**Exploring China and Building Global Competence in American Schools Joan S. Soble/ Massachusetts**

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| **ELEMENT** | **DESCRIPTION** |
| **Author Name** | Joan Soble |
| **Lesson/Unit Name** | Realities and Illusions: Art, Technology, Freedom and the Challenge of Citizenship |
| **Content Area(s)** | English Language Arts (AP Literature and Composition), civics, technology |
| **Grade Level(s)** | 11th-12th grades |
| **Duration** | Parts of 5 Class Periods over a 5-6 week period |
| **Lesson Theme and Topic** | Global citizenship and national citizenship – both in terms of people’s aspirations and the realities of their daily lives – are increasingly represented and shaped by technology – and perhaps, paradoxically, both promoted and discouraged by technology as well. At the same moment that the US Common Core Standards bid us to emphasize informational text, we are encountering other people and cultures whose emphasis on artistic expression and exploration has been curbed as a matter of political policy, not just educational priority. The roles of art (including literature) and technology must be examined if we are to understand how it is we come to conceptualize – and thus understand and/or misunderstand -- the differences and similarities between ourselves and people of other countries and cultures, especially as strive to embrace the role of “citizen” and the rights, responsibilities, and relationships it implies. |
| **Instructional Objectives** | Please note: These are written in the form of understanding goal questions. Understanding goals can be written in both question and statement forms, according to the *Teaching for Understanding* framework.1. What makes someone a good citizen? a great citizen? And from where do our criteria for good citizenship come? Does being a great citizen make someone “great”?
2. What makes citizens of a nation be free? feel free? Given the choice, would people rather be free or feel free?
3. To what degree are art and literature sources of global, national, and local understanding and misunderstanding? To what extent does self-expression strengthen and weaken “nation”?
4. What effects do 21st-century technologies have on the illusion and reality of freedom? How does technology heighten the tensions between the purposes of “the individual” and “the nation”?
5. What does Such is This World@sars.com*e* (SITWsars) -- both the novel’s history and the novel itself – suggest are important differences and similarities between Chinese and American values, practices, and notions of good citizenship?
6. To whom would you recommend this book and why? Would you want to read the whole thing? Why or why not?
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| **Specific Global Competencies** | Investigate the World• Use variety of languages, sources, and media to identify and weigh relevantevidence.• Analyze, integrate, and synthesize evidence to construct coherent responses.• Develop argument based on compelling evidence and draws defensibleconclusions.Recognize Perspectives• Recognize and express their own perspective and identify influences on that perspective.• Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.Communicate Ideas• Recognize and express how diverse audiences perceive meaning and how that affects communication.• Listen to and communicate effectively with diverse people.• Reflect on how effective communication affects understanding and collaboration in aninterdependent world.Take Action• Reflect on capacity to advocate for and contribute to improvement.All of the above quoted directly from p. 12 of *Educating for Global Competence: Preparing Our Youth to Engage the World* by Boix-Mansilla and Jackson, 2011. |
| **Alignment to District or State Content Standards and Testing and Assessment** | *The following standards come from the College Board’s standards for AP Literature and Composition:***Curricular Requirement:** The course teaches students to write an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's: • The social and historical values it reflects and embodies • Such elements as the use of figurative language, imagery, symbolism, and tone **Curricular Requirement:** The course includes frequent opportunities for students to write and rewrite formal, extended analyses . . .. The course requires: • Writing to understand: Informal, exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, free-writing, keeping a reading journal, and response/reaction papers) • Writing to explain: Expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text • Writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's artistry and quality, and its social and cultural values  |
