuation	___/5
Creativity	___/10
Total	___/50

Remember, Cosmo doesn't have many editors to look through your article before it is published, so make sure that you edit your article for professionalism unless you do not want to get published.

\*\*\*These articles will be submitted to the magazine itself as well as to the school newspaper; the staff of the newspaper will choose their favorite article and publish it in the next issue under the "Life" section.

*Exam Study Guide:*

## Exam Study Guide

- I Loved You
- The Lady with the Pet Dog
- Hereafter
- The Gypsy
- How I Met My Husband
- Sweat
- Layla & Majnun
- All videos (concepts)
- Literary devices
- How does Pushkin/Chekhov's life affect their writing
- Review culture book- anything in the notes is fair game
- Iranian/French/American/Candian/Mexican/Russian cultures
- Vocabulary
  - o Unrequited love
  - o Platonic love

10 multiple choice, 2 pts each

10 short answer, 4 pts each

1 essay, chosen out of two choices, 40 pts

All together, this exam is worth 30% of your unit grade

## Day Thirteen:

Teacher Example of Cosmopolitan Article:

SPRING 2011

# DATING FOR DUMMIES

By Katie Rybakova, Special Guest Author

### Trust your heart!

Your brain and your heart will always fight when it comes to love, but don't try and convince your heart that you won't love or care for somebody. Unfortunately, you can't help that. Just like you can't help your love of chocolate and ice cream late at night, or the occasional McDonald's. Or the occasional caramel macchiato. With whipped cream on top.

But...learn when to say stop. You can't keep hitting the same rake against your forehead over and over. If they aren't changing, they probably won't.



### Sure-fire ways of dating

- 1.) Brush your teeth/chew gum
- 2.) Don't dress provocatively- leave something for the imagination!
- 3.) Smile and laugh, don't pout and retreat to the corner to stare at people by your lonesome.
- 4.) Don't forget your friends and family, and do your own thing once in a while! Independence is sexy.
- 5.) Love 100%. If you get hurt, at least you weren't a coward for loving fully! ☺



### That Shakespeare Dude Got It Right

Love thyself	If music be the food of love, play on	To thy own self be true
Don't expect anyone to love you if you can't love yourself	Dance, sing, be happy! Everyone loves a happy person.	Self-explanatory, yes? ☺

**Day Fifteen:**

Exam, exam key

*Exam:*

Traveling in the World's Footsteps Exam

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Period: \_\_\_\_\_

- 1.) How did Anton Chekhov's life become revealed in the story of "The Lady with the Pet Dog?"
  - a.) Chekhov had a wife who also owned a dog
  - b.) Chekhov's wife also lived long-distance from him like the male character in the story
  - c.) Chekhov fell in love with another woman who owned a dog parlor
  - d.) Chekhov fought in a duel and died over the woman he loved, who was not his wife
- 2.) "Love heavy a performing bear" from "The Gypsy" is what kind of literary device?
  - a.) personification
  - b.) alliteration
  - c.) oxymoron
  - d.) none of the above
- 3.) In the story "Sweat," how does Syke, the husband in the story, treat his wife?
  - a.) He loves her very much but she falls in love with another man and then kills him by putting a snake in his bedroom
  - b.) He tries to kill her
  - c.) He does nothing around the house, cheats on her, and hits her
  - d.) He is tired of his wife telling him to kill the rattlesnakes in the yard, but still provides for her financially
- 4.) In "How I Met My Husband," who does the main character marry?
  - a.) The pilot
  - b.) The doctor
  - c.) The mailman
  - d.) She never gets married
- 5.) What was Layla & Majnun's love like?
  - a.) Much like Romeo & Juliet, they loved each other deeply but never were allowed to be together
  - b.) Much like in the story of "The Lady with the Pet Dog," Majnun was married to someone else but fell in love with Layla and she fell in love with him

