



Political Tensions and Identity in a
Globalized World

EDUCATION TOOLKIT

Acknowledgements

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- [Center for Latin American and Caribbean Studies](#)
- [Center for South Asian Studies](#)
- [Center for Southeast Asian Studies](#)
- [Center for Middle Eastern and North African Studies](#)
- [Nam Center for Korean Studies](#)
- [Lieberthal and Rogel Center for Chinese Studies](#)
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- [College of Social Sciences](#)
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About the UPR-Río Piedras

The University of Puerto Rico at Río Piedras (UPR-RP) is a public research university that serves more than 15,000 students, 20% of them graduate students. Founded in 1903, UPR-RP is the oldest university and the main campus within the University of Puerto Rico System. Its academic offerings include 70 undergraduate and 39 graduate degree programs in the humanities, social sciences, natural sciences, and professional fields. The university holds a Title V grant from the US/Department of Education and has consistently granted the largest number of doctoral degrees to Hispanics in the US. The College of Education has the largest number of students and offers degrees at the Bachelor's, Master's, and Ph.D. levels. It also administers the university's elementary and secondary schools.

Thank you to our partners:



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About the University of Michigan - University of Puerto Rico Outreach Collaboration

This collaborative project between the University of Michigan, Ann Arbor, and the University of Puerto Rico, Río Piedras, is funded by Title VI grants from the US Department of Education. Title VI is a provision of the 1965 Higher Education Act, funding centers for area studies that serve as vital national resources for world regional knowledge and foreign language training. This project is geared towards creating spaces for conversations about new research and curriculum development projects among professors, graduate and undergraduate students, and school teachers from Puerto Rico.

As part of the effort to create sustainable links with institutions serving underrepresented populations, the Center for Latin American and Caribbean Studies (LACS) at the University of Michigan built a partnership with the Colleges of Education, Humanities, and Social Sciences at the University of Puerto Rico. There are no Title VI National Resources Centers on the island of Puerto Rico; there are also no Hispanic serving institutions in the State of Michigan. Thanks to deep existing ties between our institutions we are able to expand access to the area studies and language resources at UM to the faculty and students at the UPR, to in-service teachers in the region around UPR, and to their K-12 students.

As a cornerstone of this collaboration, U-M's International Institute sends mixed delegations of area studies experts to the UPR for one K-16 professional and curriculum development workshop. These workshops follow the model of a pilot workshop organized by LACS in Río Piedras in 2014. These workshops are organized around topics that cross multiple disciplines and allow representation from different world regions. Each two-day workshop includes sessions for UPR faculty and students (including pre-service K-12 teachers) and in-service K-12 teachers from the surrounding San Juan metropolitan area.

Beginning in 2018, the University of Michigan's International Institute began a collaboration with the Center for Education Design, Evaluation, and Research (CEDER), a highly-skilled team within the U-M School of Education devoted exclusively to offering exceptional-quality designs, evaluations, and research on teaching, learning, leadership, and policy at multiple levels of education. Specifically, CEDER supports the design and development of education curricula, programs, technology tools, and software for other units on campus and for K-12 and informal learning settings in surrounding communities. The II-CEDER collaboration was established to professionalize the development of the teacher resources that are created at each annual UM-UPR symposium.

Education Toolkit Introduction

The 2018 Symposium of the University of Puerto Rico and University of Michigan Outreach Collaboration is focused on exploring the topic of “Political Tensions and Identity in a Globalized World.”

The objective of the symposium is to incorporate the concepts of political tension, questions of identity, and globalization into academic curriculum and teaching models at the university and K-12 school level.

This education toolkit contains a set of lessons that emerged from the research of graduate student researchers who presented their work at the 2018 symposium. Each of these researchers delved deep into specific case studies of politics and identity in the context of globalization, and then collaborated with an instructional designer to develop lesson plans directed at high school learners.

Through these lesson plans, high school teachers in the humanities and social studies can engage their students in inquiry-based learning experiences to explore these important themes.

Teachers can also use these lessons to introduce their students to a range of disciplinary literacy practices and analytical approaches.

Possible questions to drive learning:

- What are the challenges and opportunities of globalization?
- (How) do we maintain local identities in a globalizing world?
- How can communities organize to participate in globalization on their terms, without losing their resources and their identities?

All of the resources in this toolkit are in draft form, as curriculum development is an ongoing process that should never end!

The toolkit can be used in a few different ways. It can function as a set of resources from which you can select specific texts and activities to accompany your own unit on globalization, or as a complete package that introduces students to globalization and then engages them with a set of dynamic, inquiry-based case studies.

We recognize that curricular demands today mean that many teachers have fewer opportunities to go deep into concepts like globalization, but **we invite you to be creative!**

These lessons will be most relevant to secondary teachers of contemporary world history, world geography, humanities, and world literature, but may be adapted to fit into other curricular areas as well.

The activities are designed to be interactive and flexible, and to promote higher order and critical thinking, dialogue, and social justice. Lesson development was informed by the principles of Understanding by Design (McTighe & Wiggins, 1998), so lessons are focused around essential questions and enduring understandings.

The following strategies and routines are included in several different places:

- **Stop and Jot** – After a reading a short passage with a specific purpose (or viewing an image or video clip, or listening to audio), have students write down some reflections in response to an open-ended question with no right answer that probes their thinking about what they read/saw/heard. Providing a time limit can be beneficial as well, and many teachers use an actual timer.

- **Turn and Talk** - After reading a section of text (or viewing an image or video clip, or listening to audio), students are prompted to have a short focused conversation with a neighbor. Teachers should time the conversation and stroll through the room to gather insights on student thinking. Turn and Talks are especially effective AFTER a Stop and Jot. Depending upon classroom dynamics, it can be beneficial for the teacher to assign Turn and Talk partners before the activity so that no student gets left out.

- **List, Group, Label** - Prior to reading, the class produces a list of what they know about a topic. Following the production of the list, attributes are grouped by like characteristics. Then each group is given a label. In doing so, students have gained a valuable preview of key concepts and vocabulary prior to reading.

Jigsaw grouping is also used in different lessons. See the following resource:
<http://www.readwritethink.org/professional-development/strategy-guides/using-jigsaw-cooperative-learning-30599.html>

The ideas here are meant to spark your own thinking and creativity, so please adapt, modify, extend, and improve! Thank you for sharing our interest in this work.

Additional globalization teaching resources to explore:
Overview of globalization with definitions and links to additional resources:
<https://www.globalpolicy.org/globalization.html>
Classroom activity with role playing debate. Covers globalization in connection to a film clip from *China from the Inside*.
<http://www.pbs.org/kqed/chinainside/edlesson1.html>
National Geographic debate activity on Globalization.
<https://www.nationalgeographic.org/activity/the-debate-over-globalization/>

Lesson 1

Globalization: Challenges and Opportunities

Driving Question

What is globalization, how does it happen, and why does it matter?

Supporting Questions

- Is globalization new?
- How has the process of globalization changed over time?
- What are some of the challenges or problems caused by globalization?
- What are some the opportunities or possible benefits of globalization?



Enduring Understandings

- Globalization is the process of interaction and integration of people, cultural practices, technologies, economic activity, and political organization on a global scale.
- Globalization is not new, but the speed and scale at which it is happening is greatly increasing with modern technology, particularly because of advances in communication and transportation.
- Globalization has powerful impacts on the world and is changing our social, cultural, political, and economic interactions.
- Globalization has many benefits but also causes many problems. Nations, communities, and people with more power and resources tend to enjoy the benefits more than others. Those with less power and fewer resources are more likely to face the problems of globalization.

Overview

In this lesson, students will participate in an interactive PowerPoint with several discussion moments in which they consider and talk about the meaning and impact of globalization. They will also develop a Frayer Model for globalization. Finally, students will engage in a jigsaw group analysis of several articles about globalization to help them consider both the opportunities and challenges we face in a globalized world. They will summarize their thinking in a reflective Exit Pass.

Learning Objectives

- Students will be able to define globalization and identify key characteristics and examples.
- Students will be able to analyze news articles about issues of globalization in order to identify specific examples of challenges and opportunities.
- Students will be able to explain how globalization impacts their lives using clear examples to support their main idea.

Connections to Content Expectations / Standards

Common Core Anchor Standards for Reading

- CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D2.Civ.6.9-12.
- Critique relationships among governments, civil societies, and economic markets.
- D2.Eco.15.9-12.
- Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
- D2.Geo.11.9-12.
- Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

Key Concepts

- Globalization
- Interaction
- Integration

Teacher Preparation and Instructional Resources

- This lesson requires a computer, projector, and access to the slides.
- Teachers interested in using this material without the slides can consider printing out select slides and using them as handouts. Alternatively, students can discuss some of the questions without visuals and just engage in the globalization research at the end of the lesson.
- The final guided reading group work requires students to work in groups of three or four. It is best to plan out groupings ahead of time, including the jigsaw groups (see step 6).
- The articles for the reading activity are linked, but it is possible that some links may become unavailable. If needed, students can search online using terms like “globalization in the news,” to find new articles, or even scan newspapers or magazines like *National Geographic* or *Time* to look for articles about globalization. You will need to select and print four articles ahead of time unless students all have devices, or unless you choose to use newspapers or magazines. If the articles are too long, consider creating redacted versions that have only the necessary information (ideally in less than 2 pages).

Lesson Handouts/Materials

Reading links for jigsaw activity

- <http://www.scmp.com/culture/music/article/2127984/bts-pave-way-k-pop-golden-age-us-achieving-what-psy-and-wonder-girls>
- <https://www.smithsonianmag.com/travel/the-secrets-behind-your-flowers-53128/>
- <https://www.cnn.com/2017/04/03/health/pandemic-risk-virus-bacteria/index.html>
- <http://www.cnn.com/2012/09/13/world/africa/mobile-phones-change-africa/index.html>
- http://www.slate.com/articles/arts/music_box/2005/05/the_world_is_phat.html
- <https://www.npr.org/sections/latino/2017/08/01/540006437/whats-behind-the-success-of-despacito>
- <https://www.pri.org/stories/2014-05-04/how-philippines-crushing-indian-call-center-business>
- <http://www.dw.com/en/growth-makes-brazil-a-hub-for-human-trafficking/a-16855897>

Assessment / Final Product

- Students can demonstrate understanding at multiple points during the lesson, and teachers should use open-ended questions during discussions as formative assessment.
- Students can be graded on their participation in the jigsaw activity and their ability to collaborate and communicate with their classmates. See the BIE collaboration rubric for an idea as to how this can be assessed: https://www.bie.org/object/document/6_12_collaboration_rubric_ccss_aligned
- Independent learning can be assessed through their final activity, the Exit Pass. Students should successfully identify how globalization has affected them in both positive and negative ways and support this with clear examples. Based upon their answers, teachers can ascertain how well they understand the larger concept of globalization.
- The larger unit will have a final project that will provide a more comprehensive assessment.

