

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Literature of Peace, Protest, and Tolerance Grade 12

2026

(Last Revised 2014)

Curriculum Writing Team

Anne Rizza

Mary Colombo

Dr. Julius Lobo

Susan C. Iwanicki, Ed.D.

English Department Chair

English Teacher, Trumbull High School

English Teacher, Trumbull High School

Assistant Superintendent

Literature of Peace, Protest, and Tolerance

Grade 12

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The Literature of Peace, Protest and Tolerance is a senior year elective English course, and is one semester in length. It was last revised in 2025, but due to the nature of the course itself, it is natural that it should be revised more frequently. The Literature of Peace, Protest and Tolerance delves deeply into history as it relates to current events, and as history is constantly evolving, so should this course. The current literature based on moments throughout history that are still affecting our world today is reflective of all that this course entails, as we aim to build empathy in our students and help them understand the perspectives of those affected by war.

War is typically used as a means to achieve peace, but how can violence lead to a peaceful resolution? In reaction to intolerance, we are, at times, intolerant ourselves. Despite this, we uphold the ideal of peace and good will to all people. This is the conflict and struggle humanity faces. The fact that most of the literature in this course is non-fiction makes it all the more relevant, pushing students to think critically and communicate openly as they face the history that has led humanity to where it is today. With a focus on the Common Core and increased literacy, especially through works of non-fiction, students have the opportunity to read and understand complex, rich literary works.

The course also shows the interconnectedness of all people. It is not simply reflective of the wars and conflicts Americans have faced. The Israeli/Palestinian conflict is explored, as are the effects of war on children escaping genocide in Sudan. The concept of generational trauma is also introduced through a graphic novel about a son navigating his relationship with his father, a holocaust survivor. Overall, our reading will help students see the implications of war as it impacts soldiers, civilians, refugees, and future generations. The experiences each character or person has may be exclusive to the conflict each faces, but how these experiences shape that person and the effects of these events are universal. Each person desires a level of peace, within himself or with others. External conflicts can create internal conflicts that are difficult or impossible to resolve. The works in this course express the diversity of the human experience, crossing the boundaries of time, nationality, race, culture and religion. As such, they require high emotional intelligence to look beyond the dates and statistics to see these stories as real human accounts.

The revised curriculum takes into consideration the historical knowledge that is necessary to understand the events happening in today's world, asking students to look through a different

lens to build their understanding and empathy for those impacted by war. Each unit will take us through a moment in history through the perspective of either a soldier, civilian, or refugee as they face the struggle to find peace and tolerance during a time of unrest. Students will also be encouraged to look for ways to make a difference in people's lives by getting involved with a particular community through outreach programs with the VA and Connecticut Institute for Refugees and Immigrants. These outreach programs are designed to help students collaborate and communicate with their local community, which has been affected by war. As a result, students will leave this course with a deeper understanding of historical events and their impact on people, their beliefs, and their actions, thereby building the students' understanding of integrity and empathy. In addition, students will emerge knowing that the philosophy of peace often conflicts with reality. However, a single person can inspire a movement to raise awareness and ultimately change.

The final scope of the curriculum will encourage students to research an issue that is important to them, building upon the material discussed throughout the course. This final project will allow students to independently communicate their knowledge on issues that they're passionate about and explore ways to bring about change. This project will span over the course of the semester and will serve as the students' final exam. Overall, this course is meant to demonstrate to students that although peace may not always be attainable, the desire for it should be universal.

COURSE GOALS

The following course goals derive from the [2010 Connecticut Core Standards](#):

[CCSS.ELA-Literacy.RL.11-12.1](#)

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.

CCSS.ELA-Literacy.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama

CCSS.ELA-Literacy.RL.11-12.4

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.

CCSS.ELA-Literacy.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story,

	the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.6	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.
CCSS.ELA-Literacy.W.11-12.7	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.
CCSS.ELA-Literacy.W.11-12.8	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.
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to

enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

CCSS.ELA-Literacy.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The following course goals derive from the [2016 ISTE Technology Standards](#)

ISTE 1.1.C

Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

ISTE 1.1.D

Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.

ISTE 1.2.C

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE 1.3.C

Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

ISTE 1.4.D

Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems

ISTE 1.6.A

Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

ISTE 1.6.B

Students create original works or responsibly repurpose or remix digital resources into new creations.

ISTE 1.7.B

Students use collaborative technologies to work with others, including peers, experts and community members, to examine issues and problems from multiple viewpoints.

ISTE 1.7.C

Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- Reading about diverse human experiences helps us build empathy and gain a deeper understanding of complex global issues, enhancing the students' perspective on the definition of integrity.
- Historical narratives are complex, requiring critical examination from multiple perspectives to truly understand their significance and help us learn from our past.
- War and conflict are multifaceted experiences that impact individuals, communities, and future generations.
- The pursuit of peace is a universal human desire, but it is often complicated by systematic, political, and cultural challenges.
- Tolerance and understanding require active engagement, critical thinking, and a willingness to challenge one's own personal biases.
- Literature serves as a powerful medium to help us understand human resilience, suffering, and the potential for growth.
- Individuals who take action and expand their perspectives can contribute to broader social understanding and acceptance.
- Society requires individuals who are educated on issues that affect their communities in order to create an opportunity for growth.

COURSE ESSENTIAL QUESTIONS

- How do authors use their experiences of war and injustices to explore the larger connections between individuals in a society?
- How do personal narratives challenge our preconceptions of global issues?
- How does literature allow us to understand the effects of intolerance?
- How does literature allow us to build empathy and tolerance for diversity?
- What are the qualities of effective storytelling to convey the human experience throughout times of conflict?
- How can learning about peace, protest, and tolerance through different mediums help students see the importance of getting involved in local, national, and global issues?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - The historical context of various wars and protest movements.
 - The authors’ purpose for sharing their personal narratives.
 - Terminology that helps them identify and interpret elements of writer's craft.

- Students will be able to . . .
 - Develop a definition for peace, protest, and tolerance
 - Identify how authors use literary devices to create their narratives and explore their subject matter.
 - Analyze different mediums to form their own opinions on social issues.
 - Construct their own writing that highlights the human experience.
 - Maintain an open dialogue to engage in discussions that are multifaceted and complex.
 - Read and analyze historical nonfiction texts.
 - Research local, national, and global issues to deepen their understanding of the society in which they live.

Vision of the Graduate

The Peace, Protest, and Tolerance course purposefully integrates the eight core competencies outlined in Trumbull Public Schools’ Vision of the Graduate. These competencies are not treated as abstract ideals, but as real, observable behaviors and mindsets that students develop through reading, writing, discussion, collaboration, and reflective learning experiences.

Vision of the Graduate Competency	How It Is Embedded Throughout the Course
Communication	Students develop communication as a practiced skill through structured academic discourse and formal presentations. In Unit 1, Shared Inquiry discussions on <i>The Things They Carried</i> require students to cite page-specific evidence while building on peers’ ideas, as measured by the discussion rubric. In Unit 3, the Social Issue Research Project culminates in an interactive presentation where students must clearly articulate research findings, address counterarguments, and adapt their speech to a formal academic audience.
Self-Efficacy	Students build self-efficacy by engaging in sustained, independent research and producing original analytical work. The semester-long

	Social Issue Research Project in Unit 3 requires students to generate their own research question, synthesize multiple sources, and propose actionable solutions, demonstrating ownership over both process and outcome. Earlier, the Unit 1 literary analysis essay connecting <i>The Things They Carried</i> with excerpts from <i>War Is a Force That Gives Us Meaning</i> reinforces students' confidence in constructing complex, evidence-based arguments.
Critical Thinking & Problem Solving	Students consistently analyze complex historical and ethical dilemmas across multiple perspectives. In Unit 2, students evaluate multigenerational trauma by pairing <i>Maus</i> with the film <i>A Real Pain</i>, determining how artistic choices shape meaning and historical understanding. The Nuclear Weaponry Comparative Analysis essay, paired with <i>Oppenheimer*</i>, challenges students to assess the moral and categorical differences between nuclear and conventional warfare.
Collaboration	Collaboration is cultivated through structured group analysis and community engagement. In Unit 1, students complete body biographies and analytical group tasks examining protest artwork from the Smithsonian American Art Museum collection, requiring shared interpretation and consensus-building. In Unit 3, small-group refugee artwork analyses and outreach-related research projects position students as collaborative problem-solvers addressing real-world issues.
Growth Mindset	The curriculum explicitly asks students to challenge preconceived beliefs and tolerate ambiguity. In Unit 2, students confront evolving perspectives on trauma, protest, and national identity while studying <i>They Called Us Enemy</i>, reflecting on how historical injustice reshapes personal and collective identity. The course's emphasis on open-ended essential questions, such as whether global peace is realistic, requires intellectual perseverance rather than definitive answers.
Integrity	Academic and ethical integrity are embedded in research expectations and thematic study. In Unit 3, students follow MLA citation guidelines and evaluate source credibility as outlined in CCSS W.11-12.8, reinforcing responsible scholarship. Thematically, examining firsthand narratives from memoirs such as <i>They Poured Fire on Us From the Sky</i> requires students to approach testimony with respect, honesty, and ethical reflection.

Innovation	Students demonstrate innovation by synthesizing literary analysis with multimodal creation. In Unit 2, the Graphic Novel Visual Essay invites students to design original symbolic visuals inspired by <i>Maus</i> or <i>They Called Us Enemy</i> , blending analytical writing with artistic representation. In Unit 3, students design interactive presentation formats for their Social Issues Project, selecting digital platforms that best amplify their message and audience impact.
Emotional Intelligence	Emotional intelligence is central to the course's purpose of building empathy across global conflicts. In Unit 1, students track a soldier's psychological transformation in <i>The Things They Carried</i> through the body biography assignment, analyzing internal conflict alongside external war. In Unit 3, examining refugee memoirs such as <i>Don't Look Back</i> fosters perspective-taking and reflection on tolerance, displacement, and moral responsibility.

COURSE SYLLABUS

Course Name

Literature of Peace, Protest, and Tolerance

Level

Advanced College Prep

Prerequisites

Successful completion of grades 9, 10, and 11 English

General Description of the Course

The Literature of Peace, Protest and Tolerance is one of the department's excursions into the humanities; the curriculum draws from literature, history, art, music, and film. Throughout this course, students will examine various protests and historical moments to establish the necessary background knowledge to understand contemporary global issues. We will achieve this through historical fiction and nonfiction texts in conjunction with documentaries, films, protest songs, podcasts, and poetry that speak to significant historical events, including but not limited to the Vietnam War, World War II, the Sudanese Civil War, the conflict between Israel and Palestine, and the War on Terror. Students will look through the lens of soldiers, civilians, refugees, and protestors to build a well-rounded understanding of the implications of war and civil unrest. In turn, students will develop their own opinions on social issues affecting today's society.

This course stems from the belief that a thematic approach to literature provides students with an opportunity to concentrate on one topic and study it through material that ranges from readily understood to complex and challenging. Students of various academic abilities can succeed in this class if they are prepared to question, wonder, and think independently.

Assured Assessments

Formative Assessments:

- Class Discussions
- The Things They Carried Body Biography
- Multigenerational Trauma Reflection
- Panel Analysis
- Informational Research Presentation

Summative Assessments:

- The Things They Carried Essay
- Graphic Novel Visual Essay
- Nuclear Weaponry Comparative Analysis Essay
- Social Issues Research Project

Supplemental Texts

- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Response

UNIT 1

Lens One: Soldiers/ Veterans

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
CCSS.ELA-Literacy.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,

	quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
CCSS.ELA-Literacy.RL.11-12.4	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.
CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-Literacy.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ISTE 1.3.C	Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
ISTE 1.4.D	Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems
ISTE 1.6.A	Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Unit Essential Questions

- How do authors present differing perspectives on war and peace, and how can we evaluate these perspectives using textual evidence and analysis?
- How do texts define and represent the role of the individual within a global society, and how can we support interpretations with evidence from multiple sources?
- How do authors develop the concept of the “common good,” and how can we analyze and evaluate their arguments using textual evidence?
- How do authors develop soldiers’ perspectives on conflict through narrative techniques, and how can we analyze these choices to determine meaning and tone?
- How do narrative structure, detail, and language contribute to the development of meaning in soldiers’ stories, and how can readers analyze these elements?