- c.) Layla loved Majnun but Majnun did not love her back the way that she did
  - d.) Much like the story "Sweat," Layla and Majnun loved each other at first, but by the end of the story hated each other very much
- 6.) The former name of Iran was \_\_\_\_\_.
- a.) Land of the Aryan's
  - b.) United Arab Emirates
  - c.) Persia
  - d.) Kavir
- 7.) Which of the following facts about Mexico is true?
- a.) Mexico is the largest country in the world
  - b.) 40 Mexican writers were awarded the Nobel prize
  - c.) "The Gypsy" was written by a famous Mexican poet
  - d.) Mexican children don't get presents on Christmas- they receive presents instead of January 6<sup>th</sup>.
- 8.) What is an example of unrequited love?
- a.) I Loved You (Pushkin)
  - b.) Layla & Majnun
  - c.) The two characters in the video "Up"
  - d.) None of the above
- 9.) When a girl tells a boy "You are like a brother to me," what kind of love does that represent?
- a.) Unrequited
  - b.) Obsession
  - c.) Lust
  - d.) Platonic
- 10.) In Hereafter, the poem we read in class written by a Mexican writer, what was the overall "story" that was being told?
- a.) A man was telling a woman how much pain he was in from his love for her
  - b.) A man was telling a woman that their love will never die
  - c.) A woman was telling a man that her love will last forever, even if his doesn't
  - d.) A man was writing about the life that people experience after death

Short Answer: Respond to all of the short answer questions with detail. Make sure you write neatly and the length should be at least one paragraph each.

- 11.) Compare and contrast *Layla & Majnun* to *The Lady with the Pet Dog*:

- 12.) Choose one of the cultures we studied in class and write down some interesting facts about that country.
- 13.) Can anything bad happen from love? Use references from the *videos* we watched in class.
- 14.) What makes marriage happy? Which culture that we studied do you think has the most differing wedding or dating rituals compared to the US?

15.) What kind of “back-story” could potentially be true for the poem “I Loved You?” In other words, knowing the author’s life story, what instances in his life could have provoked him to write a poem like I Loved You? Provide specifics from both poem and author’s life.

16.) How does music represent the theme of love? Does it differ from culture to culture?

17.) In the story *Sweat*, what eventually happens to Syke? Did this story empower or disempower women?

18.) What kinds of love can there be? Define them and whether you believe they are “healthy” or not. Use at least two different examples.



19.) In *Layla & Majnun*, what kinds of specific details in the story draw from the Iranian culture? Use at least two examples.

20.) In *How I Met My Husband*, does the female main character end up happy? What is the theme behind this story?

Essay Question: You have two choices to choose from. Choose only one and answer the question thoroughly. I expect more than one example drawing from multiple sources that we used in and out of class. Circle the choice you made.

21.) Are people from different cultures essentially similar or essentially different *in terms of love*? Use SPECIFIC examples out of the sources we looked at over the past three weeks.

22.) We used three different types of sources to explore culture and love, music, text, and video. What are the similarities and differences of these sources, and does one specific source (music/text/video) make love across culture look very different OR similar compared to the others?

*Exam Answer Key:*

Exam Answer Key

- 1.) B
- 2.) A
- 3.) C
- 4.) C
- 5.) A
- 6.) C
- 7.) D
- 8.) A
- 9.) D
- 10.) B

**Day Sixteen:**

Project description and rubric:

**Final Project Description & Rubric**

“Book Your Next Ticket”

This final project is a three-section project. It is worth 40% of your final unit grade and is a big part of your final portfolio for the class.

The main concepts that we have studied over the past few weeks were love and how it differs over culture. Now it is your turn to choose your concepts and look at how it is affected over a certain culture. It is also your job now to study a culture/city/country of your choice. You will create a three-part final unit project that will have a poster board, a speech, and a section of your choosing. We will work on this project in class over the next week. You will present your findings and the project on Thursday and Friday of next week. Concepts could be anything that you wish, but please make sure it is appropriate for a school setting.

