

## Units 9-3 and 9-4: It's a Small World After All

### Theme Overview:

This section of the World History/ English 9 curriculum shifts to various world cultures outside of Western Europe. The investigation of world cultures should allow students to understand various philosophies, religions and governments in order to predict changing social and political climates. Just as we encourage our students to connect with each other and to respect diversity within our school climate, we encourage students to connect to different histories and cultures from around the world. Areas of the world that work especially well for interdisciplinary study include at least four of the following: Africa, India, China, Japan, Latin America, the Middle East, and Eastern Europe.

### Driving Questions:

- 1.) Assess how constructions of gender, ethnicity, and religion affect access to power or social mobility.
- 2.) Compare the commonalities of both sides of the same conflict.
- 3.) How have religions and philosophies shaped different world cultures and literature?
- 4.) What can be predicted about conflicts regarding social or political change?
- 5.) Evaluate how the following universal themes can be connected between different cultures and their literature:
  - a. Nationalism
  - b. Religious Convictions
  - c. Transfer of Power
  - d. Role of Economy
  - e. Impact on the Economy
  - f. Role of Women
  - g. Minorities
  - h. Oppression/Prejudice
  - i. Influence of the Past
- 6.) Compare, contrast and critique examples of the literature and arts of different cultures.
- 7.) Develop an argument and provide supporting evidence in a well-developed thesis paper written in MLA format.

### Materials:

#### Possible core novels and/or primary sources:

*A Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn  
*The Analects* by Confucius  
*A Passage to India* by E.M. Forster  
*Chronicle of a Death Foretold* by Gabriel Garcia Marquez  
*Contemporary Latin American Short Stories* ed. By Pat McNees

*Cry, the Beloved Country* by Alan Paton  
*The Death of Ivan Ilych* by Leo Tolstoy  
*The Epic of Gilgamesh*  
*Facing Mt. Kenya* by Jomo Kenyatta  
*The Good Earth* by Pearl S. Buck  
*The House on Mango Street* by Sandra Cisneros  
*Japanese Verse*  
*July's People* by Nadine Gordimer  
*Kaffir Boy* by Mark Mathabane  
"Master Harold...and the Boys" by Athol Fugard  
*Nectar in a Sieve* by Kamala Markandaya  
*The Prophet* by Kahlil Gibran  
*The Ramayana* by R.K. Narayan  
*Siddhartha* by Herman Hesse  
*The Sound of Waves* by Yukio Mishima  
*Tales from the Thousand and One Nights*  
*Things Fall Apart* by Chinua Achebe  
*Thousand Cranes* by Yasunari Kawabata  
*The Travels of Marco Polo* translated by R. Latham  
*We* by Yevgeny Zamyatin

**Possible guided reading\*:**

*Animal Farm* by George Orwell (C)  
*The Breadwinner* by Deborah Ellis (E)  
*Enrique's Journey* by Sonia Nazario (A)  
*Facing the Lion* by Joseph Lemosolai Lekuton (E)  
*The Heaven Shop* by Deborah Ellis  
*Hiroshima* by John Hersey  
*Homeless Bird* by Gloria Whelan (E-A)  
*How the Garcia Girls Lost Their Accents* by Julia Alvarez (E)  
*A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah (A)  
*Persepolis: The Story of a Childhood* by Marjane Satrapi  
*Princess: A True Story of Life Behind the Veil in Saudi Arabia* by Jean Sasson  
*Santa Clause in Baghdad...Teens in the Arab World* by Elsa Marston (E, A, C)  
*Sold* by Patricia McCormick (E)  
*Somehow Tenderness Survives: Stories of Southern Africa* by H. Rochman (A-C)  
*Three Cups of Tea* by Greg Mortenson and D.O. Relin (Young Readers edition avail.)  
World History Text and World Literature Anthologies

\*books leveled as (E) easy due to language may have challenging concepts and can be used on many levels.

