

Summer 6-20-2019

Culture and Identity in Novels Centered Around Women of Color

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Summer Reading Unit: Culture and Identity in *Crazy Brave*, *The House of the Spirits*, and *White Teeth*

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards) §110.32. English Language Arts and Reading, English II (2) A,B,C (5) A, B, C, D (8) (16) A, B, D, F (23) A, B, C</p>	Transfer	
	<p><i>Students will independently use their learning to...</i> Write a persuasive essay on identity and present their conclusion on the connection between culture and identity, characters and world history, and plot.</p>	
	Meaning	
	<p>Understandings <i>Students will understand that....</i></p> <p>Texts from cultures other than their own can be connected to each other, to themselves, and to the world.</p>	<p>Essential Questions How does upbringing, culture, and personal experience affect people’s identity? How does gender affect personal experience and identity? How does a text connect to world history and current events?</p>
Acquisition		
<p>Knowledge <i>Students will know...</i> How gender and culture affect identity. How to make connections between world history and their reading.</p>	<p>Skills <i>Students will be able to...</i> Write a persuasive essay. Identify themes within a written work. Create and present a piece of work. Use evidence to support their claims.</p>	
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
MT	<p>Culture Character/Historical Connection Plot Preparedness Posture and Eye Contact Speaks Clearly Time-Limit</p>	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> Creative project displaying culture, identity, characterization, and plot through their summer reading that they will present.</p> <p>-----</p> <p>Other Evidence (e.g., formative) Sketchnotes Persuasive One Pager</p>

	Enthusiasm Content Creativity Neatness Grammar/Spelling	
Stage 3 – Learning Plan		
CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
A	Learning Activities <u>Over the Summer:</u> Students will have chosen one of the following books to read over the summer -> <i>Crazy Brave</i> by Joy Harjo, <i>The House of the Spirits</i> by Isabel Allende, or <i>White Teeth</i> by Zadie Smith. Dialectical Journals: https://docs.google.com/document/d/1Qmg8ilfGWujwhkXPLE7zeeunu6L2vfoZA7z13TbbLYY/edit?usp=sharing	Progress Monitoring (e.g., formative data)
A, M	Day 1: First, give the students a pre-assessment to see if the students remember (or know) the basic plot of their summer reading books. I personally like to use Quizizz but you can use programs like Quizlet Live and GimKit to make this pre-assessment fun and no pressure. As a class I will put 5 words on the board: Cultural Assimilation Acculturation Reservation Rape Machismo Ask students what they think these words mean. You can use a Think-Pair-Share or just have students talk in pairs or groups. Afterwards put the words with the definitions up on the board. Cultural Assimilation: When an ethnic group or individual are absorbed into a dominant culture or society. Acculturation: A process in which a minority group adopts the culture of another group but still maintains aspects of their own culture. Reservation: “an area of land managed by a Native American tribe under the U.S. Bureau of Indian Affairs.” (Definition from usdakotawar.org)	

<p>A, M</p>	<p>Rape: A violent act when someone forces sex upon someone who has not consented.</p> <p>Machismo (Chauvinist): Strong and aggressive masculine pride.</p> <p>Have students write on a white board in groups together what these terms might have to do with their book. If a term does not fit, that's okay. Explain why it does not fit.</p> <p>Day 2: Have students break into groups according to the book they chose to read over the summer. These groups might be a bit uneven, that's okay! Break any large groups into 2-3 smaller groups.</p> <p>The groups who read <i>White Teeth</i> by Zadie Smith will listen to the story comedian Hasan Minhaj tells on The Moth about his family moving to America and how he is introduced to his younger sister: https://themoth.org/stories/always-her-hasan-bhai</p> <p>On a reflection sheet, students should discuss and answer the following reflection questions (first 5 questions courtesy of Re-imagining Migration: https://reimaginingmigration.org/hasan-minhaj-immigrant-families/).</p> <p>Reflection questions</p> <ol style="list-style-type: none"> 1. What do you think Minhaj wants his audiences to know about his life and the life of immigrant families like his own from the story he told? Is he just hoping to get a laugh or is there something deeper that he is hoping to convey? If so, what is it? 2. As a first generation Indian-American – the child of Indian immigrants – Hasan grew up as the only brown kid in his all white neighborhood in Davis, California. What impact might this have had on Hasan and his father's sense of belonging in the town? 3. Based on his story, Hasan remembers being the only brown kid at school while his father was the only brown guy at work. He says he was constantly seeking the approval of his peers. Why might it be important for migrants and the children of migrants to get the approval of their peers? What pressure might that put on them? How might it influence the choices that they make? 4. While Hasan's parents immigrated to America shortly prior to his birth, Hasan's mother returned to India to complete medical school. Therefore, for the first eight 	
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years of his life, Hasan grew up solely with his father – “just two brown dudes trying to make it in America.” Hasan recounts he was “waiting for [his] mom to come home so [they] can finally be a family again.” Why might Hasan’s family have made these decisions – to migrate before his birth and to have his mom finish medical school in India?