Poster board:

- Present your findings of the culture you studied as well as the similarities/differences amongst the culture you identify with (American and whatever you choose, or if you identify with a specific culture other than American, you can choose to compare the culture you studied to the culture you identify with)
- You must include decorations, at least 4 pictures, and 15 different researched sources with correct citations
- Out of the 15 research sources, at least five have to be from books/newspapers/articles.
- The poster board must contain at least 1100 words
- Correct spelling, grammar, and professionalism is expected

## Speech:

- Your speech will be 3 minutes long. There will be instances in the future where you will be given a specific time limit and you are expected to speak within that time limit. After passing 30 seconds over 30 minutes or speaking under 30 seconds of 3 minutes, you will be penalized.
- Focus on an informational-type speech, which means you are trying to inform us about your subject and why you choose it. For example, if you choose to study about depression in the US compared to depression in Asia, you will talk about why you choose to study depression.
- You will present this speech to the class on either Thursday or Friday. Be prepared any day, as the selection will be at random. You may use your poster for a visual prop and any other visual prop that you would like, but you must speak and you cannot use notes or read off of paper.

## Your choice:

- Bring in another culture's recipe for the whole class to sample. Explain what is in the food, how the food is typically made, and why/how it symbolizes the culture where it is from. This food will be part of your speech, so you will be allotted 5 minutes instead of 3 minutes, 2 extra minutes to explain your food and hand it out to the class.
- Create a short story with both an American (or the culture you identify with) character and a character from the culture you studied with the concept you choose as the identifying theme of the story. This short story has to be at least three pages long.
- Create a handout for the class about traditions/history/"rules"/fun facts using a creative design or way of writing. This handout has to be either two pages stapled together or a handout with both sides of the paper printed on.
- Any other idea that you may have, please run by the teacher

## Rubric:

Criteria	Total
<b>Handed in/ready on time</b>	___/10
<b>Poster- has the right amount of sources and correct citations</b>	___/20
<b>Poster- professionalism/creativity</b>	___/20
<b>Poster- content</b>	___/50
<b>Speech- content</b>	___/20
<b>Speech- speaking</b>	___/10
<b>3<sup>rd</sup> source- content</b>	___/10
<b>3<sup>rd</sup> source-</b>	___/10

professionalism/creativity	
Total	___/150

### Day Seventeen:

Power point for citations/research (20 min.), handout for citations, worksheet for citations (5 min)

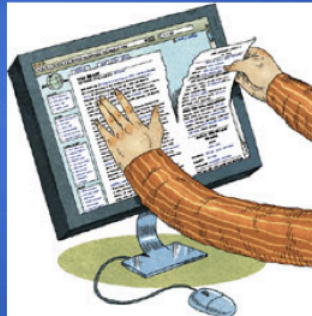
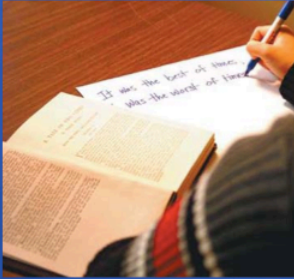
*Power point for citations/research:*



## What, exactly, is plagiarism?

- Definition: Copying words of an author and submitting it as your own
- What counts?
  - Stealing ideas from online, a book, or quotes from a speech
  - Allowing a friend to copy off of your paper (*you* will get in trouble for this as well, not only your friend)
  - Handing in work that you have already done/written from another assignment/class
  - "Borrowing" your older sister's similar text
  - Citing incorrectly
  - Changes a few words in the quote is still plagiarism

Click to add title



Ouch...

- **Consequences:**
  - Suspension, expulsion- Universities may give you a written warning that will go on your record, but if you do it again, you will be expelled
  - If the work you submit goes towards an award, research, ect. you may be deemed ineligible to participate in any other award event/ research for the rest of your life
  - You can go to jail and/or pay a fine for robbing someone of their "intellectual property," especially if it involves job placements and/ or award essays
  - At the very least, you should expect a zero on the assignment, if not in the class. Any friends that knew about it or helped in the process will get in trouble too

## Click to add title



## To Cite, or not to Cite

- Try and avoid:
  - Making multiple copies of something that can replace a purchase of a book/article
  - Copying from the same source each semester/school year
  - Using more than 2,500 words copied in your text
- When should I cite?
  - If there is a copyright © on the text, you must cite it
  - If you did not know something that you are writing, you learned it from the source and must cite that source
- When can I NOT cite?
  - You don't have to cite the phonebook, or when you use facts that don't come from research, like that oranges have vitamin C.

