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Incorporating Global Education in Language Arts Standards

My students will be reading *Pygmalion* by George Bernard Shaw. The language arts standards below are being used to analyze the text in which “Professor Higgins” decides he will mold a lowly flower girl in Victorian London and turn her into a “lady.” Students will be guided in using technology, writing, speaking, and listening skills as they work their way through the text. This document provides an example of how regular standards set by our board of education are used to ‘drive’ students’ reading of the story. My **decisions are guided, not only by these standards, but also by the global competencies** outlined by the Asia Society, which promotes that students’ global awareness is evidenced by their ability to, “...**investigate the world, be aware of [varying] perspectives, communicate ideas, and take action....**”

1.

LAFS.7.W.2.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

This standard expects students to be able to conduct research using technology skills.

I will have them will gather information by accessing any of the databases available in our media center such as *SIRS, Infotrac, and ProQuest*. After frontloading of information about the plot of the play *Pygmalion*, students will be instructed to **conduct an investigation**, and create and deliver a power-point presentation highlighting many of the issues faced by those who lived in the Victorian Era. Primarily, they will be instructed to examine the societal challenges faced by women, as well as the class issues with which they dealt at that time. Students will also be charged with making comparisons between these findings and their own society. I will make efforts to partner with a teacher and his students from a 7th grade class in London that may also be reading *Pygmalion*, thereby allowing both sets of students the opportunity to share international perspectives

The (Global Competence) Lesson Plan Modifications here are that students are **investigating a societal issue and comparing perspectives**. The assessment tool I will be using is the actual power-point presentation my students will create using a scale and rubric I will provide.

2.

LAFS.7.RI.2.6

Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

The standard above focuses on students displaying the ability to assess how and why an author feels as she does about a particular issue, as well as being able to compare or contrast an author’s perspective with how others may feel.

As we read the play **students will be required to communicate** with one another using a blog or journal. I want them share **their ideas** to convey what they feel Shaw wanted his readers to take away from the text. Why did he write this novel? What forces, influences, and issues in Victorian London was he critiquing at the time? Are students aware that the societal classes didn't mix at that time? If one was not of the aristocracy one didn't go certain places, do business in certain establishments, and certainly, a lowly flower girl such as Eliza Dolittle, had few opportunities for advancement. My students will be called on to explore how Shaw felt about all of this?

The (Global Competence) Lesson Plan Modification is that students are **communicating and sharing perspectives**. The elements students will be expected to 'unwrap' will take place during peer group discussions, after which they will create their blogs. An ongoing assessment tool will be the dialectical journaling they will maintain as they read. Through this medium, I will be able to determine if comprehension of key issues in the text is indeed taking place.

3.

LAFS.7.SL.1.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

This standard encompasses myriad skills that students have been harnessing throughout their school career thus far. All the above elements will be displayed throughout the reading and analyzing of the play.

For example, students will be examining and evaluating classmates' presentations, so they can adjust their own thinking about issues in the text (weighed against the research that has been conducted about Victorian London). They will be assigned small parts of the play to prepare for independent reading as homework, and therefore will be expected to offer meaningful contributions during in-class discussions. I will be reviewing the roles of group members with them, so that all are clear about who is doing what during peer group activities. Such roles can include recorder, speaker, leader, and/or timer and others.

Further, we will tackle thematic issues using a variety of strategies; I will initiate and lead some whole-class discussions, while students will do the same, but within their small groups sessions. Additionally, after lectures and guided note taking on literary analysis,

individuals will write a 2-3 paragraph analytical essay exploring one of the themes in the play. These include, but are not limited to, *the power of language and education, poverty versus wealth, and class and access in society.*

The (Global Competence) Lesson Plan Modifications related to this standard are those of **perspectives and communication of ideas**. Students will also be engaged in **investigating the world** as they explore the thematic issues developed in the play. They will be called upon to explore comparisons and contrasts (**through discussions**) about how such issues also play out in the United States as well as another country besides England. Considering the fact that we are such a multi-cultural demographic at Apollo, the choice of a third country to be brought into the discussion could be determined simply based on which cultures or countries of origin are represented in each small group.

Students will be assessed using graphic-organizers (a Venn diagram, a Tchart are examples), they will create to display the ideas developed in their discussions.

4.s

LAFS.7.SL.2.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Students will continue to hone their presentation skills, as well as their analytical skills as they work their way through the play.

Because the text deals with real-life thematic issues that are still encountered today in many societies around the world, students will be assigned a comprehensive project (to be worked on in small groups) to **come up with solutions they feel could help stem some of the problems facing people like Eliza Dolittle**, the underserved in society. For instance, because she lacked formal education, and had a low-paying job as a flower girl, they may decide to look into ways that could provide an education to students who have to work to help support their families, and therefore cannot attend school. Or, they could examine how to solve the issue of language skills by deciding to tutor kids in their community whose first language is not English, so that these kids perform successfully in school. To expose them to how people around the world are making an impact, I will **introduce students to TED (Technology, Entertainment, and Design) Talks**, the platform used around the world to bring thought leaders in a variety of fields to our computer screens.

The (Global Competence) Lesson Plan Modification here is that students are displaying to **ability to take action**. They will be asked to create and/or conceive of realistic ways to address the issue they choose to solve. Their project will be **assessed from multiple perspectives**. Using appropriate scales and rubrics, with which students will be acquainted, I will be looking at content in terms of writing and grammar; I will be critiquing oral delivery, and I will also be including a creativity element.