5. Hasan’s makes a generalization about immigrant families’ from his personal experience. He claims that immigrant families have a tendency to keep secrets: “if you know anything about immigrants they love secrets. They love bottling them up deep down inside of them and then unleashing them on you years later when its no longer relevant.” While Hasan uses that line to get a laugh, what point is he trying to make about families like his own? What is Hasan trying to tell us about immigrant families? Why might some immigrant families keep secrets? What is it about their experiences that might make people want to keep secrets, even from members of their own families?
6. What secrets do the three central families (Jones, Iqbal, and Chalfen) in *White Teeth* keep from each other? Why?
7. How does the immigrant experience deeply unite and/or divide Millat, Magid, and Irie from their parents and each other?
8. Does Hasan Minhaj’s experience growing up in Davis, California resemble Millat, Magid, or Irie’s experience in growing up in London, England? Why or why not?

Students who read *Crazy Brave* by Joy Harjo will watch the following video displaying Native Americans describing what they feel when they hear the word “reservation.” ->

<https://www.youtube.com/watch?v=OOWUDM1GBhk>

The students will also read a print out of the article “13 Issues Facing Native People Beyond Mascots and Casinos.”

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https://www.huffpost.com/entry/13-native-american-issues_n_55b7d801e4b0074ba5a6869c

Students will answer the following reflective questions together:

1. What surprised you about how the Native Americans in the video reacted to the word “reservation”? How do you believe Joy Harjo would respond to that question?

<p>A, M</p>	<ol style="list-style-type: none"> 2. What did and did not surprise you about the problems plaguing the Native community and why? 3. Why do you think Native Americans are still struggling in their communities? 4. Does Joy Harjo face any of the problems the article mentions? What problems specifically and how does she handle them? 5. Have Native Americans been culturally assimilated into society or have they gone through a process of acculturation? Explain your answer. <p>Students who read <i>The House of the Spirits</i> by Isabel Allende will watch this video on Latin American Revolution (https://www.youtube.com/watch?v=v6xi8_7Fy6Y) and then analyze these excerpts from <i>The Women's Atlas</i> by Joni Seager ->https://drive.google.com/file/d/1RGsFW6rY04kA6jXjUqd58dja8lt-TycW/view?usp=sharing</p> <p>After going through the infographics together, students will answer the following reflective questions together.</p> <ol style="list-style-type: none"> 1. Why would Latin American revolutions have such a lasting impact on the governments of Latin American countries? How does this have anything to do with <i>The House of the Spirits</i>? Explain. 2. Why do you think Esteban Trueba rapes the women in the town? What do the statistics about rape and domestic violence across the world tell you about the official status of women across the world? 3. Why does Esteban desire to possess and control Clara so badly? Why do you think he would go as far as to throw Ferula out of the house? 4. Does Esteban's treatment of Clara and Blanca count as domestic violence? Where would he factor in the statistics on your infographics? 5. How does Alba's interest in political reform connect to the turbulent history of Latin America's government? How does Alba's beliefs compare to her grandfather's? What systems of government do each of them support? <p>Day 3:</p> <p>In students reading groups, have the students work on identifying at least two themes in their books. I usually instruct my students to make the themes into sentences instead of a one word theme. For example, instead of a theme of <i>White Teeth</i></p>	
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<p>A, M</p>	<p>being “immigration” or “ostracization,” it would be “Cultural assimilation destroys a sense of self.”</p> <p>Students must, in a 50 minute class period, write out their two themes and illustrate the themes from the book to briefly present to the class in the last 10 minutes.</p> <p>Day 4:</p> <p>Divide students into groups of 3 with each student in the group having read a different summer read book. Give the students mini whiteboards or paper to draw on.</p> <p>Start off by showing students an example of a “whiteboard summary.” For my students I use <i>Romeo and Juliet</i> because they will have read it the year before. I set a timer for 3 minutes and 30 seconds and my task is to draw and summarize the play in that time frame. It forces me to abbreviate and figure out what I could cut out or add in.</p> <p>After the demonstration, have students do the same. Put a timer on for 3 minutes and 30 seconds and tell the students who read <i>Crazy Brave</i> to go first. When that time is up they’ll rotate to the next student and you will then repeat with the next student. If you have more than 3 students per group that’s okay. Give them that time.</p> <p>I repeat the demonstration process again but this time I give myself only 3 minutes. I demonstrate to students that I’ve learned what I could cut out or what’s more important to add in for people to get the gist of the story. Students can help me if they wish.</p> <p>Then let your students do the same. Do the rotation again but this time with only 3 minutes on the timer.</p> <p>After this process have students regroup with their reading groups and create a quick story arc (Exposition, Rising Action, Climax, Falling Action, Resolution) and list who they believe are the most important characters. Tell them to keep this for the next day.</p> <p>Day 5:</p>	
<p>A, M</p>	<p>Students will sketchnote their summer read, making sure to include theme, characters, and major plot points. If you are unfamiliar with sketchnoting, here’s an easy How-to guide here:</p>	

<p>A, M, T</p>	<p>http://images.pcmac.org/Uploads/JeffersonCountySchools/JeffersonCountySchools/Departments/DocumentsSubCategories/Documents/Visual%20Note%20Taking%20-%20Introduction%20to%20Sketchnoting.pdf</p> <p>To put it simply sketchnoting is purposeful doodling in order to capture the main ideas of a lecture, lesson, movie, book, or even help with project planning.</p> <p>I try to plan for this to be given on a Friday so students have the weekend and then Monday to work on it and make it look neat and colorful.</p> <p>Day 6:</p> <p>Students will work on and turn in their completed sketchnote of their novel by the end of class. I like to use this rubric for grading made by another teacher: http://wecakimsmith.pbworks.com/w/file/fetch/110417770/Sketchnoting%20101%20-%20Study%20Guides%20%281%29.pdf</p> <p>Day 7:</p> <p>Students will hang their sketchnotes on the board grouped by book. They will group their work so that it strategically makes a triangle. Students will look at and read each other's sketchnotes and make text to text connections with comparisons between the novels on the triangular lines and connections between all three in the middle of the triangle.</p> <p>Remind students to not just focus on plot or character similarities but also similar themes. I use sticky notes with students for them to write their observations down.</p> <p>In the last 10 minutes of class, ask students to reflect with an exit ticket on if they feel they would identify with any of these characters, situations, or themes and why.</p>	
<p>A, M</p>	<p>Day 8:</p> <p>Give students the persuasive prompt: State your opinion on whether a person's identity is molded by their situation (where they live, religion, parents, gender, race, etc) or by themselves.</p> <p>Work on simply writing an introduction for a one-pager. I use the Jane Schaffer model of writing essays although I abbreviate it for one-pagers.</p>	

