

## USC SUMMER RESIDENTIAL INSTITUTE CURRICULUM PROJECT

### I. PROJECT RATIONALE

Some common themes that my American Literature class and the seminar topic share are freedom, independence, and social obligations. With this in mind, I have created a 3-day lesson unit around the following essential questions:

- Essential questions
  - To what extent do we have freedom over ourselves? How does the government control the family as an institution and use it to its advantage?
  - How is propaganda used to control families?
  - In an increasingly globalizing world, how are the roles of women merging across cultures?

With the following questions in mind and the attempt to better understand the similarities and differences between the experiences of a woman in East Asia and America, students will read, write, and discuss in order to better understand this topic. This short 3 day lesson series will culminate in a two-voiced poem that incorporates the perspectives of the women mentioned in the articles, stories, and documentary we discuss.

### II. SKILL AND CONTENT OBJECTIVES

- **I can cite strong and thorough textual evidence to support my analysis and provide citations.**  
(RL.11-12.1; RI.11-12.1)
- **I can determine two or more central ideas/themes and analyze their development.**  
(RL.11-12.2; RL.11-12.3; RI.11-12.2; RI.11-12.3)
- **I can determine the meaning of words and phrases and analyze how those choices shape meaning or tone.**  
(RL.11-12.4; RI.11-12.4; L.11-12.4; L.11-12.5)
- **I can integrate and evaluate multiple media sources in order to synthesize a response.**  
(RL.11-12.7; RI.11-12.7)
- **I can prepare for and participate in conversations clearly and effectively.**  
(SL.11-12.1; SL.11-12.3; SL.11-12.4)

III. LESSON PLAN

<b>Day 1</b> <b>Objective:</b> Students will discuss the symbolism of the white elephant in Ernest Hemingway and relate it to Nanfu Wang’s documentary.			
Time	Teacher Does	Student Does	Materials Needed
<b>Beginning</b> (15 minutes)	Teacher opens with a documentary by Nanfu Wang (first 10 minutes of documentary)	After watching the video, students respond to the following prompt in their journals: What is the One Child Policy? Predict the causes and effects of it?	Video clip from “One Child Nation” by Nanfu Wang  Journals
<b>Middle</b> (15 minutes)	Class reading of “Hills Like White Elephants”  Teacher circulates to check for any questions.	Students read “Hills Like White Elephants” as a group and annotate while reading: -Symbolism of the white elephant -Relationship -Setting	“Hills Like White Elephants” by Ernest Hemingway  Appendix A discussion questions
(10 minutes)		Students get into groups and act out this story. Since the short story is mostly dialogue and silence, students will better understand the text this way.	
(5 minutes)	Teacher chooses one group to act out.		
(10 minutes)	Teacher facilitates brief discussion of “Hills Like White Elephants” (see appendix A for questions)		
<b>End</b>	On Post-it notes,	Students look at the posters for	

(5 minutes)	<p>students write a post it to suggest whether the girl in the story has freedom or not.</p> <p><b>HW:</b> Kate Chopin's "Story of an Hour"        Annotate any references to the girls freedom or lack of freedom</p>	examples of their	
-------------	--	-------------------	--

<b>Day 2</b> <b>Objective:</b> Students examine freedom from a woman's perspective.			
<b>Time</b>	<b>Teacher Does</b>	<b>Student Does</b>	<b>Materials Needed</b>
<b>Beginning</b> (7 minutes)	<p>Teacher projects question</p> <p>Teacher asks:            Are some roles leaning more towards one gender compared to another?</p>	<p>Student responds to the following prompt in their journals: How do we gain independence in the American society?            Create a check-list of an adult.</p> <p>Students color code the ones that are particular to a gender</p>	"Hot Mum" article
<b>Middle</b> (15 minutes)	<p>Teacher circulates</p>	<p>Students read "Hot Mum" article with their partners</p> <p>Annotate:            --References to commercialization            --What reminds you</p>	"Hot Mum" article

(10 minutes)		of an experience you've had or someone you know?	
(10 minutes)	Class discussion: -Do these women have freedom? Why or why not? -How does this compare and contrast with Kate Chopin's "The Story of an Hour?"	Reading assessment: Students make a to-do list of what being a mom in China entails.	
(10 minutes)	Watch short clip of Nanfu Wang's documentary about how government was involved		
<b>End</b> (5 minutes)	Why do governments try to control families in China? Do governments try to control families in America? How?	Students write in journals	Nanfu Wang's "One Child Nation"

<b>Day 3</b>			
<b>Objective:</b> Students analyze and write about the perspective of a woman in a two-voiced poem.			
<b>Time</b>	<b>Teacher Does</b>	<b>Student Does</b>	<b>Materials Needed</b>
<b>Beginning</b> (7 minutes)	Warm-up: In your opinion, how is freedom between a woman in Asia and America different?	Student responds to the quote on their journals?	

<p><b>Middle</b> (5 minutes)</p>	<p>Teacher hands out and explains the assignment</p>	<p>Two student volunteers read from different ends of the classroom</p>	<p>Assignment page for two-voiced poem (see Appendix B)</p>
<p>(10 minutes)</p>	<p>Teacher models Poem 1 how to write a perspective poem by using voices from “Story of an Hour” and “Hot Mum”</p>		
<p>(20 minutes)</p>		<p>Students write poems</p>	
<p>(10 minutes)</p>	<p>Class reads poems out loud</p>		
<p><b>End</b> (5 minutes)</p>	<p>Exit ticket</p>	<p>Students respond to the following question: What is one thing you have learned about the relationship between economy, women, and families?</p>	

## **Appendix A**

Discussion Questions for Hills like White Elephants:

1. Describe the relationship between the female and the male.
2. What is the significance of the white elephant?
3. What is the author's tone towards this setting?
4. What is the subtext of the girl's comment about hills being like white elephants?
5. Who do you sympathize with more?

Sophia Kang  
Summer 2019

## **Appendix B (Student Assessment)**

Source:

[http://www.pasd.com/UserFiles/Servers/Server\\_435476/File/Teachers/Corcoran/communications/Two-Voice%20Poem%20Packet.pdf](http://www.pasd.com/UserFiles/Servers/Server_435476/File/Teachers/Corcoran/communications/Two-Voice%20Poem%20Packet.pdf)