**Independent reading / research:**

Student choice pending teacher approval  
Recommendations from History teacher, English teacher, Library Media Specialist

**Audio/Visual/Online resources:**

*District Nine*-VHS/DVD  
*Cry, the Beloved Country*- DVD

*Promises*- DVD  
*Hotel Rwanda*-VHS/DVD  
*Blood Diamond*- VHS/DVD  
*Master Harold... and the Boys*- VHS/DVD  
*Animal Farm* –VHS/DVD  
*Thirteen Days*-VHS/DVD  
*Democracy Crushed: Tiananmen Square*- DVD  
*The Last Emperor*- DVD  
*South Pacific*—DVD or field trip to see the play  
*Mulan*-DVD  
*Motorcycle Diaries*-DVD  
*City of God*-DVD  
*Frieda*-DVD  
*Gandhi*-DVD  
*Letters from Iwo Jima*- DVD  
*Slumdog Millionaire*-DVD  
*A Passage to India*—DVD  
[www.rawa.org](http://www.rawa.org) Revolutionary Association of the Women of Afghanistan  
[www.un.org](http://www.un.org) *The World Fact Book*  
[www.esmeraldasantiago.com](http://www.esmeraldasantiago.com) The Official Website of author Esmeralda Santiago  
[www.youtube.com/user/grdodge](http://www.youtube.com/user/grdodge) Channel of the Geraldine R. Dodge Poetry  
Festival

### **Documentaries:**

National Geographic Video Clip Library  
<http://www.youtube.com/user/NationalGeographic>

United Streaming Video Clip Library  
<http://streaming.discoveryeducation.com/home/aboutus.cfm>

### **Suggested short and long-term PBLs that support driving questions #1:**

- 1.) Assess the caste system of India and create a modern day caste system.
- 2.) Compare the caste system in India to high school grade levels in the United States.
- 3.) Assess the value of Gandhi's efforts to end the caste system in India. Compare/ contrast the efforts of Gandhi to those of Martin Luther King, Jr.
- 4.) Write an essay explaining the similarities between *District Nine* to Apartheid in South Africa.
- 5.) After studying previous Genocides in Africa (Rwanda) students can debate on whether or not the United States/United Nations should intervene. Use debate formats such as Lincoln-Douglas for students to present their Positions.
- 6.) Research Apartheid and connect the play, "Master Harold...and the Boys" to the information.
- 7.) Draw inferences about Sam and Willie's educational and professional opportunities in "Master Harold...and the Boys".
- 8.) Research and create a proposal for a new social organization based on any cultural novel read this semester similar to Greg Mortenson's in *Three Cups of Tea*. (Example—Doctors Without Borders)
- 9.) Analyze the key elements of a passage or chapter from *Princess* and turn it into a script/screenplay. Cast, rehearse, and perform or film it for class.

- 10.) Draw conclusions as to the future of women in Afghanistan after viewing a website such as [www.rawa.org](http://www.rawa.org) (Revolutionary Association of the Women of Afghanistan).

**Suggested short and long-term PBLs that support driving question #2:**

- 1.) Create a Facebook page for Israel starting with its creation after WWII.
- 2.) Compare and contrast the efforts of Mohammed Mossaddeq and Gamal Nasser to nationalize resources in their country.
- 3.) Create a peace plan for Palestine and Israel after viewing *Promises*, the plan should include a contract detailing the peace agreement in which all parties have to agree upon. Roles in the assignment can be: a historian, an Israeli diplomat, a Palestinian diplomat, and a mediator.
- 4.) Evaluate both sides of any cultural conflict presented this semester; distinguish fact from opinion to summarize the true conflict.
- 5.) Draw conclusions about the similarities and differences between passages from *Gilgamesh* to the story of Noah.
- 6.) Research another wave of immigration (Irish, Italian, etc.) and compare/contrast with Cisneros' characters in *The House on Mango Street*.
- 7.) Compare / contrast two different poems from the same culture with differing perspectives. Discuss which perspective you prefer.

**Suggested short and long-term PBLs that support driving question #3:**

- 1.) Choose three important historical events from one region/country explain how the dominant religion or philosophy shaped its outcome.
- 2.) After studying the three doctrines (Confucianism, Taoism, Buddhism) and Legalism, students will create real-life situations that teenagers may find themselves faced with. Students should respond to the situations, explaining how they feel an individual would answer these questions if he/she were, in turn, a Buddhist, a Taoist, a follower of Confucianism, or a loyal citizen governed by Legalism.
- 3.) Evaluate the similarities and differences of ancient Chinese philosophies by holding a Socratic Seminar.
- 4.) Assess and utilize various primary source documents from the Russian revolution time period and create propaganda posters and/or bumper stickers.
- 5.) Interview a family member or neighbor about family heritage and traditions. Turn this into a newspaper article or an analytical "personal response" essay.
- 6.) Compare/contrast selected Psalms to *Hymn to the Sun Disk*.
- 7.) Compose a story of creation, of disaster/survival, or of a hero's journey.
- 8.) Analyze various aspects of Japanese culture by viewing excerpts from *Letters from Iwo Jima* and writing an essay that summarizes the cultural values of Japanese soldiers during World War II.

**Suggested short and long-term PBLs that support driving question #4:**

- 1.) Create a *Revolutions for Dummies* written by French revolutionaries directed at third world uprisings.
- 2.) Assess the events leading up to and including the Iranian Revolution then create a newspaper publicizing the newly learned information.

- 3.) Evaluate one of the following dynasties: Shang, Zhou, Han, Qin; then create an ancient Chinese time capsule that contains objects that represent a chosen dynasty. Students will also summarize its significance to the time period being presented.
- 4.) Create a detailed cultural almanac that examines the past and present regarding one specific African Nation.
- 5.) Deduce the importance of various political and social events of Czarist Russia by creating an interactive timeline highlighting these events.
- 6.) Compose an alternate ending for a story, novel or play discussed in class this semester.
- 7.) Identify other examples of injustice and violations of human rights in the world today. Compare/contrast these with Apartheid.
- 8.) Create an allegory based on an historical event from any one of the cultures studied this semester.

### **Suggested short and long-term PBLs that support driving question #5:**

- 1.) Create a graphic organizer that illustrates a theme apparent in three different regions or countries. Examples of such themes include: Nationalism, Religious Minorities, Role of Women, Role of Economy, Oppression.
- 2.) Analyze similarities and differences between the culture of “Yakyu” (Japanese baseball) and the culture of American baseball.
- 3.) Assemble a music playlist for Imperialism in a country/region. Each song should represent an important event in the colonization of a region/country.
- 4.) Compose an original, personal vignette or literary snapshot of a memory, a place, or an impression similar to one read in *The House on Mango Street*. (This could also consist of a series of vignettes, such as one vignette each season, or over the course of a week, a month, etc.)
- 5.) Create a poster which conveys/communicates your character/essence—this could also apply to personal heritage. (Alternative—compose a poem or song.)
- 6.) Research music, dance, movies, TV shows, and other elements of traditional or contemporary culture from the region you are studying. Play or perform a song or dance, or show a specific portion of a movie or TV show.
- 7.) Compose a five-paragraph essay that summarizes and relates at least two historical and/ or literary universal themes discussed this semester.

### **Suggested short and long-term PBLs that support driving question #6:**

- 1.) Take a field trip to see *In the Heights* on Broadway. Critique the performance, or compare it to *The House on Mango Street*. (Alternative—play music from the *In the Heights* soundtrack. Make up a song about your own neighborhood).
- 2.) Compare/contrast passages from *Gilgamesh* to the story of Noah.
- 3.) Compare/contrast selected *Psalms* to *Hymn to the Sun Disk*.
- 4.) Write a folktale describing one of the customs you share with your family or a story that has been passed down from generation to generation.
- 5.) Design and publish a web site that summarizes two different themes and/or genres studied in literature this semester.
- 6.) Research and evaluate one specific aspect of Japanese culture and present it thoroughly to the class before reading *The Sound of Waves*. This can be done as a partner project, and students can prepare a handout (to include facts, questions, a visual) and a visual (such as a PowerPoint, prop, or poster) for the class as well as a source list and/or working

bibliography. Aspects of Japanese culture such as entertainment and leisure, language/form of writing, marriage, economy, art forms, educational system and philosophy, geography and topography, ceremonial rituals, family relationships/unit, religious beliefs, relationship with/respect for nature, the process of becoming a citizen, and even elements of Japanese culture taken from the Chinese can be researched and presented in order to gain pre-reading knowledge.

