

Purpose of Unit:

The English 12 curriculum emphasizes how literature mimics the human experience across different perspectives, societies and time periods. It includes works of literature such as August Wilson’s *Fences*, Chinua Achebe’s *Things Fall Apart*, Ishmael Beah’s *Long Way Gone*, Yann Martel’s *Life of Pi*, Shakespeare’s *Hamlet* and a wide variety of poetry and short stories. In many of the pieces of literature, characters are recovering from a wide range of problems.

Students will:

- Define recovery
- Connect definition of recovery to literature we have already read
- Explore the Photo Gallery on the bulletin board in the classroom; post questions
- Read works related to Japan’s recovery from the March 2011 triple disaster, the atomic bomb on Hiroshima and earthquakes.
- Poetry: “Words” by Shuntaro Tanikawa
- “One Year Later” by J.D. McClatchy
- Short Stories: “The Island of Eternal Life”
- “Sixteen Years Later in the Same Place”
- Children’s books: *My Hiroshima* (Morimoto)
- *Hiroshima No Pika* (Maruji)
- Non-fiction excerpt: “A Noiseless Flash” from Hersey’s *Hiroshima*
- Explore, compare and contrast how cultural differences exist related to recovery
- Present independent analysis from short stories in *After the Quake* (Mirakami)
- Share insight and questions through a guided blackboard class discussion
- Complete the final assessment—individual essays—text to text and text to self

Target Audience: Grade 12 English students in the Central Bucks School District

State Standards:

Core Standards -Reading

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Core Standards- Writing

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented
7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
9. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
10. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Core Standards-Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Questions:

- 1. Define Recovery. What are various aspects related to recovery?**
- 2. How is recovery shown in pieces of literature we have already read?**
- 3. What factors influence how people recover from natural and man-made catastrophes?**
- 4. How do new short stories, excerpts and poems show various characters' reactions and coping mechanisms for dealing with varied hardships?**
- 5. Specifically, how do Japanese authors depict recovery from three major events in recent Japanese history?**

List major lessons: (approx. 12 90-minute classes)

- 1. Partner work on defining recovery; use a chart to indicate the events from which a characters must recovery and evaluations of the success of the characters**
- 2. Introductory poem on promethean board and all-class annotation of the poem (teacher-led discussion)**
- 3. Analysis of two short stories form *March Was Made of Yarn***
- 4. Presentation of personal photos from the Fukushima area –Q&A**
- 5. Photo Gallery” of Hiroshima—historical photos and photos Hiroshima today**
- 6. Explore Hiroshima through the eyes of a young person—use of children’s book: *Hiroshima No Pika* and *My Hiroshima* (books as a powerpoint slide show)**
- 7. Read a factual account of Hiroshima --excerpt from John Hersey’s *Hiroshima***
- 8. Independent reading and analysis of short stories in Murakami’s *After the Quake***

9. Blackboard discussion of *After the Quake* and analysis of similarities of recovery as seen in all of the works

Assessments:

Formative:

Definition of recovery and chart

Assessment #1—Students will use blackboard accounts to discuss poems and short stories with their classmates

Summative:

Assessment #2—Independent analysis (short essay) of *After the Quake* short story

Assessment #3—Essay – choice of topics

- ✓ 1. Text to Text—Choose one poem or short story that we read to compare to a previously studied poem or short story. Specifically, compare how the “character” recovers.
- ✓ 2. Text to Self—Choose one work that was particularly striking to you and explain how it made an impact on you.

Describe how Phila-Nipponica provided the background and inspiration for this unit.

Nearly all of the knowledge, materials, photos, etc. are a direct result of the travel experience. Most useful are my photos as well as my notes from talking to survivors of Hiroshima, Kobe and Fukushima. *After the Quake* and *Hiroshima* were specific texts we read in preparation for the trip. The children’s book *My Hiroshima* was given to us at the school we visited in Hiroshima.

Teacher and student resources used in unit.

Elmer, Luke and David Karashima, eds, *March Was Made of Yarn*

Hersey, John. *Hiroshima*

Maruki, Toshi. *Hiroshima No Pika*

Morimoto, Junko. *My Hiroshima*

Murakami, Haruki. *After the Quake*

Oe, Kenzaburo. *Hiroshima Notes*

Other resources to explore and add to the unit:

Films and youtube clips

Photo gallery UN/ (Hiroshima)

Articles by Martin Feckler, *New York Times* Tokyo Bureau Chief

Other work to complete before Nov. 30:

Rubrics for assessments

Study guides for short stories

Submitted by:

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