Click to add text

- Click to add text



## APA Citation Machine

- APA, which stands for American Psychological Association, is the standard form for citing works.
- Example of Citation for Online Source:
  - Last name, first initial. (date). *Title without capitalization other than proper nouns*. Retrieved date of access from the name of the website: <http://www.whateva.com>
  - Do not indent first line, but indent the following lines

# More examples of citations

- Bibliography:

University of Maryland University College. (2010). *Apa Citation Examples*. Retrieved November 2, 2010, from UMUC website: <http://www.umuc.edu/library/guides/apa.shtml>

University of Maryland University College. (2010). *Copyright and fair use in the classroom, on the Internet, and the World Wide Web*. Retrieved November 2, 2010, from UMUC website: <http://www.umuc.edu/library/copy.shtml#whatis>

*Handout for Citations:*

Citation Handout

Name: \_\_\_\_\_

APA Formatting

## **Book with a single author**

Last name, first initial. (year). *Title of book with no capitalization other than proper nouns*. Place of publication: Publisher.

E.g.: Smith, J. (2008). *I love to move it, move it*. New York, NY: Penguin Press.

## **Book with multiple authors**

Last name, first initial, & last name, first initial. (year). *Title of book*. Place of publication: Publisher.

E.g.: Smith, J., & Miller, S. (2009). *Penguins rock the Atlantic*. Chicago, IL: Penguin Express Press.

## **Book with no author**

*Title of book*. (year). Place of publication: Publisher.

E.g.: *The guide to correct eating*. (2010). New York, NY: Carrot Publishing.

## **Online source (not a journal):**



Last name, first name. (year). *Title of webpage*. Retrieved date of access from name of website: <http://www.yesmam.com>

E.g.: Kealer, K. (2001). *Yes, I do like chocolate muffin tops*. Retrieved November 1, 2010, from Muffin Tops website: [www.ilikemuffins.com](http://www.ilikemuffins.com)

Citation for website used for above information:

Nova University. (2010). *Citing sources using APA manual (6<sup>th</sup> ed.)*. Retrieved November 1, 2010, from Nova Edu. Website:  
[http://www.nova.edu/library/dils/teachinghandouts/apa/APA\\_6th\\_ed.pdf](http://www.nova.edu/library/dils/teachinghandouts/apa/APA_6th_ed.pdf)

*Citation Worksheet:*

Name: \_\_\_\_\_

Period: \_\_\_\_\_

- 1.) You go on an online webpage to look for information about Mexico. You find a great site. The author's name is Jose Martinez, the site's name is Mexico International, and the webpage name is called "Mexican Traditions and Rituals." The date it was published was in 2009. The website was <http://www.Mexicantrads.com>. Make a citation for this source.
- 2.) Create your own citation, but cite it correctly.
- 3.) You read a book you really liked and want to put a proper citation up on your new blog. The authors are John Limantik, Krista Daminigo, and Katie Minza. The book was called "Phantom of the Who?" and was published in LA (California) in 1998 by a publisher called Mass Productions Inc. Make a citation for this book.
- 4.) Create your own book citation, but cite it correctly.

### Day Twenty-Three:

Handouts for workshop

Workshop Handout:

*Instructions: Write in the copy that you were given any notes/mistakes that you found or have for the author to look over later. On this handout, write out positive and negatives remarks you have for the author.*

Title of Work:

Overall Grade Given NOW: \_\_\_\_\_ (Letter Grade)

Spelling/Mechanics-

Organization/Flow-

Creativity-

Favorite line/part-

Decoration (if applicable)-

Ideas for author:

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