**Suggested short and long-term PBLs that support driving question #7: (Please see detailed research project instructions following the NJCCCS)**

- 1.) Compose an MLA formatted thesis paper by following the steps below.
  - Formulate a thesis statement.
  - Distinguish valid, authoritative sources from dubious ones.
  - Keep track of the sources of information used.
  - Summarize information from multiple sources into an outline.
  - Use sources effectively without committing plagiarism.
  - Cite a variety of sources according to MLA format.
- 2.) Visit the Library Media Center as a class on several occasions to utilize the web-based subscription databases, and *Opposing Viewpoints* series.

**Assessments:**

- Informal daily observations
- Writing/ Reading Workshop
- Tests/ Quizzes (vocabulary, unit, reading, and other content and skill-based areas)
- PBL Rubrics
- Writing rubric
- Speaking rubric
- Oral presentation
- Final project
- Persuasive essays
- Thesis Paper (Required for all 9<sup>th</sup> grade classes)

**New Jersey Core Curriculum Content Standards:**

**Interdisciplinary Power Standards suggested as a focus for this unit:**

1. **Drawing Conclusions**
2. **Fact and Opinion**
3. **Summarization**
4. **Themes**
5. **Genres**

Power standards are standards that cross content areas and are crucial in building critical comprehension skills. Students must acquire the skill of visualizing the topic of study in order to comprehend and build critical thinking skills; consequently, this power standard has been chosen for the first marking period. Driving questions and PBLs offer opportunities to address both power standards and state standards.

## 2009 Social Studies Standards for World History

**Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures and the environment affect issues across time and cultures in order to make informed decisions as socially and ethically responsible world citizens in the 21st century.

### A Half-Century of Crisis and Achievement, 1900-1945

**Content 1: Global Industrial Economy:** Diverse factors led to the industrialization of various countries and promoted social change in some countries.

6.2.12.A.7.a. Compare and contrast how government actions and policies led nations to becoming global industrial powers.

6.2.12.B.7.a. Analyze why European colonial territories and Latin American countries continued to maintain largely agricultural and mining economies in the early 20th century.

6.2.12.C.7.a. Explain the impact of entrepreneurs, scientists, technicians and urban workers in Africa, Asia and Latin America on world trade and industrialization.

6.2.12.D.7.a. Analyze the impact of industrial development on the culture and working lives of middle- and working class people in Europe, Japan and the United States.

6.2.12.D.7.b. Determine the impact of liberalism, social reformism, conservatism and socialism from multiple perspectives.

## 2009 Language Arts Literacy Standards

### 3.1 Reading

3.1.12.A.1 Interpret and use common textual features (e.g., paragraphs, topic sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information.

3.1.12.C.1 Decode new words using structural and context analysis.

3.1.12.E.1 Assess, and apply reading strategies that are effective for a variety of texts (e.g., previewing, generating questions, visualizing, monitoring, summarizing, evaluating).

3.1.12.F.1 Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.

3.1.12.F.3 Apply reading vocabulary in different content areas.

- 3.1.12.F.5 Define words, including nuances in meanings, using context such as definition, example, restatement, or contrast.
- 3.1.12.G.3 Compare and evaluate the relationship between past literary traditions and contemporary writing.
- 3.1.12.G.6 Interpret how literary devices affect reading emotions and understanding.
- 3.1.12.G.7 Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification).
- 3.1.12.G.9 Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
- 3.1.12.G.13 Analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.
- 3.1.12.G.14 Identify and analyze recurring themes across literary works and the ways in which these themes and ideas are developed.

### Informational Text

- 3.1.12.G.15 Identify, describe, evaluate, and synthesize the central ideas in informational texts.
- 3.1.12.G.16 Distinguish between essential and nonessential information.
- 3.1.12.G.17 Analyze the use of credible references.
- 3.1.12.G.18 Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- 3.1.12.H.1 Select appropriate electronic media for research and evaluate the quality of the information received.
- 3.1.12.H.3 Develop increased ability to critically select works to support a research topic.
- 3.1.12.H.5 Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.
- 3.1.12.H.7 Produce written and oral work that demonstrates synthesis of multiple informational and technical sources.

### 3.2 Writing

- 3.2.12.A.2 Define and narrow a problem or research topic.
- 3.2.12.A.4 Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.
- 3.2.12.A.5 Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.
- 3.2.12.A.6 Review and edit work for spelling, usage, clarity, and fluency.
- 3.2.12.A.7 Use the computer and word-processing software to compose, revise, edit, and publish a piece.
- 3.2.12.A.8 Use a scoring rubric to evaluate and improve own writing and the writing of others.
- 3.2.12.A.9 Reflect on own writing and establish goals for growth and improvement.

- 3.2.12.B.2 Critique published works for authenticity and credibility.
- 3.2.12.B.3 Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.
- 3.2.12.B.8 Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.
- 3.2.12.B.9 Provide compelling openings and strong closure to written pieces.
- 3.2.12.B.10 Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).
- 3.2.12.B.11 Use the responses of others to review content, organization, and usage for publication.
- 3.2.12.B.12 Select pieces of writing from a literacy folder for a presentation portfolio that reflects performance in a variety of genres.
- 3.2.12.B.13 Write sentences of varying length and complexity using precise vocabulary to convey intended meaning.
- 3.2.12.C.1 Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling).
- 3.2.12.C.2 Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.
- 3.2.12.C.5 Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.
- 3.2.12.C.6 Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.
- 3.2.12.C.7 Create a multi-page document using word processing software that demonstrates the ability to format, edit, and print.
- 3.2.12.D.1 Employ the most effective writing formats and strategies for the purpose and audience.
- 3.2.12.D.2 Write a variety of essays (for example, a summary, an explanation, a description, a literary analysis essay) that:
- Develops a thesis;
  - Creates an organizing structure appropriate to purpose, audience and context;
  - Includes relevant information and excludes extraneous information;
  - Makes valid inferences;
  - Supports judgments with relevant and substantial evidence and well-chosen details; and
  - provides a coherent conclusion.
- 3.2.12.D.4 Apply all copyright laws to information used in written work.

### 3.3 Speaking

- 3.3.12.B.1 Ask prepared and follow-up questions in interviews and other discussions.
- 3.3.12.B.6 Respond to audience questions by providing clarification, illustration, definition, and elaboration.
- 3.3.12.B.8 Paraphrase comments presented orally by others to clarify viewpoints.
- 3.3.12.B.9 Give and follow spoken instructions to perform specific tasks to answer questions or to solve problems.
- 3.3.12.C.1 Select and use precise words to maintain an appropriate tone and clarify ideas in oral and written communications.
- 3.3.12.C.2 Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).
- 3.3.12.D.1 Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, and personal expression).
- 3.3.12.D.3 Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, and articulation) when speaking.
- 3.3.12.D.4 Edit drafts of speeches independently and in peer discussions.
- 3.3.12.D.5 Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
- 3.3.12.D.6 Use a rubric to self-assess and improve oral presentations.

### 3.4 Listening

- 3.4.12.A.3 Demonstrate active listening by taking notes, asking relevant questions, making meaningful comments, and providing constructive feedback to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- 3.4.12.A.4 Identify and define unfamiliar vocabulary through context in oral communications.
- 3.4.12.A.5 Analyze how a speaker's word choice and nonverbal cues reveal purpose, attitude, and perspective.
- 3.4.12.B.2 Evaluate the credibility of a speaker.
- 3.4.12.B.3 Determine when propaganda and argument are used in oral forms.
- 3.4.12.B.5 Follow oral directions to perform specific tasks to answer questions or solve problems.
- 3.4.12.B.6 Paraphrase information presented orally by others.

### 3.5 Viewing and Media Literacy

- 3.5.12.B.1 Analyze media for stereotyping (e.g., gender, ethnicity).
- 3.5.12.B.3 Analyze the effects of media presentations and the techniques to create them.
- 3.5.12.C.1 Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family and social institutions, cf. health and physical education standards and visual and performing arts standards).
- 3.5.12.C.2 Identify and discuss the political, economic, and social influences on news media.

3.5.12.C.3 Identify and critique the forms, techniques (e.g., propaganda) and technologies used in various media messages and performances.

### **Technology Standards**

*In grades 9-12, students demonstrate advanced computer skills by publishing products related to real world situations (e.g., digital portfolios, digital learning games and simulations) and understand the impact of unethical use of digital tools. They collaborate adeptly in virtual environments and incorporate global perspectives into problem solving at home, school, and in structured learning experiences with the growing realization that people in the 21st century are interconnected economically, socially and environmentally and have a shared future. – NJDOE*

*To that end, we have included relevant technology standards to aid in articulation among content area teachers.*

8.1.12. C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

8.2.12. F.1 Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.

8.2.12. G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.

### **Research project**

**Introduction:** The research project helps students develop skills that will be essential in their academic, professional and personal lives. In this age of easy access to information, everyone needs to be savvy about evaluating and using information on the Internet. Misuse of source material can result in serious sanctions, both in academia and in the professional world. Students have access to an unprecedented wealth of current information that can be of great practical use and enrich their lives. Regardless of their course of study, students will need to know how to make use of that vast resource effectively and correctly. In their work and personal lives, they will also find themselves turning to the Internet as their first resource for information; they will need to know how to protect themselves from being misled by bogus information.

#### **Driving questions:**

- How does an author formulate a thesis statement?
- How do researchers distinguish valid, authoritative sources from dubious ones?
- How do researchers keep track of the sources for information they use?
- How do writers summarize information from multiple sources into an outline?
- How do writers use sources effectively without committing plagiarism?

#### **Materials:**

Databases to which the school district has purchased subscriptions; a list is available in the library.  
*Novels for Students*, REF 809.3 NOV

Units 9-3 and 9-4

*Short Stories for Students*, REF 809.3 SHO

*Poetry for Students*, REF 809.1

Online library resources at START – PROGRAMS – LIBRARY – LITERATURE

Masterplots

Discovering Literature Collection

Literature Resource Center

MLA style guide online at <http://owl.english.purdue.edu/owl/resource/557/01/> or available

All other reference materials in the library and on the Internet.

### **Teacher Resources:**

The following is only a small sampling of the vast amount of suggested material that is available online for each of these topics. This list is meant as a helpful starting point; teachers should feel free to substitute other materials they have found to be equally as or more useful than these.

Evaluating Sources:

*NY Times* article about *Wikipedia*, “Snared in the Web of a Wikipedia Liar”:

<http://www.nytimes.com/2005/12/04/weekinreview/04seelye.html>

*Time Magazine* interview with Jimmy Wales, the founder of *Wikipedia*, “10 Questions: Jimmy Wales”:

<http://www.time.com/time/business/article/0,8599,1601491,00.html>

*New Yorker* magazine article about *Wikipedia*, “Annals of Information: Know it All”:

[http://www.newyorker.com/archive/2006/07/31/060731fa\\_fact](http://www.newyorker.com/archive/2006/07/31/060731fa_fact)

The tree octopus website: <http://zapatopi.net/treeoctopus/>

Internet search tips:

Tips from the Online Writing Lab at Purdue University:

<http://owl.english.purdue.edu/internet/search/index.html>

Search tips from Webquests, at the San Diego State University Department of Educational Technology <http://webquest.sdsu.edu/searching/fournets.htm>

Practice: <http://www.learnwebskills.com/search/hunt.html>

Practice: <http://faculty.usiouxfalls.edu/arpeterson/Inscavengerhunt.htm>

Creating an annotated bibliography:

Instructions from Cornell University <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

MLA format [http://www.lesley.edu/library/guides/citation/mla\\_annotated.html](http://www.lesley.edu/library/guides/citation/mla_annotated.html)

Instructions from the Online Writing Lab at Purdue University

<http://owl.english.purdue.edu/owl/resource/614/01/>

Noodletools (a tool that formats bibliographic information)

Plagiarism:

Many useful links are found at <http://teamwork.jacobs-university.de:8080/confluence/pages/viewpage.action?pageId=1771681>, including online plagiarism quizzes:

from Georgia State University <http://www2.gsu.edu/~geotel/plagiarism.html>

from Cardiff University in Wales <https://ilrb.cf.ac.uk/plagiarism/whentocite/index.html>

also from Cardiff <https://ilrb.cf.ac.uk/plagiarism/exercise/index.html>

More useful links from a Salem County Community college workshop:

