

Unit 4 - Culture and Conflict: The Kite Runner, Things Fall Apart, & Master Harold and his Boys

Content Area: **ELA**
Course(s): **Accelerated English 10**
Time Period: **Marking Period 3**
Length: **9 weeks**
Status: **Published**

Course Pacing Guide

Unit	MP/Trimester	Weeks
<i>A Long Way Gone</i> /Summer Reading	1	3
Faith and Identify: <i>Night & Life is Beautiful</i>	1	6
Family, Gender, and Identity: <i>A Doll's House & Like Water for Chocolate</i>	2	9
Culture and Conflict: <i>The Kite Runner, Master Harold and his Boys & Things Fall Apart</i>	3	9
Creating Identity: <i>The Things They Carried & World Poetry</i>	4	9

Unit Overview

Unit 4 of the College Preparatory English 10 curriculum examines the conflicts that occur and have occurred when different cultures come in contact with one another. In all three works in this unit the conflicts between cultures lead to disturbing consequences.

Enduring Understandings

1. Students will observe the impact of conflicts based on cultural differences.

2. Students will understand the limitations of simply judging others based on their ethnicity or on other superficial reasons.
3. Students will understand how to properly conduct an interview.

Essential Questions

1. How is identity constructed?
2. How does culture influence identity?
3. Why are cultural conflicts so destructive?
4. How should cultural conflicts be resolved?
5. What positive outcomes can come from the interactions between two cultures?

New Jersey Student Learning Standards (No CCS)

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific

	details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.9-10.W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Amistad Integration

- This Unit consists of two works set on the continent of Africa: *Master Harold* and *Things Fall Apart*. The students will examine the effects of colonialism in Africa. The mindset behind colonialism is similar to the one that led to slavery, the Jim Crow laws, and other forms of oppression and prejudice against Americans of African descent.
- Once again, students will see consequences of hatred based on ethnicity. In *The Kite Runner*, the novel's antagonist expresses his admiration for Hitler, and the protagonist initially suppresses his guilt for being a bystander by reminding himself that the vile assault he witnesses is against a member of a

repressed minority group (Hazara).

SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
SOC.6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
SOC.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
SOC.6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.

Holocaust/Genocide Education

Once again, students will see consequences of hatred based on ethnicity. In *The Kite Runner*, the novel's antagonist expresses his admiration for Hitler, and the protagonist initially suppresses his guilt for being a bystander by reminding himself that the vile assault he witnesses is against a member of a repressed minority group (Hazara).

Interdisciplinary Connections

This Unit connects strongly to Global Issues and other Social Studies courses. The following topics are discussed: the recent history of Afghanistan, European Colonialism in Africa in the late 19th-early 20th Century, and Apartheid in South Africa.

SOC.6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
SOC.6.3.12.D.2	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.

Technology Standards

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.

21st Century Themes/Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Financial Literacy Integration

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

LGBTQIA+ Integration

Master Harold...And the Boys

In “Master Harold...And the Boys,” South African Blacks are "othered" during Apartheid even though they are the majority of the population. This plays out physically with “the Boys” (who are ironically older than Master Harold) since there are two of them and only one of him, yet he, as the white Afrikaner, holds the power in the relationship.

Activity:

Historical analysis of Apartheid (students work in groups to create a Google Slide presentation)

Kite Runner

In the novel *Kite Runner*, there are two ethnic groups in Afghanistan: the Hazaras are the minority and pushed to the edges of society and the Pashtuns, who have more wealth and access to education. The story follows two boys: Hassan, who is Hazara, and Amir, who is Pashtun. Hassan is sexually assaulted by a group of boys, who are Pashtun.

**We should be careful to note that Hassan’s rape is an expression of violence and not one of sexual expression. However, the shame that Hassan feels prevents him from revealing his abuser or that the event occurred. It is unclear if he would have revealed what happened to him if he was physically assaulted, and that could be a point of discussion for the class. Later on in the novel, the ringleader of the rape, Assef (now an adult), seeks out children to abuse.*

Things Fall Apart

In *Things Fall Apart*, main character Okonkwo has very rigid ideas of masculinity and femininity, which ultimately result in the destruction of his relationship with his eldest son. In terms of being “othered” when Okonkwo realizes that he no longer has a “place” in the new colonized version of his society, he removes himself from it by committing suicide.

Suggested Reading:

“Toxic Masculinity”

<https://www.nytimes.com/2019/01/22/us/toxic-masculinity.html>

SJ.10	Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
SJ.11	Students will recognize stereotypes and relate to people as individuals rather than

	representatives of groups.
SJ.13	Students will analyze the harmful impact of bias and injustice on the world, historically and today.
SJ.14	Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
SJ.15	Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Instructional Strategies & Learning Activities

Google Slides presentations

Shared Google docs for notes

Pair and share discussions

Reading and class discussion

In-class writing

Journals & Reading Logs

Character Chart

Acting out *Master Harold*

Differentiated Instruction

-

- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Self-Directed Learning
- Choice Boards
- Debate
- Mastery Learning (feedback toward goal)
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws

Formative Assessments

Weekly homework assignments that align with the curriculum and areas for enrichment

Socratic Questioning

Reading Questions

Character Charts

Google doc notes

In class writing--Journals

Reading Logs

Chapter review sheets

Canvas quizzes

Exit tickets

Summative Assessment

Kite Runner Essay

Kite Runner Objective Test

Master Harold Paragraph

Things Fall Apart Test

Benchmark Assessments

Kite Runner Essay

Master Harold Paragraph

Alternate Assessments

Apply various accommodations or modifications as needed per IEP/504 mandate, such as extended time, shortened writing assessments, or reduction of multiple choice answers. These accommodations may include the following:

- Shorten assignments to focus on mastery of key concepts.

- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Provide visual aids.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Allow take-home or open-book tests.
- Permit a student to rework missed problems for a better grade.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

Resources & Technology

Resources:

- *The Kite Runner* by Khaled Hosseini
- *Master Harold and the Boys* by Athol Fugard
- *Things Fall Apart* by Chinua Achebe

Supplementary articles from periodicals & video clips from film productions

TED Talk--"The Danger of a Single Story"

Hosseini Interview

Technology:

Chromebooks (1:1)

Projector

Canvas

Genesis

Internet websites (YouTube, Crash Course, NPR, Google, Vimeo, etc.)

BOE Approved Texts

- *The Kite Runner* by Khaled Hosseini

- *Master Harold and the Boys* by Athol Fugard
- *Things Fall Apart* by Chinua Achebe

Closure

Kite Runner Essay

Kite Runner Objective Test

Master Harold Essay

Things Fall Apart Test

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- - Shorten assignments to focus on mastery of key concepts.
 - Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
 - Keep workspaces clear of unrelated materials.
 - Keep the classroom quiet during intense learning times.
 - Reduce visual distractions in the classroom (mobiles, etc.).
 - Provide a computer for written work.
 - Seat the student close to the teacher or a positive role model.
 - Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
 - Keep extra supplies of classroom materials (pencils, books) on hand.
 - Maintain adequate space between desks.

- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit extended time as needed per IEP to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Permit a student to revise written work for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills

- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking