

Yale 2012 PIER Summer Institute Global Movement
Sponsored by the Yale Programs in International Educational Resources (PIER)

TITLE OF UNIT: Challenging the Single Story

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School: Edgemont Junior/Senior High School

Subject Area: Global History I

Grade Level(s): 9th grade

Time Frame to Allow for Unit: Five days (44 minute periods)

Introduction:

This set of lessons is meant to address the issues of stereotypes from an open and honest position. Stereotypes and the idea of a single story are interrelated and must be explored so that students can develop a well-rounded view of the cultures we will discuss throughout the year.

Geographic Connections:

- Human characteristics of place due to an analysis of culture.
- Movement as it reflects how differences develop within cultures.
- Region due to similarities and differences amongst people living in a particular area of the world.

Vocabulary:

- **Culture:** all of the shared products of a society—both material and nonmaterial
- **Stereotype:** a widely held but fixed and oversimplified image or idea of a particular type of person or thing
- **Single story:** a description or understanding of an entire population through the use of only one representation
- **Other vocabulary may arise once students begin research on their specific country/region/group of people.**

Stage 1 – Desired Results

Content Standard(s): NYS Social Studies Standards

2.1 : The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives

3.1: Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life)

Understanding (s)/Goals:

Students will understand that:

1. There are multiple sides to the same story; it depends on which side you hear.
2. There are sometimes drastic differences of people's story, even among the same group of people.
3. While some stereotypes are true, they do not provide the full picture of what life is really like

Essential Question(s) Related to Theme(s):

1. What are the problems associated with having a single story view of the world?
2. Why is it important to recognize and challenge stereotypes as the only view of a group of people?

Student Objectives (Outcomes):

Students will be able to:

1. Discuss the essential questions using supporting evidence and details.
2. Work cooperatively with their groups and present their ideas in a logical and reasonable manner.
3. Present their research to the class.

Stage 2 – Assessment Evidence

Performance Task(s):

- Students will actively discuss their reaction to watching the TED video with their think-pair-share partner.
- Students will have an active whole class discussion about their reaction to watching the TED video.
- Students will present their “Challenging the Single Story Project”

Other Evidence:

- Writing assessment of reaction to video.
- Discussion of their reaction with partner.
- Class discussion of reactions.
- Daily exit check-in with students.

Stage 3 – Learning Plan

Learning Activities:

Day 1

1. Start with introduction questions to elicit a class discussion:

- *What is a stereotype?*
- *Can you think of common examples of stereotypes?*
- *What are the images that come to mind when you think of Africans? Asians? Europeans? Latin Americans? (You can choose to be more specific)*
- *Do you think that these representations give the full picture of what life is like in these regions?*

What we have discussed is what a *single story* is.

2. Introduce and view TED video- *Chimamanda Adichie: The Danger of a Single Story (19 minutes)*

- *Post video writing assessment: Write a paragraph in reaction to the video. Some things for you to think about: Which single story mentioned in the video was most powerful? Why are single stories dangerous? Etc. (students will begin to write in class, if time permits, and then will become homework)*

Day 2

1. Begin class with students getting into their think-pair-share partners (these partners are predetermined by teachers based on ability and change periodically).

- *Students will discuss their paragraphs with their partner. Then they will share with the class.*

2. Introduction of “Challenging the Single Story Project”

- *Teachers will distribute hand-out and explain to the students that now, after having an understanding of what a single story is, they are going to explore and develop a single story and the problems with that story for a specific country/region/group of people.*
- *Students will choose, randomly from a hat, what country/region/group of people they are to study (areas of study could be based on student population).*
- *Possible countries student could choose:*

China, United Kingdom, Japan, India, Egypt, Iraq, Afghanistan, France, Mongolia, South Africa, Nigeria, Kenya, Australia, Mexico, Colombia

3. Distribute “Daily Exit Check-in”

Day 3 and Day 4

- *The class will meet in the library.*
1. Students will be given time in class to research and complete their project.
 - *Teachers will constantly be circulating the library, going from student to student, to see progress and/or answer questions.*
 2. Teachers will discuss what they are looking for in the student's presentations.
 - *A copy of the rubric that the teachers will be using will be distributed to the students.*
 - *Teachers will explain that they will ask for volunteers first and then will ask students to present in alphabetic order.*
 3. Distribute "Daily Exit Check-in"