Unit Scope and Sequence

The purpose of this unit is to offer students an opportunity to examine global issues through the lens of soldiers, utilizing narrative writing, poetry, artwork, podcasts, and videos. The objective of this unit is to explore the psychological, physical, and emotional impact that war has on soldiers as they recount their experiences through various media. Students will receive firsthand accounts of those who were on the front lines of the major conflicts that have shaped our world today. As a result, students will gain insight into the complexity of war as we explore the questions: *Why is war necessary? What is the cost of war? And what do we hope to gain through armed conflict?*

To successfully complete this unit, students must work through complex analytical group tasks to prepare their thinking to complete the summative assessment. Some of the group work may include analyzing protest artwork, evaluating soldiers' training methods, and examining the impacts of those methods. Additionally, students will assess the value and costs associated with a country going to war. These tasks require students to be innovative in their critical thinking and problem solving as they attempt to understand the complexities of war from a soldier’s perspective.

- Historical context of the Vietnam War
 - Analyzing protest artwork
- Author’s Study
- Understanding the military draft and its effects on society
- Narrative Writing
- Character Studies
- Soldier Accounts

Unit Assured Assessments

Formative Assessments:

- Students will prepare for class by reading and annotating chapters of *The Things They Carried*. This will help them participate in regular class discussions. Each student’s work

will be used in daily class activities. Grades for these assignments will count as minor grades during the first marking period.

- As students read, they will follow the psychological journey of one of the soldiers from *The Things They Carried* in order to create a body biography that examines how the war transformed that character. Their body biographies will help them understand the cost of war, both throughout combat and as the men reintegrate back into society. Students will use a variety of evidence to analyze their character and build connections to the real stories that they hear throughout the unit. This task will count as a minor assessment for the marking period.

Summative Assessments:

- Students will complete an essay that focuses on Tim O'Brien's portrayal of the dualities of war. War is not just horrific or dehumanizing. War is not just about people killing each other and experiencing the pains associated with the act. While these are parts of war, at the same time, war is an uplifting experience. It is about life just as much as it is about death. It is even beautiful at times. To help students understand these dualities, they will be given excerpts from Chris Hedges' *War is a Force That Gives Us Meaning*. The students will need to prove that these dualities do in fact exist through a multi-paragraph essay in which the students connect the excerpts to Tim O'Brien's *The Things They Carried*. This assignment will count as a major assessment for the marking period.

Resources

Core

- *The Things They Carried*- Tim O'Brien

Supplemental

- Artwork: Artists Respond: American Art and the Vietnam War- Smithsonian American Art Museum
- Podcast: 'The Things They Carried,' 20 Years On
- Excerpt: Chapter 1 "A Letter to My Son" *Dad's Maybe Book*- Tim O'Brien
- Poetry: "The Things We Carry on the Sea" - Wang Ping
- Poetry: "Soldier's Home"- Ernest Hemingway
- Short Stories: "Invisible Wounds" Series
- Film: *Operation Homecoming*
- Film: *The Hurt Locker*
- Film: *Zero Dark Thirty*
- Film: *Platoon*
- Film: *Full Metal Jacket*

Time Allotment

- Approximately 6-8 Weeks

UNIT 2

Lens Two: Civilians

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama
CCSS.ELA-Literacy.RL.11-12.4	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.
CCSS.ELA-Literacy.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ISTE 1.1.C	Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE 1.2.C	Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
ISTE 1.6.B	Students create original works or responsibly repurpose or remix digital resources into new creations.

Unit Essential Questions

- How do authors depict the impact of war on daily life, and how can we analyze their use of detail, structure, and perspective to convey these effects?
- How do texts develop civilian responses to conflict, and how can we evaluate these responses using evidence and analysis across multiple texts?
- How do authors use characterization and perspective to develop empathy, and how can readers evaluate the effectiveness of these techniques?
- How do individuals in texts develop and express agency, and how can we analyze the role of rhetoric, structure, and medium in shaping their voice?
- How do texts define protest, and how can we analyze and compare different representations across genres and media? How do different forms of protest (literary, visual, rhetorical) convey meaning, and how can we evaluate their effectiveness using evidence?

Unit Scope and Sequence

The purpose of this unit is to provide students with an opportunity to examine global issues from the perspective of civilians, using a range of media, including graphic novels, memoirs, artwork, podcasts, and videos. The objective of this unit is to understand how quickly someone's life may change due to social prejudices, as well as how war impacts the everyday lives of the civilians living in its theatre and the generations that follow. Students will engage with firsthand accounts from individuals who have survived humanity's most trying times, as authors aim to share their personal stories to educate and challenge readers. This unit will require students to adopt a growth mindset as they may need to challenge their own ideologies while analyzing and evaluating different perspectives.

Additionally, students will complete a film study of *A Real Pain* and *Oppenheimer*. *A Real Pain* will be paired with *Maus* to analyze the effects of multigenerational trauma that stems from the Holocaust, forcing us to look at the long-term effects of the decisions made by world leaders. Throughout this film study, students will explore various aspects of multigenerational trauma by discussing appropriate ways to address it. During their discussions, students will evaluate historical methods that were used in an attempt to make up for trauma, such as the founding of the State of Israel, and those that have been overlooked.

The unit will conclude with a film study of *Oppenheimer*, prompting the question, *how can humanity guard itself from its own self-destruction?* This final film analysis will challenge the students' critical thinking and problem solving skills as they examine human nature and the choices that we made during this period in history. By reading interviews, listening to firsthand accounts, and analyzing historical images, students will have to form their own opinions on nuclear warfare and the impact that it has had on humanity.

- Short Stories/ Documentaries
- Historical context of World War II
- Historical context of the Israel- Palestine conflict
- Understanding Graphic Novels
 - Analyzing Symbolic Use of Images
- Author's Study
- Multigenerational Trauma
- Memoir Writing

Unit Assured Assessments

Formative Assessments:

- Multigenerational Trauma Reflection: After completing *Maus* and viewing *A Real Pain*, students will complete a multi-paragraph writing assignment in which they reflect on the impact of multigenerational trauma as portrayed in both works. Additionally, students will have to determine how generational trauma can be addressed.
- Panel Analysis: Students will choose either a single panel or a short sequence of panels and complete an in-depth analysis of the content of those panels. Their analysis of their chosen panels will showcase their knowledge of literary devices, as well as techniques used by graphic artists. After conducting their in-depth analysis, students will make broader connections between their chosen panels and the graphic novel as a whole, evaluating the author's message as a form of protest art.