Lesson Sequence

Opening

1. Begin this lesson with the lesson slideshow, *Globalization: Challenges and Opportunities*. Show students slide 1 to introduce the title of the lesson, and move directly to slide 2. Ask students to study the images on the slide and then ask them to think about the questions on the slide (What do you see? What do you think? What do you wonder? What do these images have in common?). Ask several students to share their thinking in response to these questions. Allow them to make guesses and encourage thinking, but don't provide your own answer. Tell them that the pictures all have to do with the topic of the lesson, globalization, and then move to slide 3.

With slide 3, ask students to quickly Turn and Talk with a partner about what globalization means to them. Explain that it is fine if they are not sure, but that they should make some best guesses. Tell them they have one minute, and remind them that both people should share their thinking. Consider assigning Turn and Talk partners so that nobody gets left out. Give them one minute to brainstorm, and then ask for several students to share their thinking. Tell them they will have a chance to refine their ideas. If your students have already studied globalization, shorten this to a quick check for understanding.

Guided Inquiry

2. Next, tell students that they are going to use morphemic analysis (the breaking down of a word into its parts) to generate a definition for globalization. Show them slide 4 and ask them to quickly define *globe*. Ask one or two students to share. Tell them that in this context, *globe* can mean both the earth and also representations of the earth.

Advance to slide 5 and ask students what they think the suffix “al” means when added to a word, particularly a noun. How is *personal* different from *person*? Encourage several students to suggest answers and use probing questions to push their thinking (resist the temptation to just tell them!). After a short time, explain that the suffix “al” means “of , relating to, or having the characteristics of” the term that it is added to. For example, *season* is a time of year, and *seasonal* is an adjective that can mean “related or connected to a season.”

Move through slides 6 and 7 in a similar way.

Move to slide 8 and have students try to put the pieces together. Help students understand that “ize” turns an adjective into a verb and means “to make.” As such, when added to *personal*, *personalize* means “make it

personal.” And adding “tion” to a verb turns that verb into a noun, meaning “the action of” or “the process of.” Putting these pieces together, *globalization* can mean “the process of making something worldwide.”

Next, advance through slides 9 and 10, having student volunteers read these new definitions of globalization. Explain to the students that a large concept like globalization often has many different definitions, but that it has a core meaning that doesn’t really change.

Proceed to slide 11 and review the definitions of integration and interaction.

3. Advance to slide 12 and ask students to Turn and Talk again, this time very briefly, about whether or not they think that globalization is a new process.

Proceed through slides 13 to 16. With each slide, have students read the information and quickly discuss the questions presented, either in pairs or small groups of three to four. Ask a few students to share their thoughts before moving on, and clarify the information on each slide as needed. Students should develop the understanding that globalization is not new, but that it is changing in scope.

Next, proceed through slides 17 and 18. Have students carefully study the graph on slide 18 and discuss the role of technology.

Similarly work through slides 19 and 20, having student volunteers share their observations, thoughts, and questions. Use open-ended questions to probe their thinking and help them understand that things like culture (food, music), law, technology, and business are all going global.

4. Advance to slide 21. Have students study the journey of a T-Shirt. Ask them to Turn and Talk about anything that surprises them in the diagram. Explain to them that many products are made from resources that come from different places, and that even something like a T-shirt travels the world. Take a few minutes to engage students in the activity on slide 21 in which they try to identify some of the nations where things they are carrying and using are from, and where different materials might be from. You can make a list on your board or screen of products, materials, and nations to help demonstrate the global nature of the things we carry.

Collaborative Inquiry and Sharing

5. Organize students into groups of three or four and pass out the Frayer Model handout (at the end of this document), one per group. Alternatively, consider having students produce these digitally, or even on a larger scale on poster or chart paper if available. Advance to slide 22

to explain to students what they are to do. Given the information and images they have analyzed, each group should create a Frayer Model for the concept of Globalization. They should write their own definitions.

Then they need to identify characteristics (traits or qualities) of globalization. They may need help with this, so you can ask them questions, or give them other examples. Explain that characteristics are things we might include in a description of globalization that don't necessarily fit into a definition. One way to help students think about characteristics is with *who, where, when, how and why* questions. Some things they might write include that globalization is happening faster and faster, it is cultural, political, economic, and social. It involves technology and communication. Don't provide information to students, but help them generate ideas on their own.

They should then generate examples and non-examples. Tell them to think in terms of integrations and interactions. What interactions or cultural integration can they think of that are examples of globalization? Ask them to think about the food, languages, economic goods and services, clothing, and music that show global interactions. Then ask them to think of non-examples—interactions that are purely local, for example.

When each group has completed a Frayer Model, have each group share their ideas for one category on their chart, making sure each quadrant of the Frayer model gets discussed. Ask students to "say more" as needed or to clarify their thinking. An extra Frayer Model slide has been included (slide 23) and can be used to gather common ideas from the groups to create a classroom version that combines ideas from different groups.

6. With students still in their small groups, advance to slide 24 to introduce the jigsaw reading activity. Explain to the students that they are going to do a jigsaw reading activity, which will require them to move into new groups for a bit, and then move back into their existing groups. You should have selected four articles from the "Lesson Handouts/Materials" list above for your students to read, or found articles on your own that present relevant examples of globalization.

Have students count off 1-4, and have all of the "1"s gather and form into smaller groups of three or four people. Do the same with the "2"s, and so on, until all students are in new groups of three or four students who were not working together in the Frayer Model group. Pass out the Globalization Reading Guide, one per student (attached below). Then, provide each group with copies of the article that corresponds to their group number. The full-text articles below are already numbered 1-4, but if you select different articles, it will help to number them 1-4. These new groups are "Reading Groups," and their job is to read the article together, discuss it, and complete the Globalization Reading Guide for their article.

Let students know that their job is to become an “expert” on this article, and that they will have to return to their original group to present their analysis on it. They can also be told that they will need to combine their knowledge of their article with information that their original group members gathered from their articles.

Working with your class, help them figure out which approach to reading the article they want to take, based upon their preferences and needs. Students may want to take turns reading it out loud in their groups, or they may choose to read silently. Encourage them to talk about each question before writing down any answers, and make sure they understand that they are each responsible for understanding their analysis of the article. Move around the room and monitor their work.

7. When the groups have completed the Guided Reading Activity, have students return to their original groups and give each group one copy of the Article Synthesis handout. Go to slide 25 as well. Explain to the students that they need to complete the handout by summarizing each article and then combining ideas from all four articles to complete the T-chart with Opportunities/benefits as well as Challenges / problems. For the summaries, tell them that the person who read article 1 is NOT allowed to write anything in the box for article 1. Instead, they have to explain it to a teammate who will summarize it for them. For each article, a student who did NOT read it will be responsible for scribing as the other student orally summarizes the article. Then, when the articles are summarized, they should try to combine and summarize ideas from all four articles about the benefits and drawbacks of globalization.

To close this activity out, ask each group to share one or two ideas from their chart.

Reflection and Conclusion

8. To end the lesson, have students individually complete an Exit Pass, in this case a relatively short (1/2 to 1 page) informal written reflection in response to a prompt. Show the students slide 26 and the Exit Pass prompt. Tell students to write in complete sentences, but to really focus on quality ideas. Collect these and read them as a means to assess student understanding of globalization.

Exit Pass... In complete sentences, explain how globalization has affected you in both good and bad ways. Provide an example of how you have benefited from globalization, and also provide an example of a challenge it is presenting you.

Assessment

- Students can be graded on their participation in the jigsaw activity and their ability to collaborate and communicate with their classmates. See the BIE collaboration rubric for an idea as to how this can be assessed: https://www.bie.org/object/document/6_12_collaboration_rubric_ccss_aligned
- Independent learning can be assessed through their final activity, the Exit Pass. Students should successfully identify how globalization has affected them in both positive and negative ways, and support this with clear examples. Based upon their answers, teachers can ascertain how well they understand the larger concept of globalization.

Extension options and supplementary resources

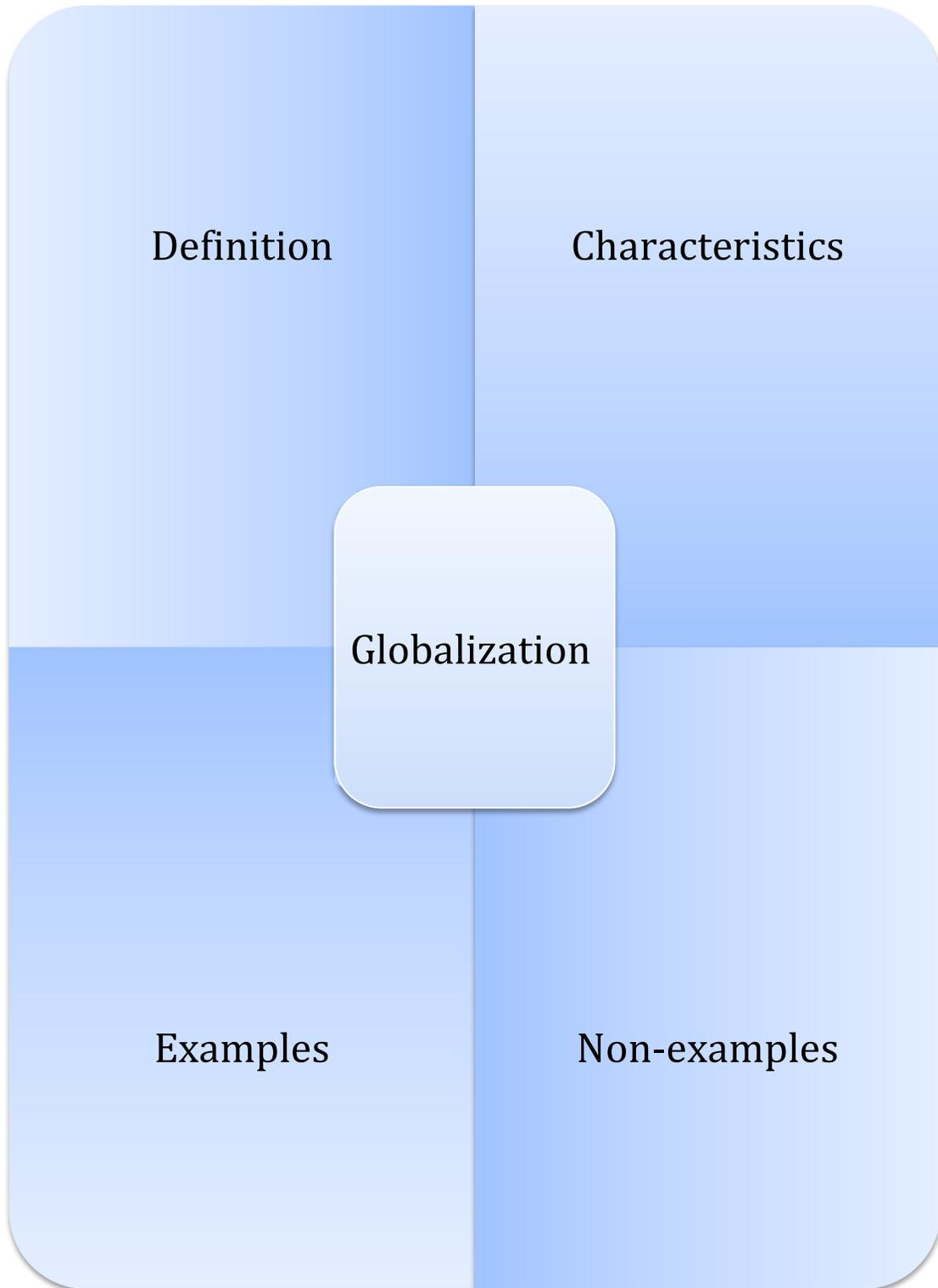
<https://www.nationalgeographic.org/activity/the-debate-over-globalization/>