| **Instructional Strategies and Activities** | *Week I:* (a) Use the *Question Formulation Technique* to begin to explore the Beijing motto of “Patriotism. Innovation. Inclusiveness. Virtue.” At first, do not share with students that the motto is from Beijing, but do use the motto to stimulate students’ thoughts about the degree to which such a motto promotes good citizenship. (b) In addition, have students read article about the insufficient emphasis on literature in the US Common Core Standards. (c) Watch video about 21st century Chinese literature.*Week II*: (a) Have small groups of students do some background reading about various topics: (i) WikiLeaks; (ii) the Beijing Motto; and (iii) Factory 789. (b) On moodle, our class web site that allows for resource sharing and online discussion activities, students will share their reactions to the article each read, but I will delete at least one posting from each thread to create a simulation of disappearing online materials in a repressive society. (c) Students will share their new reading-based knowledge in jigsaw activity. (d) Students will discuss the censoring incident from their various perspectives. (e) Students will interview several people of different ages regarding their knowledge of and behavior during the SARS outbreak. (f) Students will read 2-3 chapters from SITWsars – one about surprise online identities, one about online censoring, one about students studying overseas in preparation for “success.”*Week III*: Discussion of SITWsars chapters, using Understanding Goal Questions as guide. Final syntheses will happen on Moodle during next two weeks. |
| **Formative Assessment** | 1. Postings on Moodle re: jigsaw articles – key summarized points and initial responses2. Jigsaw discussion activity3. *Week IV:* Post your answer to one of the UG questions on Moodle. Be sure to highlight the evidence for your argument with red ink.4. *Week V:* Respond to to a classmate’s Week IV moodle response to one of the UG questions. Be sure to highlight the further or challenging evidence behind your response with blue ink. |
| **Differentiation** | Wlll guide students according to their interests to appropriate jigsaw articles. |
| **Resources** | Such is This World@sars.com*e* by Hu Fayun: Chapters? 8, 21, 25, **26, 29, 32, 33**Right Question Institute: <http://rightquestion.org/?s=QFT>“Never Mind Algebra. Is Literature Necessary?” http://www.nytimes.com/schoolbook/2012/08/15/never-mind-algebra-is-literature-necessary/http://external.ak.fbcdn.net/safe_image.php?d=AQBaJfzLnXDHH7q4&w=90&h=90&url=http%3A%2F%2Fbrianholmes.wordpress.com%2Ffiles%2F2008%2F01%2Fone_world_one_dream.jpg%3Fw%3D300%26h%3D300[**One World One Dream**](http://brianholmes.wordpress.com/2008/01/08/one-world-one-dream/)brianholmes.wordpress.com<<http://brianholmes.wordpress.com/2008/01/08/one-world-one-dream/>> “WikiLeaks and Free Speech.” *http://www.nytimes.com/2012/08/21/opinion/wikileaks-and-the-global-future-of-free-speech.html**“*Wikileaks sets a “dangerous precedent.” *http://www.politico.com/blogs/politicolive/1110/Mullen\_Wikileaks\_sets\_a\_dangerous\_precedent\_.html#*Modern Chinese literature in the Internet age - Dr. David Der-wei Wang [2 / 4] (video)http://www.youtube.com/watch?v=CXPfTUMrgZEHow important is literature in China today? - Dr. David Der-wei Wang [1 / 4] (video)<http://www.youtube.com/watch?feature=endscreen&NR=1&v=lhmwOgepI7>ohttp://external.ak.fbcdn.net/safe_image.php?d=AQCsCwBBIxdjO7em&w=90&h=90&url=http%3A%2F%2Fwww.thebeijinger.com%2Ffiles%2Fimagecache%2Fmagazine_covers_mini_block%2Fmagazine-covers%2Fthe_Beijinger_July_2012.jpg[**Distilling Beijing Spirit: Patriotism, Innovation, Inclusion, Virtue | the Beijinger Blog | Beijing.**](http://www.thebeijinger.com/blog/2012/02/14/Distilling-Beijing-Spirit-Patriotism-Innovation-Inclusion-Virtue) [www.thebeijinger.com](http://www.thebeijinger.com/)[http://www.thebeijinger.com/blog/2012/02/14/Distilling-Beijing-Spirit-Patriotism-Innovation-Inclusion-Virtue](http://www.facebook.com/l.php?u=http%3A%2F%2Fwww.thebeijinger.com%2Fblog%2F2012%2F02%2F14%2FDistilling-Beijing-Spirit-Patriotism-Innovation-Inclusion-Virtue&h=xAQENLRFGAQGX2RP35Aj2uaH6fSD5-X0EXs-TqisDEI1AzA&s=1)http://external.ak.fbcdn.net/safe_image.php?d=AQAs5xOH9hYpbHOH&w=90&h=90&url=http%3A%2F%2Fwtdevflnt.files.wordpress.com%2F2012%2F02%2Fimag0389.jpg%3Fw%3D200[**Patriotism, Innovation, Inclusiveness and Virtue- in China? WTF???**](http://wtdevflnt.wordpress.com/2012/02/29/patriotism-innovation-inclusiveness-and-virtue-in-china-wtf/)wtdevflnt.wordpress.com[http://wtdevflnt.wordpress.com/2012/02/29/patriotism-innovation-inclusiveness-and-virtue-in-china-wtf/](http://www.facebook.com/l.php?u=http%3A%2F%2Fwtdevflnt.wordpress.com%2F2012%2F02%2F29%2Fpatriotism-innovation-inclusiveness-and-virtue-in-china-wtf%2F&h=lAQExQhILAQGAjqhTaDn1MgcorP4TWblacazBcE3-yhv7RQ&s=1) |
| **Reflections** | I am very excited to be offering a lesson that relies on so many different kinds of sources, and that presents some of the major issues cross-culturally, despite its emphasis on helping students think about China in all of its complexity, some of which seems “very American” and some of which does not. In my AP course, there’s much formal writing to be done, but I feel we will still be able to take on the challenge of this unit. The short chapters of the novel will allow us to read some of it without causing me to deviate too far from my syllabus, which the College Board has already approved. |