Summative Assessments:

- Graphic Novel Visual Essay (One-Pager): After reading *Maus* and *They Called Us Enemy*, students will select one novel to complete a one-pager that incorporates visuals to represent the essential ideas in the text, uncovering and underlying connections between their work and the graphic novel. The students will critique and reflect on some of the symbols portrayed in the novel before designing their own visuals, which they will

explain alongside their artwork through the incorporation of quotes and analytical paragraphs. Through this assignment, students will be asked to shed light on the mistakes that were made during World War II and determine whether humanity can correct the wrongs that have been done.

- Nuclear Weaponry Comparative Analysis Essay: Following the reading of *They Called Us Enemy* and the viewing of *Oppenheimer* students will be challenged with the task to analyze the use of different types of weaponry during warfare. Specifically, students will answer the question: in what ways is the development of a nuclear weapon different from other forms of weaponry and in what ways do authors/ filmmakers show this as a different categorical weapon?

Resources

Core:

- Graphic Novel: *Maus*- Art Spiegelman
- Graphic Novel: *They Called Us Enemy*- George Takei and Steven R. Scott
- Film: *Oppenheimer*
- Film: *A Real Pain*

Supplemental:

- Graphic Novel: *Persepolis*
- Memoir: *The Lemon Tree*- Sandy Tolan
- Ted Talk: [Why I love a country that once betrayed me](#)- George Takei
- Documentary: [And Then They Came for Us](#)
- Documentary: [Free to Run](#)
- Documentary: *Baghdad ER*
- Film: *Promises*
- Film: *Schindler's List*
- Film: *Saving Private Ryan*
- Film: *Our Summer in Tehran*

Time Allotment

- Approximately 7-9 Weeks

UNIT 3 Lens Three: Refugees

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.6	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.
CCSS.ELA-Literacy.W.11-12.7	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.
CCSS.ELA-Literacy.W.11-12.8	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.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Unit Essential Questions

- How do texts reveal empathy or its absence, and how can we analyze characterization, tone, and perspective to support our interpretations?
- How can we use evidence from multiple sources to examine how beliefs shape tolerance and intolerance?
- How do we construct and support arguments about how societies should balance tolerance and self-protection?
- How can research and synthesis of multiple sources help us understand how groups have resisted intolerance?
- How can students synthesize narratives about journeys toward peace in order to develop and support evidence-based claims about empathy, responsibility, and social change?

Unit Scope and Sequence

The purpose of this unit is to offer students an opportunity to examine global issues through the lens of refugees, utilizing memoirs, mini documentaries, poetry, artwork, interviews, and videos. The objective of this unit is to explore the journeys of individuals who are forced to leave their homes in search of a safe haven and empathize with the sacrifices refugees make to fully assimilate to a new culture. Throughout this unit, students will also be tasked to look at the challenges countries face in light of a growing number of stateless people around the world. As they learn about refugees' stories, the students will determine to what extent each country holds a responsibility to protect the human population as a whole through a series of collaborative activities and discussions. These activities will require students to be innovative in their thinking as they grapple with the complexities of immigration.

In lieu of a seated senior exam, students will complete the semester long Peace, Protest and Tolerance Social Issues Project. Towards the conclusion of this course, students will present their final research project in which they choose a social issue that they are passionate about and research the background of that issue, the impacts it has had on large society, and the attempts that have been made to bring about social change. Additionally, students will present their own suggestions to raise awareness or even mitigate the issue.

Unit Assured Assessments

Formative Assessments:

- Refugee Artwork Analyses: Students will meet in small groups to analyze and discuss poems and artwork that have been created by refugees from around the world.
- Informational Research Presentation: South Sudan Foundations: Students will be assigned a foundation that supports the citizens of South Sudan. Their job is to inform their class about the founder, the organization, their work/ the people they help, and how foreigners can join the cause.

Summative Assessments:

- Social Issue Research Project: Students will present their final research project in which they choose a social issue that they are passionate about and research the background of that issue, the impacts it has had on large society, and the attempts that have been made to bring about social change. Additionally, students will present their own suggestions to raise awareness or even mitigate the issue. Their projects will be presented through an interactive group setting designed by the students.

Resources

Core:

- Memoir: *They Poured Fire on Us From the Sky*- Alephonsion Deng
- Memoir: *Don't Look Back*- Achut Deng

Supplemental

- Artwork: [Interwoven: Refugee murals across borders](#)
- Artwork: [RefugiArte: The Refugee Crisis illustrated by Latin American artists](#)
- Poetry: “[Refugee](#)”- Abdullah Kasem Al Yatim
- Poetry: “[Birth Water](#)”- Bigoa Chuol
- Poetry: “[Di Baladna \(Our Land\)](#)”- Emtithal Mahmoud
- Mini Documentary: [Left Behind: Sudan's Lost Children](#)
- Interviews: “[Refugee Crisis](#)” Series
- Film: *Blood Diamond*
- Film: *The Good Lie*

Time Allotment

- Approximately 6-8 Weeks

CREDIT

One-half credit in English - semester course
Three class periods in a four day cycle for one semester