<http://www.delsea.k12.nj.us/academic/mediacenter/hs/plagiarismwkshop2.html>

Indiana University, “Plagiarism: What It is and How to Recognize and Avoid It”

How to use sources:

Purdue's Online Writing Lab on quoting, paraphrasing, and summarizing

<http://owl.english.purdue.edu/owl/resource/563/01/>

Duke University on citing sources in text <http://library.duke.edu/research/citing/within/> or

<http://library.duke.edu/research/citing/within/mla.html>

Cornell University on citing sources in text <http://www.library.cornell.edu/resrch/citmanage/mla>

Formulating a thesis statement:

Indiana University [http://www.indiana.edu/~wts/pamphlets/thesis\\_statement.shtml](http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml)

If the topic is not assigned [http://www.indiana.edu/~wts/pamphlets/thesis\\_statement.pdf](http://www.indiana.edu/~wts/pamphlets/thesis_statement.pdf)

The Online Writing lab at Purdue University <http://owl.english.purdue.edu/owl/resource/545/01/>

Literary thesis statements <http://owl.english.purdue.edu/owl/resource/618/01/>

### **Suggested Student Activities:**

#### **Theme Introduction Activities:**

- Discuss the nature and importance of academic honesty.
- Students will complete the webquest on academic honesty at <http://www.west.asu.edu/achristie/547/03WQ/Kilker/KILKER.HTM> or use any of numerous online quizzes provided by colleges and universities to heighten awareness and initiate discussion.
- Students will analyze issues by drafting an academic honesty policy they think would be both fair and effective.
- Students will debate the strengths and weaknesses of Wikipedia as a source of information for a research or thesis paper.
- Students will identify the authors of several websites and their qualifications, including the author of the "tree octopus" website. This activity is meant to heighten awareness of the potential pitfalls of online research.

#### **Suggested activities:**

- Activities for the question: How does an author formulate a thesis statement?
- Brainstorm research topics. Brainstorming is a technique for generating ideas, following a few simple rules:
  - all group members must participate
  - ideas should be relatively simple or free of detail
  - no idea is dismissed at this point
  - no idea can be repeated.
- Students may hold small group discussions or the activity can be done with the entire class.
- One technique is to toss a ball around the room; whoever catches it must name an idea within 3 seconds.
- Continue until students run out of ideas or a very long list has been generated.
- Generate thesis questions.
- Each student writes a research topic at the top of a sheet of paper.

Pass the paper to the next student, who writes a question about that topic on the paper. Continue passing until every topic has five or six questions, and return the papers to the students who wrote the topics.

-Identify a thesis topic. For a simple research paper, the topic may be an area of interest, but a thesis must be a defensible, and arguable, point. The thesis topic may undergo several revisions before the project is complete. Debate your thesis with another student.

-Activities for the question: How do researchers distinguish valid, authoritative sources from dubious ones?

-Internet scavenger hunt:

-Take students to the computer lab and complete some sample scavenger hunts for information on the Internet. Then challenge them to identify the author and responsible organization for several web sites. Tips: look for citation information at the bottom of a page, look for an “about us” or “about this website” link.

-Class discussion: how reliable is information when you can't determine the source?

-Students will create an annotated bibliography for the thesis topic that states the qualifications of each author or source and what makes the source useful for this project. Show examples of annotated bibliographies. Identify key questions the annotation should resolve: what qualifies the author(s) as experts on the topic and what makes this source useful in proving your thesis.

-Activities to answer the question: How do researchers keep track of the sources for information they use?

- Students will demonstrate the use of source cards or source sheets and note cards, using the document camera or examples.

-Activities to answer the question: How do writers summarize information from multiple sources into an outline?

-Outlining exercise:

- Students will demonstrate their outlines on the blackboard or document camera.
- Students will establish the logical flow of ideas that prove the thesis.
- Students will supply evidence for each point in the outline.
- Each student reads someone else's draft and attempts to create the outline for the thesis paper.

-Activities to answer the question: How do writers use sources effectively without committing plagiarism?