

Humanitarian Studies Curriculum Map

Unit 1 – Exploring Culture

- What is Culture? What is identity?
- “Beyond Skimpy Skirts” by Hassan M. Fattah
 - Class seminar
- “Mother Tongue” by Amy Tan
- A Non-line MySpace Assignment & Presentation
 - What is your culture/identity?

***Benchmarks Covered (with I Can statements):**

- * (2.1.1) I can use a variety of reading strategies.
- * (2.1.3) I can use vocabulary strategies to understand content of the text.
- * (2.1.7) I can paraphrase and summarize written information.
- * (1.4.3) I can take a stance on their specific topic.
- * (1.3.4) I can develop an opinion and support it, acknowledging the opposition.
- * (2.1.4) I can identify the author’s purpose for writing (How and why it was written).
- * (2.2.2) I can relate his or her own life to the text
- * (3.1.7) I can incorporate history and culture to understand the context of author’s literary piece to understanding the author’s purpose in writing it.
- * (4.1.5) I can USE grammar conventions correctly

Unit 2 – Past Hatred

- Introduction to genocides
- The Armenian Genocide
 - Background – PowerPoint Notes
 - Selected Poems by Jack Hagopian
 - analyze and answer
 - The New York Times & Raphael Lempkin– the use of media in times of genocide
- The Holocaust
 - review and timeline (PowerPoint Notes)
 - Studying Hitler/ *Mass Hate* by Neil Kressel, Chapter 5
 - Why/how did people follow Hitler?

***Benchmarks (with I can statements):**

- * (2.1.1) I can use a variety of reading strategies.
- * (2.1.3) I can use vocabulary strategies to understand content of the text.
- * (2.1.7) I can paraphrase and summarize written information.
- * (3.1.4) I can explain why the author wrote the literary piece.

- * (3.1.7) I can incorporate history and culture to understand the context of author's literary piece to understanding the author's purpose in writing it.
- * (4.1.4) I can demonstrate the knowledge of standard English, using correct and precise word choice.
- *(4.1.5) I can USE grammar conventions correctly.

Unit 3 – Modern-day Hatred

- Rwandan Genocide
 - “Ghosts of Rwanda”, *Frontline*- persuasive essay on what different form of governments could have done better
 - Personal Accounts
- Darfur
 - *Genocide* by Brenden January
 - *Darfur Diaries* by Adam Shapiro, Aisha Bain and Jen Marlowe – letter writing (book and documentary)

*** Benchmarks (with I Can statements)**

- *(1.3.5) I can clearly identify the audience and write to them, using appropriate language, format, and style.
- *(2.1.1) I can use a variety of reading strategies.
- * (2.1.3) I can use vocabulary strategies to understand content of the text.
- * (2.1.7) I can paraphrase and summarize written information.
- *(3.1.5) I can be able to compare elements of two texts.
- *(4.1.4) I can demonstrate the knowledge of standard English, using correct and precise word choice.
- *(4.1.5) I can USE grammar conventions correctly.

Unit 4 – Resistance

- What is resistance? PowerPoint Notes
- “10 Questions for The Dalai Lama” by Rick Ray
- Irena Sendler
- Connecting to the United States
 - Civil Rights martyrs
 - Class Seminar
- Reacting to President Barack Obama, The first African American President
 - article 1- racism in Midland, MI
 - article 2- racism in Traverse City, MI
- Choose Your Passion! (research on a non-profit of their choice, how to complete an MLA works cited page)
- Darfur Resistance

- Not on Our Watch by Don Cheadle
-What can young adults do to demonstrate awareness?

***Benchmarks (with I Can statements):**

- *(1.4.6) I can use correct MLA documentation and citation to avoid plagiarism.
- *(2.2.2) I can relate his or her own life to the text.
- *(3.1.7) I can incorporate history and culture to understand the context of author's literary piece to understanding the author's purpose in writing it.
- *(4.1.5) I can USE grammar conventions correctly.

Unit 5 – Altruism – service learning project – The Education Project

- What is altruism? Good citizenship? – PowerPoint Notes
- www.savedarfur.org – keeping updated
- Not on Our Watch by Don Cheadle
- Promoting awareness, advocating, fundraising, serving, reflecting, presenting
 - 6 hours needed
 - Portfolio
 - Reflection journals
 - Letter writing
 - Summative project and presentation

***Benchmarks (with I Can statements):**

- *(1.3.5) I can clearly identify the audience and write to them, using appropriate language, format, and style.
- *(2.1.1) I can use a variety of reading strategies.
- *(2.1.3) I can use vocabulary strategies to understand content of the text.
- *(2.1.7) I can paraphrase and summarize written information.
- *(4.1.3) I can use language appropriate for format and setting.
- *(4.1.4) I can demonstrate the knowledge of standard English, using correct and precise word choice.

Note: Every Friday, *Humanitarian Studies* has ***Music That Moves Me***, which is where 2-3 students bring in a (school appropriate) song that inspires them to be a better person. The student will write a page description about how the song inspires them and what it means to them. The student will pass out lyrics to the song so everyone has a copy and we follow along as we listen. We then analyze and discuss the different interpretations of lyrics, as they are a form of poetry. Each student must write one complete paragraph interpreting each song that is presented. At the end of the trimester, students turn this in as a segment in their portfolio.