PREREQUISITES

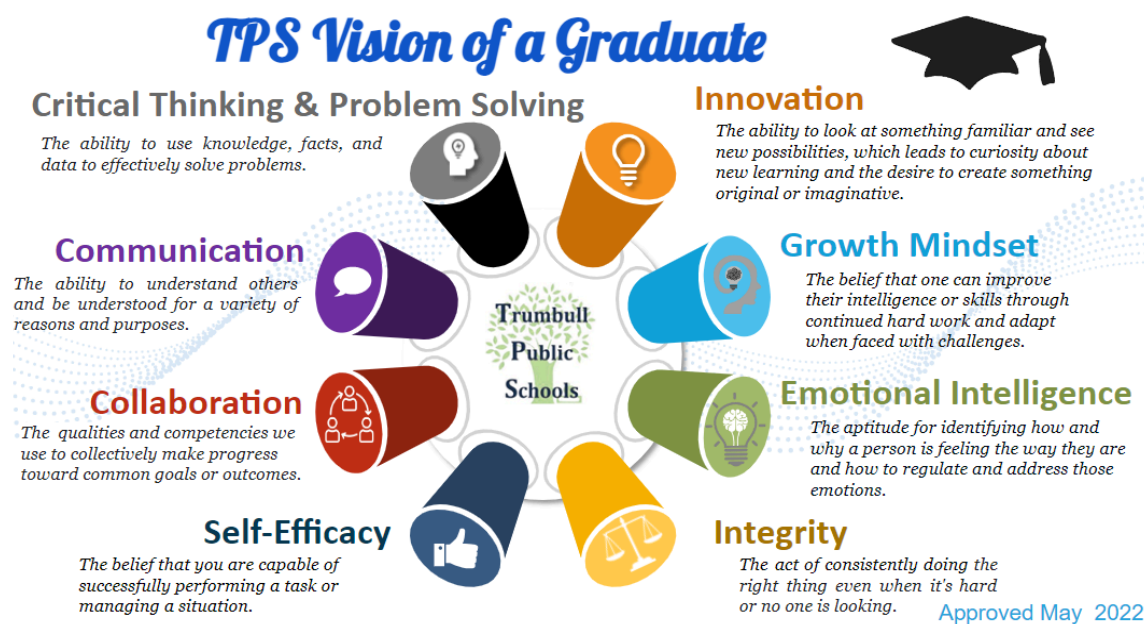
Successful completion of grades 9, 10, and 11 English

CURRENT REFERENCES

Deng, Achut, and Keely Hutton. *Don't Look Back*. Square Fish, 8 Oct. 2024.
Deng, Alphonsion, et al. *They Poured Fire on Us from the Sky*. Bt Bound, 2006.
Marjane Satrapi. *Persepolis: The Story of a Childhood*. Pantheon Books, 2003.
O'Brien, Tim. *The Things They Carried*. 1990. New York, Houghton Mifflin, 28 Mar. 1990.
Spiegelman, Art. *Maus*. Vol. 1, Pantheon Books, 1986.
Takei, George. *They Called Us Enemy*. Marietta, Georgia, Top Shelf Productions, 16 July 2019.
Tolan, Sandy. *The Lemon Tree : The True Story of a Friendship Spanning Four Decades of Israeli-Palestinian Conflict*. London, Black Swan, 2008.

ASSURED STUDENT PERFORMANCE RUBRICS

- [Vision of the Graduate Skill and Distribution Rubrics](#)
- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric



OTHER RESOURCES

- Artwork: [Interwoven: Refugee murals across borders](#)
- Artwork: [RefugiArte: The Refugee Crisis illustrated by Latin American artists](#)
- Artwork: [Artists Respond: American Art and the Vietnam War- Smithsonian American Art Museum](#)
- Short Stories: “[Invisible Wounds](#)” Series
- Short Stories: “[Refugee Crisis](#)” Series

The Things They Carried: Discussion Prompts

- Discuss the following quote on pg 61: “I survived, but it’s not a happy ending. I was a coward. I went to war.”
 - What does he mean by this?
 - Tim says that people go to war because they are cowards. How so?
 - If that’s true, why does he say he’s a coward for going to war?
 - Which, in your opinion, is more cowardly?
 - Would you have gone to Canada, like Tim was considering?
- Explain quote: “you’re never more alive than when you’re almost dead” (81)
- Discuss in detail what happens to Mary Anne. What is this largely symbolic of? Why does the author specifically have her in the story, versus someone else?
 - How does Mary Anne represent the reality of Vietnam (111)?
- Quotes to analyze from “The Man I Killed”
 - “Secretly, though, it [war] also frightened him. He was not a fighter...He liked books. He wanted someday to be a teacher of mathematics.” (125)
 - “...the young man would not have wanted to be a soldier and in his heart would have feared performing badly in battle.” (127)
 - “Beyond anything else, he was afraid of disgracing himself, and therefore his family and village.”
 - “His life was a constellation of possibilities.” (128)
 - “He spent his nights alone, wrote romantic poems in his journal, took pleasure in the grace and beauty of differential equations.” (128)
 - “...he fell in love with a classmate, a girl of seventeen, who one day told him that his wrists were like the wrists of a child, so small and delicate, and who admired his narrow waist and the cowlick that rose up like a bird’s tail at the back of his head...One evening, perhaps, they exchanged gold rings.” (128-9)
 - “...he had been a soldier for only a single day. After his years at the university, the man I killed returned with his new wife to the village of My Khe, where he enlisted as a common rifleman with the 48th Vietcong Battalion.” (130)
- In “Speaking of Courage”, two stories are basically told—one about Norman Bowker driving around a lake, and the other one about when the soldiers set up camp in the field.
 - What is the purpose behind this? What is the author trying to achieve? Is he successful? Explain.
 - Why does O’Brien include a hypothetical conversation between Norman and his father?
- How was the story about Norman failing to save Kiowa true and untrue?
 - Who is responsible for what happened and why?
 - What is Tim concerned with?
 - Why is this more important for him than searching for Kiowa?

- What is so significant about returning to Vietnam?
 - What is symbolic of Tim wading in the river?
- Is Jorgenson to blame for what happened to Tim?
 - Are his thoughts of revenge justified?
 - Besides being nearly killed, why else does Tim want revenge?
- Why does Tim have the final chapter largely concerned with Linda?
 - What is the purpose for writing about her?
 - How does this tie into what he is trying to achieve with this novel
 - Is this really a novel about war?
 - Is it an effective ending?

	Exemplary	Goal	Working Towards Goal	Needs Support	Not Measurable
Involvement	The student is highly attentive and effectively engaged in discussion, and actively and effectively responds to the thoughts of others. The student's passionate involvement is well-balanced: the student asks questions that advance the conversation, builds on the ideas of their peers, and offers challenging statements without being argumentative. The student is courteous and respectful as they motivate their classmates and engage them in the conversation.	The student is attentive and actively and effectively engaged in the discussion by presenting ideas and actively responding to the thoughts of others. The student listens to the comments of their peers and builds on them. The student is responsive, open-minded and respectful while asking a question, making a statement or challenging an idea. The student does not monopolize the conversation.	The student is attentive and attempts to be engaged in the discussion but has trouble contributing on their own. The student may need to be prompted to speak by a teacher and/or peers. The student presents too few ideas or struggles to build off of the ideas of others.	The student is not fully engaged in discussion, doing little to contribute to the conversation or build off of the ideas of the group. The ideas offered center around what the student thought before entering the discussion and they have trouble offering statements that vary from the initial idea.	The student is not involved in the discussion. They may be disengaged, silent, or responding inappropriately to the ideas of others.
Ideas and Analysis (X2)	The student's original and insightful questions and comments in the discussion continually reflect higher-level thinking, consistently focusing on analysis and evaluation. They constantly display creative and divergent thinking, as well as critical thinking. The student recognizes and challenges the ideas of others, bringing themselves and their classmates to a higher understanding of the text and the question at hand.	The student's questions and comments reflect higher-level thinking, focusing on analysis and evaluation. The student shows creative and divergent thinking, as well as critical thinking. They respectfully challenge the ideas of others.	The student's questions and comments sometimes reflect higher-level thinking. Most ideas consist mainly of surface-level observations. The student may state the obvious or rehash prior class discussions.	The student's questions and comments demonstrate only a literal or surface understanding of the text, lacking any depth or thoughtfulness. The ideas presented are not original or are restatements of previous discussion points.	The student's questions and comments reflect a literal understanding and/or misunderstanding of the text. The analysis is incomplete and unoriginal.
Support (X2)	The student uses clear and convincing evidence to support each assertion and to effectively build off of the ideas of others. These powerful quotes and specific evidence from the text tie directly to a clear and relevant argument. The student refers the group to specific pages and/or lines in the text, and reads the quote or paraphrase when appropriate. The student draws on strong and effective examples from the text(s) to support their views while staying on topic.	The student uses direct quotes and specific examples to support their ideas. The student refers the group to specific pages and/or lines in the text and read and/or paraphrase when appropriate. The student draws on examples from the text(s) to support their views while staying on topic.	The student uses examples from the text, but they may be vague or nonessential to the argument at hand. They may not speak about the instances in the text specifically enough or reference precise moments.	The student presents little to no concrete evidence from the text. Examples are not specific enough, and/or demonstrate a lack of understanding.	The student presents no concrete evidence from the text. They are overly general.

Preparation	The student is exceptionally well-prepared for class, having completed the required reading, thinking, and questions. They have taken copious and insightful notes on the reading and developed original and powerful questions prior to the discussion. They have written a thorough and insightful response and are ready to be an active listener and/or member of the discussion. They have brought all required materials to class.	The student is well-prepared for class, having completed the required reading, thinking, and questions. They have taken insightful notes on the reading and developed original questions prior to the discussion. They have written a complete and intelligent response and are ready to be an active listener and/or member of the discussion. They have brought all required materials to class.	The student is prepared for class having completed the required reading, thinking, and questions. They have taken notes and developed questions prior to the discussion. They have written a response and are ready to be an active listener and/or member of the discussion. They have brought most, if not all required materials to class.	The student is not fully prepared for class. The required reading, thinking, or questions may be incomplete or rudimentary. They have written an incomplete response and are not yet ready to be an active listener and/or member of the discussion. There may be evidence of some preparation, but all materials have not been brought to class.	The student is not prepared for class. The required reading, thinking or questions is not complete. They have not written a response and are not ready to be an active listener and/or member of the discussion. They have not brought all of the required materials to class.
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Name: _____

Date: _____

***The Things They Carried* Essay**

Now that we have finished reading and discussing *The Things They Carried*, let's focus on one aspect of war that the author tries to present.

War is not just horrific or dehumanizing. War is not just about people killing each other and experiencing the pains associated with the act. While these are parts of war, at the same time, war is an uplifting experience. It is about life just as much as it is about death. It is even beautiful at times.

- **How is this so? How can complete opposites exist simultaneously?**
- **How is war about life and death?**
- **How is it about love and hate?**
- **How is it about joy and pain?**

Your task is to create an essay proving that these dualities do in fact exist. Use textual evidence for support. BE VERY SPECIFIC WITH YOUR SUPPORT!

Your essay must meet the following requirements:

- **2 1/2-3 1/2 pgs**
- **typed**
- **12 pt. Times New Roman font (or its equivalent)**
- **3 quotes minimum**
 - **Properly introduce your quotes**
 - **Use quotes to support your ideas**
 - **Provide sufficient explanation of their significance**

Due Date: _____

The Things They Carried Essay

Grade	19-20	16-18	14-15	11-13	0-10
Intro/ Thesis	Engaging opening introduces the essay's general topic and inspires thinking about that topic; transitions between ideas are logical and each idea builds on the preceding logically proceeds to thesis; thesis is an easily identifiable, well-phrased argument that assesses the text and addresses a specific idea to be analyzed and proven in the essay; the idea offered in the thesis reflects sound critical, analytical thinking; title and author of work are appropriately referenced	Generally engaging opening; areas to be strengthened may include: presentation of general topic; development of transition between general opening and specific thesis statement; thesis statement is phrased as an argument but may be strengthened through clarification of the main idea being offered	Opening is functional but too brief and/or simplistic, essay's topic is apparent but needs to be developed to engage the reader; abrupt transition from first sentences to thesis statement; paragraph may be incoherent, jumping from one point to the next without developing a smooth progression of ideas; thesis may be too general, vague, or imprecisely phrased; thesis may not directly address the prompt (though still an argument that assesses the text)	Opening is ineffective, poorly organized, and undeveloped (inappropriately brief); thesis may summarize plot point rather than present argument about text; thesis may not address the prompt at all; author and/or title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted)	Fails to fulfill the requirements of the assignment.
Body Paragraphs / Organization	Each topic sentence clearly connects to the thesis and offers an identifiable, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and each idea builds on the preceding; writer maintains focus and control of argument so that the point of each paragraph is always clear	Each topic sentence generally connects to the thesis but in one or more TS the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or TS; paragraphs are generally well-organized, although some transitions may be awkward and there may be gaps in the development of ideas; focus and control of argument may need improvement because the point of a paragraph may not always be clear	Topic sentences are present but more than one is weak in the following areas: main idea not discernible; a fact about the text is summarized; unclear connection to thesis. Concrete details are present but weak because they provide insufficient evidence to support TS and/or are irrelevant because they do not support an insightful inference. Lack of coherent organization of ideas within individual paragraphs or from one paragraph to the next; abrupt transitions impede smooth flow of ideas; essay lacks consistent focus and control of argument; paragraph(s) may lack clear	Topic sentences absent or consistently lack focused ideas, either offering general, irrelevant comments or stating facts about the text; there is no discernible argument or point guiding essay; concrete details are absent or ineffective/ insufficient; consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear	Fails to fulfill the requirements of the assignment.

			point(s); content of paragraphs does not consistently support or connect with thesis and/or TS		
Analysis/ Evidence	Writing reflects a critical, analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the TS and thesis; inferences are developed so that all claims and points made are well-supported and persuasive; analysis focuses on elements of the text, demonstrating writer's ability to interpret the function of literary devices in the service of thematic meaning; appropriate balance of quotes & writer's analysis; writer is clearly engaged with and moved by his/her thinking process	Writing generally reflects a critical, analytical understanding of the text but is uneven; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis and/or TS; some claims may be vague, generalized, or lacking in support; analysis could be stronger through elements that create thematic meaning; some imbalance of quotes and writer's analysis	Writing demonstrates basic comprehension of the text but not a critical, analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis inconsistent or unsubstantiated; frequent summary of plot details that retell the story; writer restates the content of cited concrete details rather than draws significant inferences about sub-textual meaning; little or no analysis of how the text creates meaning. Writing marked and weakened by frequent generalizations, unsupported claims, assumptions, vague statements.	Writing demonstrates some awareness of text details but not a critical, analytical understanding of the text; points made are vague and unsubstantiated; essay lacks focus; no literary analysis present	Fails to fulfill the requirements of the assignment.
Conclusion	The conclusion restates the thesis, summarizes the ideas and details from the body paragraphs, transitions between ideas are logical and each idea builds on the preceding. The conclusion leaves the reader with a sense of finality.	The conclusion restates the thesis and summarizes the ideas and details from the body paragraphs, but does not leave the reader with a sense of finality. Transitions could be stronger.	The thesis is restated, but it does not summarize the points that were made in the body paragraphs, and it does not leave the reader with a sense of finality.	There is no clear conclusion; the paper just ends.	Fails to fulfill the requirements of the assignment.
Mechanics	Essay includes a variety of sentences marked by varying opening words and structure; effective syntax and grammar	Essay's sentences generally effective but may lack appropriate variety (some repeated opening words and	Essay sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar	Frequent syntax, grammar, misspelling errors that distract the reader; lack of adherence to MLA guidelines undermines	No adherence to MLA guidelines (missing

	demonstrate a mastery of writing conventions and serve the author's purpose; consistent adherence to MLA guidelines; accurate Work Cited page; absence of misspellings, punctuation errors	structure); syntax and grammar may be awkward in places (but not distracting); a few misspellings (but not distracting); consistent adherence to MLA guidelines; accurate Work Cited page	confuse writer's point and distract reader; misspellings, contractions, fragments, referring to "you" diminish academic nature of the writing and distract reader; inconsistent adherence to MLA guidelines (but does not compromise integrity of essay); Work Cited page may contain inaccuracies (but does not compromise the integrity of essay)	integrity of essay; inaccurate Work Cited page compromises integrity of essay	citations, lack of proper format); No Work Cited page
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Name: _____

Total Points _____

Graphic Novel Visual Essay

You will create a visual essay for *Maus* or *They Called Us Enemy* in order to connect the book's thoughts to your thoughts, to connect words and images, to connect the verbal and the visual. This will be a personal interpretation and should be original, meaningful, and deliberate.

Explanation: A one-pager is a single page visual and symbolic response to a literary work. It is a way to be creative and experimental, imaginative, and brief and bold.

Medium: Use an unlined 8.5x11 piece of paper. Actual paper. This may not be digital.

Elements:

- 1) The title of the novel is present and represented in a symbolic way. Include the author's name in smaller font below or next to the title.
- 2) Somewhere in the vicinity of the title, write an essential question (universal significance, profound, relevant) for your book that is related to one of its main motifs or recurring ideas. For example, "In the face of adversity, why do some succeed while others fail?"
- 3) Craft a border that represents a universal theme for your book. Somewhere within or next to the border, list the theme in the form of a statement. You'll want to first think of a thematic topic from the book (ex: courage), and then generate a statement about it, such as "Courage allows us to overcome the fear of failure and attempt the impossible."
- 4) In the upper left-hand corner, place an image with a quotation woven into or around it to represent what you consider to be the most important symbol from the text.
- 5) In the upper right-hand corner, place images and/or doodled words that represent a key character(s) from the text, showing how they have changed or evolved.
- 6) In the lower left-hand corner, place quotations and an accompanying image(s) that demonstrate the author's style of writing and their command of language.
- 7) In the bottom right-hand corner, place images and/or words that show the connections between the themes and ideas in the text and something from our world (life, literature, art, culture, history, politics, etc).
- 8) Choose a fitting location to place words and/or images that demonstrate the significance of the setting.

Considerations: Go beyond the obvious. Be creative, symbolic, and profound. Avoid common or cliché symbols. You can use the author’s symbols, but you should also use your own. Base some of your images and symbolic words on your theme and essential question. Think about symbols and images that represent the themes and motifs, not ones that are just literally in the book.

Aesthetics: Use all of the page, engaging with space wisely and meaningfully. Write in creative fonts. Use a variety of colors. Go beyond stick figures.

Display & Presentation: Your one pagers may be displayed in the room for your classmates to peruse in an informal gallery walk, where you will make observations about your classmates’ creations. You may be asked to “present” your one pager informally in a small group setting or gallery walk, so be prepared to talk about it and answer questions.