Day 5

- *Back in the classroom*
1. Teachers will remind students of their expectation for their presentations.
 2. Student presentations.
 - *As their classmates are presenting, students will fill in a chart distributed by teachers that will be collected at the end of all presentations.*

Extension/Modification:

1. *Think-Pair-Share* partners are predetermined by the teachers based on each student's individual abilities. Special Education student's IEPs (accommodations/modifications) will be taken into consideration when creating these pairs.
2. Dependent upon student ability, teachers may decide to have some students work in groups in order to complete the "Challenging the Single Story Project"

Resource List/Bibliography:

- Please be sure to include full titles, authors, and URL addresses with dates accessed.
- TED video-
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html (July 12, 2012)
 - For more information on Chimamanda Adichie-
http://www.ted.com/speakers/chimamanda_ngozi_adichie.html (July 12, 2012)

How Are You Going to Use This Unit?

These lessons will be used in a Global History I class (9th grade) at the beginning of the year (beginning of September) in order to foster respect for multiple cultures. These lessons can, and will, be used in both general education and integrated classes.

Handouts for lesson

Name: _____

Daily Exit Check-In

1. What did you accomplish in today's class?
2. What is your plan for continuing working on your project tonight for homework?
3. What is your plan for tomorrow's class?

Name: _____

Daily Exit Check-In

1. What did you accomplish in today's class?
2. What is your plan for continuing working on your project tonight for homework?
3. What is your plan for tomorrow's class?

Name: _____

Date: _____

Mr. Wuttke/Ms. Maguire

Project Overview

Challenging the Single Story Project

For this project, you will randomly select a country, region or group of people and explore the "single story" associated with this particular area, along with the more accurate picture of what their story really is. For your area of study, you will be asked to investigate (research) and illustrate the stereotypes that exist. Below are guidelines and requirements that must be met:

- Identify the stereotypes that people have for your selected population.
- Obtain photographs or illustrations that represent these stereotypes. (You may use both print and internet sources for your research)
- Investigate how these stereotypes only represent a "single story" and identify the other "stories" that are crucial for understanding the population as a whole.
- Obtain photographs or illustrated representations of the other "stories" that you investigated.
- Take both sets of photographs/illustrations and create a poster with both representations.
- You will present your poster to the class. You will be required to describe the stereotypes that you identified how this represents a single story, and what a more complete view of the population looks like.

*We will be spending two days in the library and you are expected to do research at home on your own.

Name: _____
Wuttke/Maguire

Directions: Complete the following chart for each presentation.

Presenter:	Country/Region/ Group:
Describe the single story:	What was the more well-rounded view:

Presenter: _____

Topic: _____

Challenging the Single Story Project Rubric

Part I: Preparation

4	3	2	1	0
Student used all their time effectively; worked hard and was efficient	Student used most of their time effectively; maybe have lost focus at certain points	Student used some of their time effectively; may have lost focus at certain points	Student did not use the majority of their time effectively	Student did not participate

Part II: Visual

A. Student identified accurate stereotypes for his/her assigned population.

4 3 2 1 0

B. Student obtained accurate representations of the stereotypes, which identified the single story.

4 3 2 1 0

C. Student identified members of the population that do not fit the typical stereotypes.

4 3 2 1 0

D. Student obtained accurate representations of a more complete view of the population.

4 3 2 1 0

Part III: Presentation

5	Student was prepared; Described his/her investigation in great detail; clearly explained the common stereotypes of the population and how it represents only a single story; provided a detailed explanation of the complete story.
4	Student was prepared; Described his/her investigation in some detail; explained the common stereotypes of the population and how it represents only a single story; provided some explanation of the complete story. Presentation may have lacked certain details that could have improved student understanding.
3	Student was prepared but the presentation lacked important details; Student displayed some understanding of the stereotypes and single story; Provided some explanation of the complete story.
2	Student lacked important details, which made his/her understanding of the population questionable.
1	Student had little to no understanding of the stereotypes or his/her population and how it relates to the issue of the single story.
0	Student did not present or did not complete the requirements of the assignment.