<http://www.pbs.org/kqed/chinainside/edlesson1.html>

<https://www.nytimes.com/2016/11/16/learning/lesson-plans/rethinking-globalization-investigating-the-benefits-and-drawbacks-of-global-trade.html>

Handouts:

Frayer Model:



Globalization Reading Guide

With your reading group, read the article you have been assigned. As you read, remember to do the following to help you understand the article:

- Read in sections and pause to take notes or talk about the article when you start losing focus.
- Look up new words that confuse you.
- Re-read difficult sections.
- Ask yourself questions as you read and connect to other things you know.
- Check with your group members and discuss your ideas.

When your group has read your article, answer the following questions by working as a team. Every group member should be ready to present and explain your answer to every question. If you need more space, write on another sheet of paper.

What is the title of your article?	
What is your article about? Summarize it in a short paragraph.	
Why do you think the author of this article wrote it? What do they want you to understand?	
What does this article have to do with globalization?	
Is this article mainly about the benefits of globalization, or is more about problems? Is it about both? Explain your answer.	

Article Synthesis... putting the pieces together

Article 1 Title: Big Idea:	Article 2 Title: Big Idea:
Article 3 Title: Big Idea:	Article 4 Title: Big Idea:



Opportunities / benefits:	Challenges / problems:
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Lesson 2

Identity and Globalization: Challenges and Opportunities continued

Driving Question

- What is identity and why does it matter? What is my identity?
- How is identity connected to politics?
- What does globalization have to do with identity and politics?

Supporting Questions

- What are some of the different ways of thinking about identity?
- What do we mean when we talk about politics?
- How is identity a political issue?
- What is globalization?
- What are some of the challenges or problems caused by globalization that have to do with politics and identity?
- What are some the opportunities or possible benefits of globalization that have to do with identity?

Enduring Understandings

- Identity is the combination of characteristics that we use to think about and describe ourselves. Identity is shaped by how others see us and by the groups we belong to.
- Politics is about government, but it is also about power and decision-making.
- As individuals, we see ourselves in relationship to other people and in relationship to the groups we belong to. These perceptions impact how we see ourselves in relationship to power and government.
- People who are oppressed or marginalized may have political identities quite different from those in power.
- Globalization is the process of interaction and integration of people, cultural practices, technologies, economic activity, and political organization on a global scale.
- Globalization can impact identity. As new ideas and practices are “globalized,” people make choices about integrating them or resisting them and may shift their identities.

Overview

In this lesson, students will participate in an interactive PowerPoint with discussion moments in which they consider and talk about the meaning of identity, the meaning of politics, and the connection between identity and politics. They will also consider the potential impacts, both positive and negative, of globalization on identity formation. Students will then work in

collaborative teams to read and analyze articles connected to identity in order to prepare for small group discussions on identity and globalization. Finally, students will consider their own identities and the ways they form them, and analyze the impact of globalization on their identity.

Learning Objectives

- Students will be able to define identity and politics, and will be able to explain the connection between them.
- Students will be able to discuss their own identities and collaborate with peers to develop identity categories.
- Students will be able to reflect upon their own identity in relationship to politics, beliefs, political issues, and/or political organizations.
- Students will be able to analyze an article about globalization and discuss how it connects to questions of identity and politics.

Common Core Anchor Standards for Reading

- [CCSS.ELA-LITERACY.CCRA.R.1](#)
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-LITERACY.CCRA.R.2](#)
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-LITERACY.CCRA.R.9](#)
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- [D2.ECO.15.9-12](#)

Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Key Concepts

- Globalization
- Identity
- Politics

Teacher Preparation and Instructional Resources

- This lesson requires a computer, projector, and access to the slides.
- Teachers interested in using this material without the slides can consider printing out select slides and using them as handouts.
- Students will be asked to discuss identity and political issues. Teachers should establish and review norms for having difficult conversations in the classroom. See the links below for ideas:
- <http://www.tolerance.org/sites/default/files/general/TT%20Difficult%20Conversations%20web.pdf>
- http://bento.cdn.pbs.org/hostedbento-prod/filer_public/SBAN/Images/Classrooms/Ten%20Tips%20for%20Facilitating%20Classroom%20Discussions%20on%20Sensitive%20Topics_Final.pdf
- The final guided reading group work requires students to work in groups of three or four. It is best to plan out groupings ahead of time.
- The lesson also involves a basic jigsaw group protocol which might involve students moving or even rearranging seating in your room, so it is best to prepare for that ahead of time.
- The articles for the reading activity are linked below. If the links are no longer active, or if you want to use articles connected to your students, community, or current events, find 6 articles that pertain to how identities are shifting in our globalizing world.

Lesson Handouts/Materials

Slideshow: Identity and Globalization

Reading links:

- <https://www.globalpolicy.org/globalization/globalization-of-culture/49838.html?itemid=641>
- <http://www.ethnosproject.org/indigenous-cultures-and-globalization-wiki/>
- <https://www.npr.org/sections/alltechconsidered/2014/07/26/333732206/rare-languages-social-media-provide-new-hope>
- <https://www.npr.org/2018/04/12/599215203/americas-next-generation-of-muslims-insists-on-crafting-its-own-story>
- <http://wlrn.org/post/puerto-rican-no-matter-where-you-live>
- <https://mic.com/articles/55571/the-surprising-ways-globalization-is-changing-one-of-the-most-remote-parts-of-the-u-s#.lkStQwXbm>

Assessment / Final Product

- Students can demonstrate understanding at multiple points during the lesson, and teachers should use open-ended questions during discussions as formative assessment.

- Students will participate in small group discussion, and the teacher can provide students with a self-assessment and reflection tool and can also monitor participation.
- Students will reflect on their own identity through an Exit Pass.
- The larger unit will have a final project that will provide a more comprehensive assessment.

Lesson Sequence

Opening

- 1) Begin this lesson with the *Identity and Globalization* slideshow and slide 1. Introduce the title of the lesson and advance to slide 2. Invite students to Stop and Jot as directed on the slide, letting them know ahead of time that they will be asked to share their ideas in a small group. Have them write down words they use to describe themselves.
- 2) After a minute or two, form students into groups of three or four and have them share the ideas they wrote down. Have them work to develop a list of categories into which their “identity words” could be organized or sorted. After each group is finished, have them select a spokesperson and then share out their categories. Have a brief class discussion about the similarities and differences across the groups, and ask for a few students to share their thinking on what identity is, based upon this exercise.
- 3) Go through slides 3 and 4, having students read the definitions on the slides out loud. Proceed to slide 5 and have a student read out the identity characteristics on the list. Ask students to Turn and Talk with a partner about which of these characteristics are visible (things we can see) and which are invisible.
- 4) Advance to slide 6 and have students Turn and Talk as directed on the slide. If students need help understanding the question, use an example related to your own identity to help explain this. For example, you might see yourself as someone who loves to learn and wants to grow as a teacher by learning more. Some students, however, might expect you to know “everything” and not need additional learning since they see you as the expert/teacher.

Once students have had enough time to talk with each other, ask several pairs to share some of the ideas they discussed. Explain to the students that our identities are complex and shifting, and that sometimes we feel pulled in different directions. Explain that there is no one right way to

respond, but that we should feel positive about the ways that we see ourselves.

Tell the students that, now that they have discussed identity, they are going to talk about politics and try to figure out what it is and what it has to do with identity.

Guided Inquiry

- 5) Advance to slide 7. Have students Turn and Talk as directed about the meaning of the word “politics.” Ask several students to share their thinking after a minute or two. Proceed to slide 8 and have students read the definitions out loud. Then have them reflect on these definitions and Stop and Jot about political issues or topics that are important to them. Give them a minute or two, move around the room to keep them on task, and then ask a few students to share. Be ready to share your own issue to help them understand the question if necessary. Keep the discussion focused on the issues or topics as opposed to students’ positions on these issues.
- 6) Then explain to the students that their views on politics and political issues are important aspects of their identities. Form them into small groups of three or four (possibly by combining sets of Turn and Talk partners), advance to slide 9, and have them discuss the questions on the slide. Move from group to group to keep them on task and help them if they need clarification. After they have been talking for a bit, have each group select a spokesperson and prepare to share one important idea they discussed. Go around the room and have group share out a reflection on the politics of identity. Stress that politics and identity are very personal, and that there is no one right way to think and believe, but that you hope they are actively considering these questions and striving to be critical thinkers who support their views with evidence.
- 7) Now move to slide 10 and have students work in their groups to reflect back on the lesson about globalization and to discuss what globalization is. Have a few groups share out and clarify the definition as needed. Advance to slide 11 and read the question out loud, and then proceed to slide 12 and read those questions out loud. Tell the students that they are going to engage in some analysis of images, and they should keep these questions in mind as they view the images.
- 8) Advance to slide 13 and review the instructions with the students. Make sure they have a Turn and Talk partner as well as paper on which to take notes. For slides 14 through 21, show each slide and give the students time to talk about each one and then take notes. If they are confused by

an image, use open-ended questions to push their thinking. Consult the list below as needed for information and questions, but do **not** just supply this information to students. Push students to analyze each image by describing what they see, thinking about how they might analyze it, and using it to generate questions about globalization. Encourage thinking! Model your own thinking using a think-aloud with the first image if that is helpful for your students.