Visual Essay Rubric						
Criteria	5 pts	4 pts	3 pts	2 pts	1 pt	0 pts
Components	All components present: - Title & author - Quote and symbol - Key characters - Style of writing - Essential Question - Setting	Missing one element	Missing two elements	Missing three elements	Missing four elements	Missing five or more elements
Theme	The theme statement is original, insightful, clear, and concise, generated from a significant recurring motif in the book.	Theme is present and is original, clear, and concise, generated from a significant recurring motif in the book	Theme is attempted, but is missing a strong connection to a prominent motif in the book.	Theme is more like a topic than a statement, and may lack clarity.	Theme is off topic, unclear or confusing.	Theme is not present.
Depth of Thinking	All quotations, drawing, symbols/picture and written summary demonstrate a depth of thinking that is backed by specific details and evidence.	Most quotations, drawings, symbols, pictures and written summary demonstrate a depth of thinking that is backed by specific details and evidence.	Some quotations, drawing, symbols, pictures and written summary demonstrate a depth of thinking that is backed by specific details and evidence.	Few quotations, drawings, symbols, pictures and written summary demonstrate a depth of thinking and/or might not be backed by specific details and evidence.	Quotations, drawings, symbols, pictures and written summary lack a depth of thinking and/or are not backed by specific details and evidence.	No specific details given
Overall Appearance	The one-pager is neat, balanced, colorful, eye-appealing.	X	Some effort	X	Little effort	No effort--final product is rushed and sloppy
TOTAL POINTS _____ /20 (raw score) (scaled score)						
FINAL SCORE _____ / _____						

Social Issues Semester Project

Name

Due Date

What makes this course unique compared to many other courses, is that it teaches us to be aware of the world around us. The works we will read this semester teach us about ourselves--where we have been, and where we will possibly be in the future. They teach us the value of peace but the reality of war. They show us that there are many intolerant people in this world, but through education, tolerance can be taught. They teach us that protest is a valuable form of social expression, but it is sometimes crushed by powers that fear its implementation.

As a semester project, you will be tasked to become more aware of the events that are unfolding around you, looking specifically for examples of peace, protest, and tolerance, or the lack thereof. Please do the following:

- Over the course of the next couple of months, you should gather articles from newspapers, magazines, or reputable online sources.
 - The articles should focus on a social issue that you are passionate about.
- Then, you should choose 10 of the most significant articles for you.
 - These sources should deepen your understanding and paint a well-rounded picture of the complexities of this social issue.
 - Whichever articles you choose, they should affect you in some way. They should be meaningful to you.
- Once you have your 10 articles, you want to write 10 responses.
 - I'm looking for your reaction to each article, not a summary of it!
 - Why is this article significant?
 - To you
 - To your community
 - To people in the world
 - Think of the many different things you could explore in your reactions.
 - If it is about a conflict, why does this conflict exist? How do you think it can be resolved?
 - If it is about a peace movement or some form of protest, do you think it is effective? Is there a better way of achieving the aims of the people involved?
 - If it is about a lack of tolerance, why do you think this exists? Is there any way to eliminate this kind of intolerance?
 - Even consider things from different perspectives.
 - For example, let's say an article is about a suicide bomber in Iraq.
 - We might view the act as a lack of peace or form of intolerance.
 - The bomber might look at it as a form of protest.

- Depending on your subject matter, you can discuss a myriad of things relating to peace, protest, and tolerance!
- Since you are writing reactions to each article, use of first person is allowed.
- There is no need to create multiple paragraphs, unless you deem it appropriate.
- Each response must be typed, using 12-point Times New Roman font (or its equivalent).
- Double-space it!
- Write a full-page response for each article. So, if you have 10 articles, you have 10 typed, full-page responses!
- After writing your responses, use a format to present your articles and responses in a way that best suits you.
 - Many people organize their articles in a scrapbook.
 - Some people have used poster boards.
 - You can be as creative as you like though, so don't be hesitant to try something different!
- You also want to create a visual representation for each article/response. You do not have to be an artist to create something fantastic!
 - Each visual representation must embody the essence of your article and response.
 - You can use a variety of media to represent your work.
 - Pictures/Collage work
 - Painting
 - Video production
 - The best work is the most original work!
 - For example, if your article is about a march supporting Gay rights, do not limit yourself to finding pictures of the march!
 - How will you creatively represent that march? How will you creatively express what you have to say about it?
- Well, there it is! This project is certainly time-consuming, but well worth your effort. Besides accounting for a significant portion of the last marking period grade, you should find yourself becoming more aware of what is occurring around the world and how it affects your life or the lives of those around you. I am hopeful that as these events unfold, you not only recognize them but react to them! You are an essential part of this world. Let your voice be heard!

Name _____

Total Points _____

Points	18-20	15-17	12-14	0-10
Article Selection	Selects 10 highly diverse, credible sources from multiple perspectives; articles represent complex nuances of chosen social issue; sources include international and local perspectives	Selects credible sources representing different perspectives; articles provide substantive information about social issue	Sources are somewhat relevant; limited credibility or depth; minimal diversity of perspectives	Unreliable sources; minimal connection to social issue; lacks credibility
Written Responses x2	Profound, insightful personal reactions demonstrating deep understanding; multiple perspectives explored; connections between article and broader social context clearly articulated	Thoughtful personal responses showing clear understanding; some exploration of broader implications; coherent personal connection to topic	Superficial responses; limited personal reflection; minimal connection to broader context	Minimal or no meaningful response; no personal reflection
Research Depth x2	Demonstrates comprehensive understanding of social issue's historical, cultural, and systemic dimensions; incorporates scholarly research and multiple viewpoints	Shows solid understanding of social issue's complexity; incorporates multiple perspectives; demonstrates research skills	Demonstrates basic understanding of social issue; limited exploration of complexities	Demonstrates little understanding of social issue
Critical Analysis x2	Demonstrates advanced critical thinking; analyzes root causes; proposes innovative potential solutions; shows empathy and nuanced understanding	Provides substantive analysis of issue; identifies key challenges; offers reasonable potential solutions	Provides basic analysis; identifies some challenges; suggests simplistic solutions	No meaningful analysis; no substantive insights

Visual Representation	Exceptionally creative visual representation that transcends literal interpretation; demonstrates sophisticated understanding of article's core message; original artistic approach	Creative visual representation that effectively communicates article's key themes; shows original thinking	Basic visual representation; demonstrates minimal creativity; literal interpretation of article	No visual representation; lacks creativity and understanding
Overall Presentation	Meticulously organized presentation showing exceptional creativity; professional-quality layout; cohesive narrative thread connecting all elements	Well-organized presentation; clear structure; demonstrates effort in design and layout	Functional presentation with some organizational challenges; basic effort shown	Disorganized presentation; minimal effort