A, M, T	<p>In this case, you'll have students start with a Universal Statement (a broad, overarching statement on the topic/prompt) and then the second sentence will be their specific thesis. We use the 2-3 part thesis i.e. An individual's identity is shaped by their environment, demonstrated in <i>White Teeth</i> by Zadie Smith through Millat's alienation from mainstream British society, by Toussaint L'Ouverture who propelled the freedom of slaves because he was a slave,</p> <p>Students MUST use evidence for their thesis from their summer reading and an event from world history.</p> <p>Tell students to do careful research on their world history component for their thesis.</p> <p>Then instruct students to find two pieces of evidence (one from the novel and the other from a trustworthy source about history. I tell them Wikipedia is not acceptable) that would support their thesis.</p> <p>Day 9:</p> <p>With students intro and collected evidence, students must identify HOW their collected evidence supports their thesis. Tell them to write two sentences on how their evidence supports their thesis. Remind students that they should not use phrases like "this shows that," or "this quote shows" or to simply summarize the book. They have to state and analyze. Show them an example as the teacher first.</p> <p>This might take the whole class period for some students, depending on their level. Give students 20 minutes to do this. Afterwards, demonstrate how they can take their evidence and make a coherent sentence with an integrated quote. By doing this they can combine their concrete detail (evidence) and connect it to their commentary (analysis). From here I work backwards and then create topic sentence for the paragraph.</p> <p>Because we're doing a one-pager and are trying to conserve space, instead of doing a concluding sentence I move on to the conclusion. You can alter this however you wish.</p> <p>Day 10:</p>	
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M	<p>Demonstrate to students how to write a succinct conclusion. In order to keep it a one-pager, the conclusion is usually only 2-3 sentences.</p> <p>After writing their conclusion, tell students it is their job to then type up their paper in Times New Roman, 12 pt font, double space. If they need to edit their essay for brevity and spelling grammar, they should. Preferably they would have the weekend and a day in class to work on and edit it before they turn it in.</p> <p>Day 11:</p>	
T	<p>Students work on editing and revising their one pager in class to turn in by tomorrow. (I have them submit digitally but you can have hard copies turned in).</p> <p>Day 12:</p>	
T	<p>Begin final project where students must create a visual in order to explain the elements of culture, characterization and historical connection, and plot of their book in a creative way. Give students at least a week of class time to prepare. Students can use their persuasive essay, dialectical journal, or sketchnotes to help them. They will present the following week or whatever fits your class best.</p> <p>Instructions: https://docs.google.com/document/d/1E6hCUEeBTf_NiWN2rD3jINY_X9knlllWGa598jvp6bA/edit?usp=sharing</p> <p>Rubric: https://drive.google.com/file/d/1gZ6jSG4GWMqfge9ToFriuQpEJYmX6U2a/view?usp=sharing</p> <p>Day 13:</p> <p>Work on project</p> <p>Day 14:</p> <p>Work on project</p> <p>Day 15:</p> <p>Work on project</p>	

	Day 16:	
	Students present to the class (preferably after a weekend)	

English Summer Reading Assignment

Students will read their choice reading and complete at least ten (10) dialectical journal entries (see instructions below). We will be using this text as a basis for our first unit.

Dialectical Journals

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- If you choose, you can label your responses using the following codes:
 - ✓ (Q) Question – ask about something in the passage that is unclear (limit to only two) - *be sure to respond to/reflect upon your question if/when you find an answer.*
 - ✓ (C) Connect – make a connection to your life, the world, or another text
 - ✓ (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - ✓ (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
 - ✓ (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say
- Provide at least ten (10) entries. **Each entry must be at least 2 sentences long.**
- Your responses should be typed and will be submitted to Google Classroom and eventually turnitin.com.
- Responses should be in Times New Roman, 12pt font.

Sample Dialectical Journal entry: *The Things They Carried*, by Tim O’Brien

Annotation #	Passages from the text	Pg #s	Comments & Questions
	<p>“-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry”.</p>	Pg 2	<p>(R) O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up</p>

			the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.
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Choosing Passages from the Text:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

Responding To the Text:

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry. Use loose leaf paper for your journals. Students also have the option of typing their responses in 12 size Times New Roman font.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

<p>Sample Sentence Starters: I really don't understand this because... I really dislike/like this idea because... I think the author is trying to say that... This passage reminds me of a time in my life when... If I were (name of character) at this point I would... This part doesn't make sense because... This character reminds me of (name of person) because...</p>
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Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Final Project

Imagine your audience is future students who have to read *Crazy Brave*, *The House of the Spirits*, or *White Teeth*. Create something that will help them understand the book better. You will present this project to the class in a short 4-5 minute presentation.

PROJECT OPTIONS

- Graphic Novel
- Mobile
- Diorama – box with figures and 3D representations of required elements
- Power Point and/or Poster
- Reenactment – In class or a copy of the video required
- Create a film brief (pitch, cast, soundtrack, explanation, script of a major scene, etc)

Your project can be creative in nature, but must show **the three elements below** – they must be obvious enough for me to grade you on them.

1. Culture: must include **4** of the following elements, reference the context, and briefly explain how/why it is important in their culture AND how it factors into the characters identity:

Note: Context is the when, how, and who that surrounds this element.

1. The Cardinal Points (North, South, East, West)
2. Ancestors/Spirits
3. Hacienda
4. Islam
5. Arranged Marriage
6. The Spiritual World
7. Scientific Progress
8. Jehovah's Witness
9. Machismo
10. The British Pub
11. Songs
12. Reservation
13. Half-caste
12. Assimilation

2. Characterization and Historical Connection: Pick a character from your novel and a historical figure or event from world history that they are similar too or has affected their character.

Include 3 key details/examples EACH (character and historical connection) that support your answer. **Include the page # for book evidence. Website for historical connection.**

3. PLOT: ALL Projects must include the plot including all the key elements (exposition, rising action, conflict, climax, falling action, and resolution).

Project Rubric - Presentation

Category	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Time-Limit	Presentation is 4-5 minutes long.	Presentation is 3 minutes long.	Presentation is 2 minutes long.	Presentation is less than 2 minutes OR more than 5 minutes.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.

Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
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Project Rubric - Product

CATEGORY	4	3	2	1
Culture	Includes all 4 of the elements, references the context, and briefly, but in-depth, explains how/why it is important in their culture	Includes all 4 of the elements, references the context, and briefly explains how/why it is important in their culture	Includes only 3 of the elements and/or does not successfully or succinctly reference the context, and briefly explain how/why it is important in their culture	Includes 2 or less of the elements and/or does not successfully reference the context or briefly explain how/why it is important in their culture
Character/Historical Connection	Has a character from your novel and a historical figure or event from world history that they are similar too or has affected their character. Includes 3 key details/examples EACH (character and historical connection) that support your answer. Includes the page # for book evidence. Website for historical connection. Exceptionally in-depth and creative.	Has a character from your novel and a historical figure or event from world history that they are similar too or has affected their character. Includes 3 key details/examples EACH (character and historical connection) that support your answer. Includes the page # for book evidence. Website for historical connection.	Either has character OR historical connection but not both OR has both but does not explain the connections well or lacks cited proof.	Has one or none of the required elements.

Plot	Includes the plot including all the key elements (exposition, rising action, conflict, climax, falling action, and resolution).	Includes the plot including all but ONE of the key elements (exposition, rising action, conflict, climax, falling action, and resolution).	Includes the plot including all but TWO of the key elements (exposition, rising action, conflict, climax, falling action, and resolution).	Includes 3 or less of the required key elements (exposition, rising action, conflict, climax, falling action, and resolution).
Creativity	Exceptionally clever and unique; approach and presentation enhance the project.	Clever at time, thoughtfully and uniquely presented.	A few original touches enhances the project.	Shows little creativity, originality, or effort.
Neatness	Exceptionally attractive and neat in design and layout.	Attractive and neat in design and layout.	Acceptably attractive but may be messy at times and/or show lack of organization.	Distractedly messy and poorly designed. Not attractive and does not show pride in work.
Grammar/Spelling	No grammatical/spelling mistakes in project.	A few grammatical/spelling mistakes. Not distracting.	Several grammatical/spelling mistakes. Mistakes are distracting.	Many grammatical/spelling mistakes throughout the project. Clearly not proofread.