Unit 3: Middle East

Start day: 41

Meetings: 20 days

Skills and Concepts

Student objectives/skills (what will students be able to do at the end of the unit?:

- Identify and understand characteristics of Middle-eastern philosophies and religion
- Demonstrate understanding of definitions and context of difficult vocabulary words
- Use technology to produce, update and share individual writing products in response to feedback from peers
- Structure and deliver an informational/explanatory essay
- Synthesize common elements of religious/philosophical literature
- Structure and deliver an argumentative paper

Unit Summary

Students will read and comprehend excerpts of ancient text from the Middle East that helped to form the culture and religion of this region. Students will look for common themes and values. Students will build on their knowledge from the previous unit to draw comparisons among the world's major religions and philosophies and examine how these values and beliefs have carried into current practices and literature. Students will conduct independent research about the Middle East and its cultures and religions. The students will write a compare and contrast essay detailing observations, interpretations and current practices. Additionally, students will write an argumentative essay about *The Kite Runner*.

Essential Questions

- In what ways do these religious texts reflect the core values of the people in these regions?
- In what ways does the literature of these regions reflect class and gender?
- How are the values of the culture embodied in the hero's journey?

Learning Progressions

	Before	During	After

Reading			
Writing			
Speaking/Listening			
Language			

Academic Vocabulary Tier II

Domain Specific Vocabulary

Islam, Christianity, Judaism, sunni, shi'ite, sufi, Hazara, Pashtun, jan,

Literary Texts

Anchor texts:

The Kite Runner— Khalid Hosseini

selections *Qur'an*

selections *The Bible*

Epic of Gilgamesh

Supplemental:

The Alchemist—Paul Coelho

The Red Tent—Anita Diamante

poetry by Rumi

Reading Lolita in Tehran— Azar Nafisi

Three Cups of Tea—Greg Mortenson

Resources:

1. eNotes.com
2. Gutenberg Files
3. Novels for Students
4. Literature Resource Center
5. youtube.com
6. http://www.readwritethink.org/
7. Ted.com

Informational Texts

Suggested Interims - Benchmarks

Class discussions, reading comprehension quizzes

End of Unit Common Task

Informational/explanatory essay (compare/contrast), argumentative essay (*The Kite Runner*)

Learning Plan Instructional Strategies

Core Shifts to be Incorporated

Research

Webquests

Group research assignments

Photographic Images/graphics

Compare/Contrast

Top Hat

Venn Diagrams

Reading for Meaning

Guided reading chart

Guided reading questions

Note-taking guides

Active reading

Preview questions (prior knowledge)

Reflective response

KWL

Turn and talk

Annotative Reading

Vocabulary CODE

Fist lists

power decoding

concept maps

use it or lose

metaphor and similes

3-way tie

use it or lose it

3's a crowd

Write to Learn

Pre-writing activities

Journal writing

Warm-up writing

Focus Correction Area Writing

Preview questions (prior knowledge)

Stop and write

Reflective response

Exit tickets

Circle of Knowledge

Socratic seminars

Group Discussions

Group projects/presentations

Shared inquiry questions

X2 Discussion forums

Webinar

Parking lots

Chalk talk

Inductive Learning

Socratic seminars

Focus Correction Area Writing

Vocabulary Strategies

Differentiation for Struggling Learners

mentor texts, graphic organizers, study guides, chunking text, cubing, guided reading questions,

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Differentiation for ELLs

Differentiation for Extension

Supplemental readings, opportunities for independent research, additional sources for essay

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Common Misconceptions

- Students may not have considered religious texts as literature
- Students may believe that studying religious texts in school is unconstitutional
- Students may not recognize similarities among religious texts/philosophies

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Instructional Resources

Suggested and Required Text