- a. Slide 14 shows indigenous activists protesting the destruction of the Amazon rainforest. The rainforest is being destroyed in connection with global economics, in particular to clear more rainforest land for cattle grazing to export beef to other nations. Many indigenous people in the Amazon now have to confront forces that endanger their land and cultural identity, and they are taking on activist roles to defend the forest.
- b. Slide 15 shows the Global Digital Divide and demonstrates that certain nations, notably the US, Australia, and countries of northern Europe, have access to many more computers per person. This is clearly an issue of unequal global access to computing power, which then has implications for who controls the online world. Many people worldwide access the internet via phones, but computers are needed to shape and control the internet.
- c. Slide 16 shows the global reach of McDonald's. McDonald's is a global force, and is notable because they shift their menus to align with national food choices and traditions in other nations. But do they still have an impact on culture?
- d. Slide 17 shows US soldiers in Afghanistan searching a man at a roadblock. The interaction is one of force and authority, and likely frightening for the Afghan man. Have students think about how such interactions might shape the identities of both parties, US and Afghan.
- e. Slide 18 is an intentional contrast to 17 as it depicts a US soldier, also in Afghanistan, but in a much more positive interaction with children. How would identities be shaped differently through this interaction?
- f. Slide 19 shows the global reach of Facebook. Students can think about how Facebook can serve to disseminate a global identity that might harm local identities, but also about how it can protect and strengthen identities.
- g. Slide 20 shows cruise ships docked in San Juan, Puerto Rico. How are local, Puerto Rican identities shaped by global commerce? How do cruise ship visitors see people in San Juan, and how does this affect how people in San Juan see tourists from the cruise ships? What are the politics of these identities?

- h. Slide 21 shows a music promo connected to the song and global smash hit Despacito. Despacito became a worldwide hit, expanding the already powerful reach of the Puerto Rican music scene. But what happens when Justin Bieber and others like him try to capitalize on this? What are the identity issues at play here?

To wrap this up, go around the room and revisit each image. Have different students share their thinking. Help students understand that the images have to do with the globalization of power, technology, and culture. In each image, there is the potential for cultural, economic, or political conflicts that can shape the identities of those who are involved. Explain to the students that we are exploring these issues to help them think more critically about their own identities as members of their immediate community and culture, but also as members of a global, interconnected society.

Collaborative Inquiry and Sharing

- 9) Explain to the students that they are now going to shift into a group reading and article analysis activity. Organize students into groups of three or four (if it makes sense, just use the last groups they were in), and assign each group one of the articles at the end of this lesson.

Some of the articles are more difficult to read, so keep that in mind as you assign articles. If the articles are too difficult overall, consider visiting newsela.com or other news sites for kids and using a keyword search with “globalization” to find other articles. You can also scaffold these readings as needed by cutting out sections to make them shorter, or having students work in groups of mixed abilities. There is value in challenging students with complex text, so don’t shy away from a challenge, and help your students understand that they can extract important ideas from texts even if it is hard to read!

Provide each group with a reading guide (at the end of the lesson) and give them extended time to work through their article and take notes based upon the reading guide. Move through the room, constantly checking in with each group and helping them stay on task.

Reflection and Conclusion

- 10) To end the lesson, have students jigsaw into new discussion groups, with each group consisting of three to four students who read a different article. Advance to slide 22 and ask each group to discuss the questions on the slide, starting off with each student summarizing the article he/she

read. If possible, provide each group with chart paper (or consider using an online tool like padlet.com or a classroom Google Doc) where students can summarize their answers. Give them time to talk and discuss, and then have them summarize their main ideas for each question on their chart paper or in an online space. Ask each group to choose a spokesperson, and have each group share their thinking with respect to at least one question. Engage the whole class in a discussion of their responses next, asking different groups to respond to the ideas of others.

- 11) To complete the lesson, go to slide 23 and have students complete the Exit Pass. You may need to discuss these questions first to help clarify them for students. Consider modeling a think-aloud where you answer the question for yourself out loud.

Assessment

- Students can be graded on their participation and their ability to collaborate and communicate with their classmates. See the BIE collaboration rubric for an idea as to how this can be assessed: https://www.bie.org/object/document/6_12_collaboration_rubric_ccss_aligned
- Independent learning can be assessed through the Exit Pass, as well as using a rubric, depending upon your classroom's writing expectations.

Extension options and supplementary resources

- <https://www.tolerance.org/professional-development/social-justice-standards-unpacking-identity>

Identity and Globalization Reading Guide

Your group will be assigned an article. As a group, work through this reading guide together.

Before Reading:

Read the title of the article. What do you think it will be about? How will it connect to globalization? What questions do you think the article will answer?

During Reading:

Talk to the Text about globalization and identity. In other words, when you see something in the article that connects to globalization, underline or highlight it. Then, jot some notes in the margin, on a sticky note, or in your notebook about how the ideas and information in the article connect to globalization. Don't worry if you don't understand everything, but do your best to get the main idea of the article!

Consider the following questions:

- What is happening in the article?
- What is being globalized?
- Who is benefitting?
- Who is losing?

Now read back through the article and think about identity.

- Who are the different groups of people that might be affected by the issues in the article?
- How might their identities be influenced by what is happening in the article? Take notes on that, as well, as you talk it over with your group.

After reading:

With your group, discuss the following questions. Once you have discussed each one, jot down answers to each and be prepared to share them.

- What is the main argument or idea in this article?
- Do you agree with it? Do you think the same way, or do you have different ideas?
- What does this article have to do with identity and politics?
- What questions were raised by this article that you can discuss with other students?

Lesson 3

Cultural (Mis)representation in *The King and I*

Driving Question

How do issues of identity and politics play out in music and theater? How can music and theater perpetuate stereotypes and cultural imperialism?

- Case study: How is Thai culture represented in the play and film *The King and I* in comparison to the representation of Western culture? Are these differences problematic, and if so, why?



Enduring Understandings

- Musical theater often reproduces the values of the society and culture in which it is written and produced, so at times musicals can serve as a medium for cultural imperialism and colonialism.
- The musical *The King and I* is one example. It portrays the culture of Thailand through the story of a white European woman working for the king of Thailand and is full of stereotypes and neocolonial views.

Overview

In this lesson, students will explore cultural imperialism and the misrepresentation of Thai culture in the play and film *The King and I*. Students will read an article about the play and film and then identify the author's main claim and supporting evidence. They will then view and analyze video clips from the film in order to find other evidence that supports the main claim of the article. They will also have the option of analyzing or looking for other examples of cultural imperialism and misrepresentation in film and theater.

Learning Objectives

- Students will identify and summarize the author's' main claim about the representation of Thai culture in the *King and I*.
- Students will identify and summarize how the author supports this claim, and then analyze video clips to look for other evidence that supports the claim.

Connections to content Expectations / Standards

Common Core Anchor Standards for Reading

- [CCSS.ELA-LITERACY.CCRA.R.1](#)
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-LITERACY.CCRA.R.2](#)
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-LITERACY.CCRA.R.7](#)
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹
- [CCSS.ELA-LITERACY.CCRA.R.9](#)
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Key Concepts

- Cultural imperialism
- Neocolonialism
- Construction of race
- Representation

Teacher Preparation and Instructional Resources

- In this lesson, students work in cooperative groups, so it is best to plan how to organize these groups ahead of time.
- Copies of the article will need to be made (either paper or digital, depending upon classroom technology and set up).
- The lesson also contains links to video clips, and it is a good idea to test and preview these links ahead of time and have them ready to show before the lesson.

Lesson Handouts

1. *See, Think, Wonder* graphic organizer
2. *A Brief Introduction to Thailand*
3. *Cultural Imperialism and Musical Theater: The representation of Thai culture in The King and I*, article and Guided Reading handout
4. *CER Organizer*

Lesson Sequence

Opening

1. Begin this lesson by explaining to the students that they are going to explore how cultures can be misrepresented in potentially harmful ways in musical theater. Ask the students if any of them have ever been to the theater to see a musical, or if they have seen a film musical. Ask them to explain what a musical is in their own words.

Next, hand out the *See, Think, Wonder* graphic organizer and play the following video clip and ask students to engage in a See Think Wonder exercise in which they jot down notes about what they see in the clip. After they watch it, they should jot down what the clip makes them think, and then it makes them wonder.

<https://www.youtube.com/watch?v=OiHGwalxCuY>

If the link above no longer works, search YouTube for video clips from the film *The King and I* with Yul Brenner. The clip linked here is the original trailer for the film.

Ask several students to share their observations, thoughts, and questions about the clip. Tell them they will learn more about this musical, *The King and I*, and that they will watch the clip again later to analyze it in more detail. Explain that they will be exploring how this play and film portray the culture of Thailand, and do a quick Turn and Talk with the following prompt: What do you know about Thailand? Have a few students share some of their prior knowledge about Thailand. (If you have students who are Thai, this can be a moment for them to share something about their cultural background.)

2. If your students have not learned much about Thailand before, provide them with the handout, *A Brief Introduction to Thailand* (article and graphic organizer). Have students read this brief article with a partner or in small groups, and then have them jot down important ideas related to Geography, History, Government, and Culture on the graphic organizer that follows the reading. Ask several students to summarize important information they learned about Thailand by sharing what they wrote on their graphic organizer.

Guided Inquiry

3. Show the video clip from the beginning of the lesson again, and tell the students they are going to read an article that discusses how the play and film represent Thai culture. Pass out the article titled Cultural

Imperialism and Musical Theater: The representation of Thai culture in *The King and I*, along with the accompanying Reading Guide.

Tell students they are going to read the article in order to analyze problems with *The King and I* in terms of how it represents Thai culture. Give students time to read the article, perhaps in small groups or pairs.

4. If your students need support with a three page article, you can read the first few paragraphs out loud with student volunteers, and then have them read with a partner. Then, check in with them after every two or three paragraphs, and ask them to quickly share their thinking on the most important ideas in each section. Encourage them to highlight or annotate to keep track of important ideas.

After students have read the article once, direct them to complete the Guided Read handout with a partner. Student pairs should review the questions, then work their way back through the article discussing the questions and developing their answers.

Once most pairs have gotten through the reading guide, call the class back together and review their answers with the whole class. Call on different pairs to share their thinking about different questions, and then invite other pairs to support, extend, or challenge (politely!) the thinking being shared.

Independent Practice

5. If time allows and you want your students to develop their argumentation skills and thinking, pass out the CER Organizer (CER=Claims, Evidence, and Reasoning) and explain to students they are going to analyze the primary argument being presented in the article. Explain that an argument in this context has three basic parts - a claim (what you want your readers to believe or accept), the evidence (the facts, examples, statistics, or other types of information you use to support your claim), and the reasoning (the explanation that connects the evidence to the claim).

Students should come to the conclusion that the article claims that *The King and I* misrepresents Thai culture and portrays it as inferior to Western culture (or something along those lines).

Students can work in pairs or in small groups of up to four to analyze the main claim or point of the article and summarize it in the appropriate space on the graphic organizer. They then should identify and describe on the handout three examples provided by the author to support the claim. Next, they should use the reasoning column as a space to explain how each example supports the claim. Monitor student progress, and if needed, work on an example as a whole class

to help students work through any confusion. When they have identified and explained three pieces of evidence from the text, they should move on to analyzing at least two video clips from the movie to see if they support the ideas in the article. Some clips you might use are linked below. If students think the clips do NOT support the claim, encourage them to explain their thinking and allow them to share that as well. Depending upon your classroom and access to devices and technology, you may have students access these clips on their own devices or instead show them to the whole class on your screen.

- <https://www.youtube.com/watch?v=OiHGwalxCuY> (Trailer)
- <https://www.youtube.com/watch?v=QgVPnWmUqd4> (Shall We Dance)
- https://www.youtube.com/watch?v=Z9L_lilJKQQ (March of the Siamese Children)

When most students have completed the graphic organizer, bring the class back together and discuss their findings. In particular, have them take a position on the claim being presented in the article and explain whether or not they think the available evidence, particularly the video clips, support this claim.

Reflection

6. To end this lesson, have students complete a personal reflection with an exit pass responding to the following prompt: “Why does cultural representation matter? Is it important to represent different peoples and cultures accurately and with respect?”

Students can respond in writing to this prompt, and you can take it up as a discussion question to open the next class. Be sure to read them and address any interesting and/or problematic ideas during this discussion.

Assessment

7. For an assessment project, students can review other examples of problematic cultural representations in film and theater and develop CER organizers, or even short essays, that make and support a claim about cultural representation.

Provide students with a CER organizer similar to the one used in the lesson and have them develop and support a claim about representation in a specific work, such as *South Pacific*, *West Side Story*, *Miss Saigon*, or any other film or play that would be a good subject for this analysis. Some links about these works are provided below and might be helpful for students.

Students can simply develop their graphic organizers, or you can extend this by having them write a short paper structured like the organizer, or make presentations or multi-media products.

South Pacific:

<http://aapress.com/arts/south-pacific-at-the-guthrie/>

Miss Saigon:

<https://www.thedailybeast.com/sexism-race-and-the-mess-of-miss-saigon-on-broadway>

Handouts

See - Think - Wonder

SEE... What is happening in the clip? What are you seeing?	THINK... What do you think about what you see? What connections can you make? What does this remind you of?	WONDER... What questions do you have about what you are seeing? What do you wonder?

A Brief Introduction to Thailand

 Thailand is a nation in the central region of Southeast Asia, bordering Myanmar (Burma), Laos, and Cambodia, and extending into the Malay peninsula to also share a border with Malaysia. Thailand is about the same size as France, and has a mountainous region in the north, fertile plains in the center, and tropical beaches and jungle in the south. The capital of Thailand is Bangkok. The current population of Thailand is around 54 million people.

Thailand has a 2000+ year history of civilizations and kingdoms. Early on, Thai kingdoms struggled against different empires and kingdoms, including the Mongols and the Burmese, to maintain their own territories. In the 1600's, as more European powers moved into Southeast Asia, Thailand (or Siam as it was known then) resisted European colonialism. Siamese kings learned to turn French, British, and Dutch forces against each other and keep them in competition, and were able to keep Siam (Thailand) independent. Siam was the only nation in the region never colonized by European nations.

In 1932, Siam switched from a traditional monarchy to a constitutional monarchy, and in 1939, its name was changed to Thailand. Different leaders governed over the years, including a series of military dictatorships, and Thailand eventually became a fairly stable and economically productive nation. There is still a monarchy in Thailand, and it is actually illegal to insult the royal family, even though they have little formal power.

Buddhism is the main religion in Thailand. Respect for hierarchy is very important in traditional Thai culture, as is a desire to resolve conflicts without anger. Tourists often refer to Thailand as *the Land of Smiles*, and Thai people do place importance on happiness and playfulness.



A Brief Introduction to Thailand...

Geography

History

Government

Culture

Cultural Imperialism and Musical Theater: The representation of Thai culture in *The King and I*

Musical theater often reproduces the values of the society and culture in which it is written and produced, so at times musicals can serve as a medium for cultural imperialism and colonialism.

Cultural imperialism happens when a society or cultural group with more power than another group imposes or forces aspects of its culture onto the group with less power.

For example, the musical *The King and I* (including the 1956 film version starring Yul Brenner) attempted to portray the culture of Thailand through the story of a white European woman working for the king of Thailand as a governess (nanny) for his children. The American musical, both on stage and in film, glorifies Western (American and European) culture while presenting a negative portrayal of Thai culture. The portrayal of the Thai king and his court in the play has many historical inaccuracies, and the dialogue and music of the play are full of stereotypes and neocolonial views.

Neocolonialism, or “new colonialism,” is when a more powerful nation tries to keep or spread its influence and control over other nations or peoples, often through indirect means like economic exploitation or cultural imperialism.

The *King and I* first debuted as a musical in 1951, with a screenplay that was based on Margaret Landon’s novel, *Anna and the King of Siam*, published in 1944. The novel was a partially fictionalized biography that narrated the life of Englishwoman Anna Leonowens during the time she spent in Siam as the Royal Governess for King Mongkut’s children from 1862-1867. Anna Leonowens herself had written a memoir in 1870, *The English Governess at the Siamese Court*, that described her experiences, and Landon’s novel was based on that account. In truth, Leonowens appears to have made up many parts of her own story for her memoir. For example, she appears to have been an English teacher for the children and not their full time governess, but that is how she portrayed herself and how her story was taken up in the novel and the musical play.

The musical *The King and I* follows the fictionalized story of Leonowens as she arrives in Siam in the year 1862 and is assigned the task of educating a select number of King Mongkut’s children, and some of his wives. From the start, Anna is portrayed as worldly and intelligent, and she takes on the responsibility of trying to educate and “modernize” the King. Ann represented the sophistication and rationality of Western culture, and through the King and his court, Thai culture is depicted as somewhat simple and backwards (the film was actually banned in Thailand!).

Early on, Anna and the king quarrel over her housing situation, and Anna is immediately established as a strong character who isn't afraid to disagree and banter with the King. Beautiful and cheery, Anna deals with tricky scenarios like this in a lighthearted way, usually through a song, and often gets her way as well. As the movie develops, Anna and King Mongkut continue to quarrel occasionally, disagreeing on some of the King's moral beliefs, especially on the topic of slavery. However, Anna ultimately serves as the voice of reason for the King, and eventually helps him come to the realization that slavery is wrong.

However, during Mongkut's reign, and into his son Chulalongkorn's reign, Thailand was entering a period of rapid modernization. King Mongkut sought to establish Thailand as a sophisticated country. He blended certain elements of Western customs into Thai culture, such as having males wear shirts to court, and he sought missionaries who were from Western countries to teach his children English. King Mongkut's son, Chulalongkorn, succeeded his father and further modernized Siam, as a means to keep the country free from Western colonial rule. Despite having to give up some territory to the British and the French, Thailand retained its 'freedom' and was never officially colonized. At a time when Britain and France were quickly colonizing surrounding states, Thailand served as a buffer space, an unclaimed state between two European powers.

Even though Siam was resisting European colonialism, as already stated, the elite were interested in Western culture. One of the most important ways to signify class and wealth was the ability to speak English fluently, and many of the elites had their children learn English. By adopting Western mannerisms and customs, the elite sought to prove that they were more advanced than their neighbors. Despite this history, in the musical, all efforts to bring in Western culture and English are led by Anna, and the king is portrayed as being somewhat simple. The character of the king makes many basic grammar errors when he talks or sings, and all the phrases and sentences that the King sings are very short and do not include complex vocabulary. For example, in the song *Puzzlement*, the king sings the following:

*When I was a boy
World was better spot.
What was so was so,
What was not was not.
Now I am a man;
World have changed a lot.*

While the king communicates in this simple way, Anna retains her image of an authoritative and civilized figure as she instructs the king on how to eat and behave in front of foreign dignitaries. Anna helps the king interact and speak to the English guests, as she often sets up a conversation or rephrases the king's dialogue. The king also looks to Anna for praise, or in this case an approving nod, when he does something that she has previously taught him.

By setting up Anna as this maternal figure who teaches and approves, the King is presented as child-like in comparison to her.

The real king Mongkut was very well-educated long before Anna Leonowens arrived, and was a sophisticated politician, as well as a religious scholar and astronomer. He regularly met with a wide range of politicians and officials from many different nations, and would not have behaved at all as portrayed in the play and film. Rather, this depiction was created by Leonowens and then reproduced by the play and film in order to suggest Western superiority.

The film also portrays Thai culture in a problematic way through the depiction of Buddhism, the primary Thai religion and an important aspect of overall Thai culture. In the play, one of the king's slaves, Tuptim, is given a copy of the American book *Uncle Tom's Cabin* by Anna Leonowens. Tuptim then produces her own musical (within a musical!) for the king based on the book. Earlier on in the film, Anna has made it clear to the King that she disapproves of slavery in Siam, and it continues as a point of conflict for the two. Anna develops a friendship with Tuptim.

Religion, specifically Christianity, is a strong theme in *Uncle Tom's Cabin*. In Tuptim's play, however, she replaces Christianity for Buddhism, the national religion of Thailand at the time. However, the Buddhist scenes in Tuptim's play incorporate Christian tropes such as smooth, high-register chorus singing, a martyr-like figure (Eva), and being rewarded with entering heaven after death. Moreover, there are also iconic Christian stories that are retold in her play. Although audiences are viewing what they believe is Buddhism, they are actually watching a Western influenced interpretation of Buddhism that is laden with hints of Christianity. This warped representation asserts the idea that Christianity was more reasonable, or even superior, to Buddhism (or other religions).

It is possible that the constructions of race within this musical were simply meant as entertainment for a broad audience and had no malicious intentions. However, these flawed constructions of race often position one culture as superior to another. What seems like small, harmless misrepresentations actually carry cultural and historical inaccuracies that negatively affect people of that culture. As discussed in this paper, there are many misrepresentations and generalizations that depict Siam (modern Thailand) and its people in a negative light, glorifying Western culture, and therefore extending neo-colonialism by means of aural and visual presentations.

*By Natalie Tantisirirat
adapted by Darin Stockdill*

Cultural Imperialism and Musical Theater: The representation of Thai culture in *The King and I*

Guided Read

Read the article and answer the following questions with a partner. Be ready to share your thinking!

1. Explain cultural imperialism in your own words:
2. Explain neocolonialism in your own words:
3. Who are the two main characters in the play and film, *The King and I*?
4. What cultures are represented by each character?
5. Which culture is made to seem superior and more advanced in the play and film?
6. How does *The King and I* represent Thai culture in a negative way?
7. Why do you think cultural representation matters?

CER Organizer

Claim		
Source		Reasoning Explain how the excerpt or example in the evidence column supports the claim:
Article		
Article		
Article		
Video 1		
Video 2		

Lesson 4

The Art of Zapatismo: Tying identity to land and liberty

Driving Question

How do people use different forms of art to protect and maintain their identities in the face of globalization and political conflict?

- Case study: How do indigenous people in southern Mexico associated with the Zapatista movement use art to express and protect their cultural and political identities?



Enduring Understandings

- People all over the world use different forms of art to reclaim, clarify, and express different identities in the face of stereotyping, racism, and other forms of discrimination that can be associated with conflict and globalization. They often use symbolism and imagery to project positive images of strength. The Zapatistas, for example, use art forms like murals to express their connection to their land, pride in their indigenous culture, and their resistance to colonialism and oppression.

Overview

In this lesson, students develop background knowledge about the Zapatista movement by watching a short video and reading an article. They will then learn to describe, analyze, and evaluate art using a mural by Diego Rivera. In the main activity, students take this same framework and apply it to a Zapatista mural to reach conclusions about Zapatista identities and values.

Learning Objectives

- Students will complete a reading guide for an article about the Zapatistas in order to develop background knowledge for analyzing Zapatista art.
- Students will write a reflection on a Zapatista mural in which they describe, analyze, and evaluate the art and connect it to Zapatista identities.

Connections to content Expectations / Standards

Common Core Anchor Standards for Reading

- [CCSS.ELA-LITERACY.CCRA.R.1](#)
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-LITERACY.CCRA.R.2](#)
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- [CCSS.ELA-LITERACY.CCRA.R.7](#)
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Common Core Anchor Standards for Writing

- [CCSS.ELA-LITERACY.CCRA.W.4](#)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Key Concepts

- Indigenous
- Autonomy / Autonomous community
- Cultural and political identities

Teacher Preparation and Instructional Resources

- This lesson requires access to the internet and a projector so that you can show a video and so that students can access a blog. Students will also need copies of the reading handouts. If copies are limited, you can project the artwork images instead of using the handouts. Some group work is required so it is a good idea to organize groups ahead of time.
- If students need more geographical background, the following website has useful maps that include general geography, maps of the Caracoles, and different Mayan languages spoken by the groups that make up the Zapatistas.

<https://schoolsforchiapas.org/teach-chiapas/putting-chiapas-map/>

Lesson Handouts

- *A history of Zapatismo*
- *Diego Rivera mural featuring Emiliano Zapata*
- *Zapatista Mural Art*

Lesson Sequence

Opening

1. Tell the students they are now going to follow up on the past lessons by learning about a community of people who are fighting to preserve their cultural and political identity in the face of globalization and political conflict. Explain to them that they are going to learn about the Zapatistas, a movement and community of indigenous Mayan people in southern Mexico who rebelled against their government and are struggling to create independent communities where they control their own resources. In particular, they are going to think and learn about how communities of people like the Zapatistas use different art forms to protect and maintain their identities in the face of globalization and political conflict.

Tell students they are going to watch an animated short film that tells the story of the Zapatistas as an introductory activity. Remind them that this unit is about identity formation in the face of globalization and political conflict. Have students create a three column note chart with the following headings for their three columns: Globalization, Political Conflict, and Identity. Direct them to look for examples of these concepts in the short film and then jot down basic notes about how each idea connects to the film. Explain that in each column, they will jot down ideas that help them answer the following questions (you might project these or have them written on your board):

- *How were the people of Chiapas affected by globalization, especially with respect to economics and trade?*
- *What were the causes of political conflict between the government of Mexico and the people of Chiapas?*
- *How did the people of Chiapas see themselves? What were important aspects of their identities?*

Link to the video:

<http://woocommerce-180730-527864.cloudwaysapps.com/wp-content/uploads/2014/07/The-History-of-Zapatismo-in-Stop-motion-Animation-HD-Mobile.mp4>

After showing the video (it is short enough to watch twice!), and giving students time to add to their notes, ask different students to share ideas from each column. Ask other students to support, add to, or respectfully challenge ideas being shared.

Guided Inquiry

2. Next, pass out Handout 1, *A History of Zapatismo*, and explain to the students that they are going to read the article and complete a reading

guide in order to continue to build background knowledge. You can choose to have students read silently and independently, or out loud with the whole class, or in small groups. Encourage students to read the article, then review the questions in the guide, and then read the article again while underlining or highlighting ideas that help them answer the questions. If your students struggle with this, model how you would do it with a section of text.

After this, have students work in small groups of three to four to formulate and record answers to the reading questions. When most groups have answered most questions, have different groups share their thinking. Again, encourage students to respond to each others' ideas by agreeing with them, adding to them, or suggesting an alternative interpretation (support, extend, or challenge).

Note: At the end of the article, you might regroup to explain more about the present day Zapatistas and what makes them unique, their political stances, and the Zapatista Women's Revolutionary Laws that are fundamental to the movement. Subcomandante Marcos is also a topic of endless fascination. Students may also have questions about the Zapatista's use of arms, and it may be valuable to solicit ideas from them about meanings of violence, oppression, and social change. You may also explain recent Zapatista support for Mexico's first indigenous woman Presidential candidate, "Marichuy." Resources to discuss more about the Zapatistas can be found on Schools for Chiapas's website.

3. Next, you will quickly take students through an activity to introduce and/or clarify the meaning of these terms: *Describe*, *Analyze*, and *Evaluate*. Tell the students they are going to do some analysis of artwork and also develop their understanding of important words they will see a lot in academic contexts: describe, analyze, and evaluate. Pass out Handout 2: *Diego Rivera mural featuring Emiliano Zapata*. Remind students that they just read about Emiliano Zapata and his pledge to fight for land and liberty, *tierra y libertad*. Explain that Zapata is an important figure in Mexico, and that the artist of this mural, Diego Rivera, was from Mexico and is one of the most famous muralists in the world.

Ask students to volunteer to share their own definitions of a mural... what do they think makes a mural? You can then share this definition:

- *Today, we can define murals as any piece of artwork painted or applied directly onto a wall, ceiling or other larger permanent surfaces, flat, concave or convex, to be precise. <https://www.widewalls.ch/what-is-a-mural-the-history-and-meaning/>*

Then ask students to think about how murals are different from other artwork and why they are an important cultural and political form. Have them make and share inferences about why many political movements

use murals as well. Note: this is all connected to the public nature of mural art and the act of claiming public space with a message or image.

Then have students work in their small groups to answer the Describe, Analyze, and Evaluate questions on the handout. When they have had enough time, bring the class back together. First, ask different groups to summarize in their own words what it means to describe, analyze, and evaluate something and how each task is different.

Then ask different groups to share their descriptions, analyses, and evaluations.

Don't spend too long on this exercise, as this is meant to introduce the tasks and help students differentiate between describing, analyzing, and evaluating.

Independent Practice

4. Tell the students they are now going to turn to the main question of the lesson: how do the Zapatistas use art to express their identity in the face of political conflict and globalization? In particular, tell students they are going to try to understand how the Zapatistas see and represent themselves to the world through art, how they express their values, and how they present a vision of how they want their communities to be.

Pass out Handout 3, *Zapatista Mural Art* (or project the images on your screen). Have students study the images in their groups and describe what they see to each other. Then, in their groups, have them generate lists of things they see, as well as adjectives that can be used describe the art.

Next, direct each group to produce a short descriptive paragraph in their own words (or you can have students do this individually), using several of the adjectives they listed to add depth and detail to the descriptions.

5. Now, have the students read the article about this mural from the following blog (you can either print this out, have students access it electronically, or project it and have students read it out loud):

Chronicle of a Zapatista Mural

<https://schoolsforchiapas.org/mother-earth-mural/>

Once they have read the short article about the mural, tell students they are going to ANALYZE it using the information from the article. Project or otherwise share the following analytical questions with the class: (They are also on the handout.)

- What does this work of art tell us about the traditions and customs of the Zapatistas? What does it tell us about both the history and future

of the Zapatistas? In other words, how does this mural connect the Zapatistas to the past and also show a vision for the future?

- Based on the content of this mural, what do the Zapatistas want others to understand about their values and their communities?
- Based on what is in the mural, and on what you read in the article, who are the different audiences for this mural, and what are the different purposes?

Ask each group to select one of these questions to discuss. When they have had time to talk, engage the whole class in a brief discussion of each analytical question.

Reflection

6. Close the lesson out by having students write an individual reflection on the mural with two paragraphs. The first paragraph should be an analysis of the mural that summarizes their thinking about the analysis question selected by their group.

The second paragraph should be a personal evaluation of the mural. Provide students with the following prompt:

- Evaluate the art presented in this article. Write a short evaluative paragraph about it that responds to the following questions:
 - Do you like the mural? Why?
 - What do you find interesting about it, or why does it not interest you?
 - What criteria or standards do you use to judge art? In your view, what makes good art? How do these standards apply in this case?
 - Does this mural make you rethink art or its value in any way?

Assessment

7. Students' understanding of the main points of the lesson can be assessed through evaluation of the final writing task. These can be assessed with a rubric using the following basic criteria (or additional teacher selected criteria):
 - Is there a response to an analytical question that uses information from both the article and the mural to support clear conclusions?
 - Is there an evaluative statement that is supported by evidence?
 - Are all sections of the evaluation prompt addressed?

- Are the responses clear and coherent?

Extension

For more advanced groups (high school, college), the Zapatistas' written invitation to their annual *CompArte* and *ConCiencia* event provides a good document to explore and connect to additional topics concerning globalization and identity. The actual event is a gathering of Zapatistas, other indigenous communities, activists, intellectuals, and artists.

Comparte is the Spanish command form of "share," and *ConCiencia* is a play on the word for "Conscience/Conscious" as well as the phrase "with Science." The text of the invitation can be accessed at the link below:

<http://enlacezapatista.ezln.org.mx/2017/01/16/the-flower-is-to-blame/>
(available in both English and Spanish)

The invitation actually begins with a narrative text written by Susana Galeano (formerly known as Susana Marcos) called "The Flower is to Blame." It is an entertaining anecdote about the prevalence and dangers of fake news and social media. Galeano then talks about the structure that the annual event will take, which provides an interesting view into how Zapatista education works. Finally, he finishes with the vignette from which the title takes its name. It concerns a young Zapatista woman who wants to learn more about science, ultimately pushing back against the stereotype of indigenous peoples as less interested in rational science and more prone to mythic superstition or an essentialist communalism with nature.

The sections of the reading could be used in isolation or together. Each section is an example of the Zapatista's rich literary tradition, putting on full display an array of techniques that students can identify. Teachers can read the different pieces together and discuss and reflect upon what they tell us about Zapatista views on globalization.

Handout #1

A History of Zapatismo

Before Christopher Columbus, an Italian explorer working on behalf of the Spanish crown, “discovered” the “New World,” in 1492, there were many advanced and vibrant indigenous (or native) civilizations already here in the Americas. Hernán Cortés, the first Spanish conquistador (conquerer) to reach what is today Mexico, encountered a diverse range of societies when he arrived there. Columbus, Cortés, and other conquistadores began a long process of colonial development that was devastating to these peoples. Over the roughly 300 years of Spanish colonization, the indigenous were victim to a massive genocide, caused by disease, war, and often violent Spanish domination. The indigenous, along with African slaves, were treated as inferior to Europeans, instilling a lasting racism that would leave them vulnerable to poverty and exploitation.

In 1821, Mexico, its name taken from the Mexica peoples of Central Mexico, finally won its independence from Spain after over ten years of war. Over the next century, Mexico would lose nearly half its territory to the United States in the Mexican-American War (1846-1848), and also suffer through its own internal conflicts, European invasions, and finally, the 30 year dictatorship of Porfirio Díaz, known as the Porfiriato. During the Porfiriato, the United States and other foreign imperial interests began to invest in Mexico for its land and natural resources, displacing many peasant and indigenous peoples from the land where they lived and farmed for sustenance. In sum, independence from Spain failed to improve the lives of Mexico’s poorest people. This tumultuous period gave way to the Mexican Revolution of 1910-1920 as the marginalized peoples of Mexico fought for land and better lives.

While the Mexican Revolution was made up of many factions, one of the most important movements was led by Emiliano Zapata, and their guiding principles came to be known as *Zapatismo*. Zapata and his army’s rallying cry was ‘*tierra y libertad*’ (land and liberty). They wanted two things: 1) access to land and natural resources, like water to irrigate their fields, and 2) they also wanted liberty, or the right to political self-determination. Although they didn’t get nearly all they wanted after the revolution, they managed to get Article 27 of the 1917 Mexican Constitution, which called for land redistribution to peasants. Although it wasn’t perfect, many peasants obtained access to community lands and were able to survive through small scale farming. After the 1960s, however, the dream of the revolution’s promises fizzled, and many poor peasant and indigenous peoples continued to live in poverty and be exploited by large landowners.

During the 1980s, the Mexican government, under pressure from the United States and international governance bodies, began to chip away at Article 27 and its land reform measures. This culminated in the 1994 passage of the North American Free Trade Agreement (NAFTA), an agreement among the United States, Canada and Mexico designed to remove tariff barriers between

the three countries. NAFTA favored large international corporations, allowed them to obtain land in Mexico, and encouraged them to increase agricultural production. This pushed aside many small scale farmers in Mexico and concentrated land ownership by these corporations.

Vowing to reclaim Emiliano Zapata's original mission for land and liberty, communities of indigenous people in Mexico's poorest state, Chiapas, began to organize. They named themselves the *Zapatistas* in honor of Zapata's fight for land and liberty.

After trying to negotiate with the Mexican government but later being betrayed, they decided to withdraw from the government altogether and develop their communities independently. This means that they would not (and do not) accept any money from the government or participate in its institutions. Instead, they formed autonomous (self-controlled) communities, known as *caracoles*, a play on the literal dual meaning of the word as a snail or a conch shell. Snails advance slowly, but they advance, always in contact with the soil, and the act of being in dialogue with other social movements represented by the seashell. In the *caracoles*, the Zapatistas have built their own education, healthcare, and agricultural system. Through the arts and their education system, they are working to protect and enrich their cultural identities as indigenous communities deeply tied to the land while also harnessing technology and social media to connect with the larger world. They are supported by a broad-based solidarity movement, created through their inventive use of the internet. They continue to publish online stories, communiques, and other information about their movement, and routinely host many different kinds of solidarity delegations in Chiapas.

Reading Guide (*answer on a separate sheet of paper*):

- 1) In your own words, briefly summarize the history of political conflict in Mexico:
- 2) How did globalization impact small farmers in Mexico? (Think about NAFTA.)
- 3) What are *caracoles*, and why did the Zapatistas decide to call them that?
- 4) How are the Zapatistas working to protect their identities?
- 5) What challenges do you think the Zapatistas face with respect to preserving their cultural and political identities?

Handout #2

Diego Rivera mural featuring Emiliano Zapata



Part of Diego Rivera's "History of Mexico" mural at the National Palace in Mexico City. The cropped portion features the images of Emiliano Zapata (left with sombrero), Felipe Carrillo Puerto (center), and José Guadalupe Rodríguez (right with sombrero) behind banner featuring the Zapatista slogan, *Tierra y Libertad* (Land and Liberty).

1. Describe: What do you see in this painting? Think about people, objects, words, colors, facial expressions. Only note what you see!
2. Analyze: What does it mean? What do you think the artist wants the viewer to look at and think about? What choices did the artist make, and why? For example, there are people wearing different kinds of clothes. Why? What might they represent?
3. Evaluate: What do you think about this work of art? What opinions do you have? Why?

Handout #3

Zapista Mural Art



Group Analysis: (*pick one to discuss*)

- What does this work of art tell us about the traditions and customs of the Zapatistas? What does it tell us about both the history and future of the Zapatistas? In other words, how does this mural connect the Zapatistas to the past and also show a vision for the future?
- Based on the content of this mural, what do the Zapatistas want others to understand about their values and their communities?
- Based on what is in the mural, and on what you read in the article, who are the different audiences for this mural, and what are the different purposes?

Individual Reflection: (*two paragraphs*)

1. An analysis of the mural that summarizes your thinking about the analysis question selected by your group. Support your thinking with examples from the article and the mural.

The second paragraph should be a personal evaluation of the mural that responds to the following questions:

- Do you like the mural? Why?
- What do you find interesting about it, or why does it not interest you?
- What criteria or standards do you use to judge art? In your view, what makes good art? How do these standards apply in this case?
- Does this mural make you rethink art or its value in anyway?

Lesson 5

Contested Memories of the Past: The case of Taiwan

Driving Question

How do people form their national identities in relationship with history and global politics?

- What role does/should education play in this process?
- Why might there be different interpretations of national identities in one nation?

Case Study: Why is there conflict about historical narratives and identity in Taiwan?

- Who are the different sides and what are their interpretations?
- What are the “facts” of Taiwan’s history? What interpretations are written in textbooks and presented as historical facts?
- What questions are raised by this example that we should ask of our own textbooks?



Enduring Understandings

- History education, and the textbooks often used in this process, can be used to promote different versions of history favored by those in control of the educational process.
- Historical narratives, or the ways in which history is constructed and shared, sometimes vary in the events they include, the way certain events are named and described, and also in what gets left out. Groups in power often try to create narratives that portray them in a positive light, and marginalized groups often push for a more honest account of past injustices.
- In Taiwan, conflict emerged around how Taiwan’s history was represented, in particular with respect to Taiwan’s relationship with China, the different ways the people in Taiwan identified themselves, and the way that past injustices committed by the Republic of China government and Kuomintang Party were covered (or not) in the textbooks.

Overview

In this lesson, students will consider the ongoing conflict of historical narratives and national identity in Taiwan, particularly in relationship to controversies around the content of history textbooks. They will read an historical overview, analyze relevant images, and also complete graphic organizers in order to distill and represent key ideas. As a possible extension, students are invited to research similar issues in the United States (or elsewhere!), opportunities and challenges

we face in a globalized world. They will summarize their thinking in a reflective Exit Pass.

Connections to content Expectations / Standards

Common Core Anchor Standards for Reading

- [CCSS.ELA-LITERACY.CCRA.R.1](#)
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- [CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Key Concepts

- National identity
- Historical narratives
- Democratization

Teacher Preparation and Instructional Resources

- This lesson is rather text heavy and requires quite a bit of copying beforehand. Depending upon the reading levels of your students, you may decide to approach the text in different ways (e.g. reading sections with the whole class, reading in small groups, reading individually, or some combination thereof). Help students think about chunking... breaking the reading into manageable pieces and processing information before moving on.
- The lesson also uses several PowerPoint slides, so you will need access to a projector. The lesson can be done without these if necessary.
- There is also some group work in the lesson, so plan for this ahead of time.
- For further reading on this topic:
 - <http://foreignpolicy.com/2015/07/21/taiwan-textbook-controversy-china-independence-history/>
 - <https://newbloommag.net/2015/07/06/taiwans-textbook-controversy/>
 - <https://www.hongkongfp.com/2015/08/03/in-pictures-taiwans-textbook-controversy-spreads-to-us-cities/>

Lesson Handouts/materials

- *Contested Memories of the Past: Understanding the History of Taiwan*
- *Turning Points Graphic Organizer*
- *Perspectives Graphic Organizer*
- *US Textbook Controversies: Different representations of our history*

Lesson Sequence

Opening

1. Begin the lesson with the PowerPoint presentation and show students slide #1, then move to slide #2. Ask students to study the image and the caption. Then move to slide #3 and have students Turn and Talk as prompted. After 1-2 minutes, ask several students to share their thinking. Explain that they will be continuing to think about issues of identity, globalization, and political tension in this lesson as they learn about why many people in Taiwan were upset about something that happened with their textbooks.

Guided Inquiry

2. Before moving on to the next slide, ask students to share what they know about Taiwan. After a few students have shared, advance to slide #4 and have students describe where Taiwan is out loud using the map on the slide and any additional maps they can access. Then have a student read the timeline out loud. Ask students to describe the historical pattern in the timeline... what do they notice about these events? Students should identify that many different groups or nations controlled Taiwan over time. If they do not get to this point, use lots of open-ended questions to help them (but don't do the thinking for them!)
3. Next hand out the reading, *Contested Memories of the Past: Understanding the History of Taiwan*. Explain to the students that they are going to read the article in order to understand the driving question: Why is there conflict about historical narratives and identity in Taiwan? Tell them they will also be thinking about the role that education and textbooks play in this process. They also want to think about Turning Points, or moments in time when things changed in an important way, that affected national identity and history. As they read, they should look for examples of turning points and underline or highlight them, or annotate them in the margin.

To help students do this, use a document camera or computer project to show the first page of the article to students. Read the first section out loud, and do a think-aloud (just talking through your thinking out loud) about what YOU would highlight or underline in this section and why. Next, have students read a section out loud with the whole class paying attention, and then have different students identify and explain what they would highlight, etc. Use this process to model what they should be doing while they read. You can choose to have students read the rest of the article in pairs, small groups, or individually. Move around as they read and annotate to check for understanding.

As needed, use the remaining slides as visual aids. Ask students to pause in their reading and study the slides as a means to refocus them and check for understanding. You can ask them open ended questions about the slide (What does this have to do with what you are reading? etc.) and use them to bring to life some of the people and events. Slides 5-6 show Chiang Kai-Shek; slide 7 shows the February 28 incident; slide 8 shows the plaza mentioned in the reading; and slides 9-13 provide information or images related to political conflicts and the textbook controversy.

4. When students have completed reading the article and annotating it, pass out the *Turning Points Graphic Organizer*. Have students work in pairs or small groups to identify the 5 Turning Points they felt were the most important and fill out the graphic organizer by naming each event and briefly describing two consequences for each. Have pairs or groups share their thinking when they are done. Then ask students to reflect on and discuss which of these events can be connected to globalization. Ask them to talk about how the movements of peoples and ideas across national boundaries, and the extension of global networks, are involved in the Taiwanese example.

Independent Practice

5. Next pass out the *Perspectives Graphic Organizer*. Explain to the students that they are going to look back into the article to analyze it with a different purpose. The conflict identity and historical narratives in Taiwan have two main sides or perspectives. Students should work again in pairs or small groups to discuss each perspective and then identify a few key issues around which they have different ideas. As needed, bring the whole class together to help them identify and describe these perspectives. Students should fill out the graphic organizer to summarize these differing perspectives. Slide 12 summarizes some of these differences and can be used again AFTER students have done their own analysis.

When they have completed these, have different teams of students share their thinking. Ask students to Turn and Talk about whether or not they think these kinds of conflicts happen in the United States, and then open it up to whole class discussion. Then ask students to talk about why this matters... about why we should care about what historical narrative we use to understand our past.

Reflection

6. To end the main lesson, have students write an Exit Pass summarizing their personal views on why historical narratives and identities matter.

Assessment

7. One option for assessment is to have students carry out an extension research project. You can use the final handout on *US Textbook Controversies* for this. Have students identify a history textbook used in their school and produce an analysis (either in written or PowerPoint presentation format depending upon teacher's preference) that explores the following questions in relationship to a specific historical event (e.g. the Civil War; the New Deal; the dropping of the atomic bomb in WWII; American treatment of Holocaust survivors after the war; the Civil Rights Act of 1965, etc.):
 - How is this event described/portrayed in this textbook?
 - What alternative explanations/accounts exist and how do they differ from what is presented in the textbook?
 - Does this textbook acknowledge alternative perspectives?
 - How might the account offered in the textbook function to shape American identity for different people?
 - Would you rewrite this account? Why or why not? If so, how?

Handouts, Slides, and Other Printables

Contested Memories of the Past: Understanding the History of Taiwan

On the evening of July 23, 2015, dozens of Taiwanese students pitched ladders against a side wall of Taiwan's Ministry of Education (MOE) in Taipei and broke into the compound. After a brief occupation of the minister's office, 33 young activists were arrested. The students' anger was provoked by the Ministry of Education's plan to introduce a series of "minor" adjustments to history textbooks in Taiwan. According to the young activists, these changes devalued Taiwan's national identity as a unique nation with its own people and history and instead promoted a China-centered view of the island, portraying it as an extension of China and Chinese culture and history.

One of the students who was arrested, Lin Guan-hua, committed suicide through carbon monoxide inhalation one week later, in a final act of protest that brought a week of anger and action to a climax. In his final Facebook posting, Lin called for the Ministry of Education (MOE) to withdraw the curriculum guidelines. On July 31, the students occupied the courtyard again, displaying pictures of Lin carrying a placard with the slogan, "Education is not a political tool."

The protests did not change the government's determination to carry out their plan to change the textbooks, though the MOE held dialogues with the student activists before and after the protest. However, the efforts of the students to guard Taiwan's identity eventually won a moral victory. Six months later, the opposition political party won a landslide victory in both presidential and legislative elections. The new administration had a clear pro-Taiwan position and withdrew the curriculum guidelines immediately.

Nevertheless, this conflict over textbook content and historical narratives represents an important divide in Taiwan and an ongoing discussion about how national identities are represented in history education, and who has the power to shape this representation. This article offers an overview of the history textbook controversy in Taiwan, and explains the social and political forces that shape the dynamic of historical narratives in Taiwan. These conflicts are in no way unique to Taiwan, so this article can also serve to start a conversation about how these issues play out in other places.

Historical Background

Taiwan is an island in the Pacific Ocean off the coast of southeast China. It has been inhabited for thousands of years, first by people of Malay-Polynesian descent and then later by settlers from what is now China. Many different

nations have tried to control and colonize the island over the years as well. In 1624, for example, the Dutch established a colony protected by forts and used the island as an important trading base. Along with the Dutch came workers from mainland China, and many of these people intermarried over time with the original inhabitants of the island and came to identify as Taiwanese.

In 1662, a Chinese leader known as Koxinga attacked the Dutch in Taiwan and gained control of the island to provide an operating base for the army of the Ming Dynasty, who had been defeated by another empire on the mainland. In the following years, the island experienced many conflicts and shifts in leadership. In 1895, however, after losing the Sino-Japanese War, China gave up its claim over the island and gave control to Japan. Taiwanese people tried to rebel against the Japanese at this point but did not succeed. Japan then ruled the island until it lost World War II. Japan improved the infrastructure on the island, building roads and railways, but also forced Taiwanese children to learn Japanese in school and limited the rights of all Taiwanese.

In 1945, at the end of World War II, Japan was forced to give up Taiwan and it was regained by China. At that time, China was undergoing its own conflict and civil war. One political group, the National party, or Kuomintang (KMT), was fighting against the Communist Party for control of China. When the KMT began losing this conflict, they retreated to Taiwan and claimed that they were the rightful government of China, but operating out of Taiwan. 2 million Chinese people accompanied the KMT as refugees from the war. In 1949, the KMT officially established the People's Republic of China on Taiwan, still claiming that they were the rightful government of all China even though the Communist Party had taken over on the mainland.

Over time, under the leadership of the KMT, the island shifted from an agricultural economy to a highly developed industrial and technological nation. Politically, the KMT maintained control of Taiwan for decades, and direct election of the president didn't happen on the island until 1996. During their time of control, the KMT maintained tight control of political and education systems on the island. Nevertheless, political conflict developed when people who had roots in Taiwan saw the new KMT government as an oppressive, outside force. In 1947, protests broke out over the regulation of cigarette sales and spread into more general anti-government protests across the island. KMT government troops were sent out to forcefully end the unrest and thousands of civilians were killed. This event, named the February 28 Incident, never faded from the collective memory of Taiwan and continued to contribute to mistrust of the government in more recent times.

Taiwan's Road to Democracy: The Formation of Taiwanese Identity

The conflict over the historical narrative of Taiwan is rooted in the history described above. For many people, Taiwan has its own cultural identity and history, whereas others present Taiwan through the perspective of China and the Kuomintang (the nationalist political party still tied to their past control of China). This conflict can be seen even in the naming of public spaces.

Lying at the heart of Taipei, the capital of Taiwan, is a plaza that is one of the most popular tourist destinations in the nation. Wandering around the vast square, one cannot help being impressed by the grand octagon-shaped memorial hall dedicated to Chiang Kai-shek (the founding political and military leader of the KMT). The square was built in 1975 after his death and named Chiang Kai-Shek Memorial Square in order to “direct people toward a renewed loyalty” to Chiang and the KMT. Nevertheless, over forty years after Chiang’s death, the square witnessed a gradual process of democratization. It was on this square where pro-democracy demonstrators sought to challenge Taiwan’s authoritarian system in the 1980s and 1990s. After Taiwan underwent a democratic transition and the KMT lost the election for president, the square was renamed Liberty Square by president Chen Shui-bian, whose political party defeated the KMT in the 2000 election. Under his presidency, he also renamed Chiang Kai-shek Memorial Hall to National Taiwan Democracy Memorial Hall. The name change was short-lived however. When the KMT returned to power in 2008, President Ma Ying-jeou restored the hall’s original name. After the KMT lost the election in 2016, the new administration has been seeking ways to transform the memorial into a site celebrating Taiwan’s democratic transition. The changing names of this monument symbolize the competing perceptions of Taiwanese history and identity.

Taiwan’s transition from authoritarianism to democracy gave rise to a more culturally diverse society, in which multiple identities have coexisted. The Chinese who came to Taiwan in 1949 (known as Mainlanders or *waishengren*) usually held a pro-China position, while many other Taiwanese became more determined to assert their distinct Taiwanese identity.

Following the lifting of martial law in 1987 and the democratic transition in the 1990s, the old social and political order was overturned. A process of “Taiwanization” or “indigenization” began, including the growth of Taiwan studies and the reform of the history curriculum, challenging the memory of Taiwan’s past that had been constructed by the authoritarian regime. Native Taiwanese, as the majority population, gradually distinguished themselves from the mainlanders who migrated to the island in 1949, and generated different memories of Taiwan’s turbulent past, such as the Japanese colonial rule, and the KMT authoritarian period.

The textbook controversy

The co-existence of Taiwanese identity and Chinese identity in Taiwan has influenced the ways in which the island's history has been presented in history textbooks. During the authoritarian period, history textbooks held a "China-centric" historical view, focusing on the glories of China's past and touching only briefly on the history of Taiwan. From the 1950s through 1980s, the Republic of China (ROC) government designed a school curriculum that indoctrinated students into a belief that "loyalty and devotion to the ROC as a nation was the primary duty of all citizens."

Students were cultivated to appreciate Chinese culture, history, and geography, and to be dedicated to the anti-communist ideology. When mainland China suffered from catastrophic Cultural Revolution, the ROC government depicted Taiwan as the reservoir for traditional Chinese culture. The island of Taiwan was treated merely as one province of China, and was labeled as a temporary solution until control of the mainland was regained.

However, the ROC government opened the door to democratic reform in the late 1980s. The years since then have ushered in a new era of democracy, liberalization, and new identity formation. After Lee Teng-hui, a Taiwanese politician, became the first freely elected president in 1996, he accelerated the process of Taiwanization, by creating a new Taiwanese identity and attempting to build a separate independent nation-state. One of the results of this process was the reform of the school curriculum and history textbook. In 1997, the Lee administration introduced a new set of junior secondary school textbooks entitled *Getting to Know Taiwan*. The textbooks rejected the view that made Taiwanese history subordinate to Chinese history. They portrayed Taiwan as a distinct multicultural community that was subject to diverse cultural and political influences dating back 400 years.

One of the main arguments of the textbook *Getting to Know Taiwan* was that Taiwan experienced a tragic historical process, during which people in Taiwan had never been "masters of their own home." Rather than favoring the pro-China narrative, the textbook attempted to portray Taiwan as distinct from the Chinese mainland, treating the Nationalist Chinese as one of the "occupiers" of Taiwan, just as the Dutch, Koxinga, and the Japanese. For example, the people who immigrated from the mainland were no longer referred to as "Chinese people (*Zhongguo ren*)," but "people of Chinese culture (*Zhonghua ren*)," or even "Taiwan people (*Taiwan ren*)." The description of Japan's surrender of Taiwan to ROC in 1945 was the "glorious retrocession" in the old, pro-China textbook. But now it was merely referred to as "the end of the war." It is also noticeable that the textbook highlighted the modernization brought by the Japanese, rather than simply condemning Japanese exploitive colonial rule. Furthermore, the new textbook covered many once-forbidden topics, such as the February 28 Incident in 1947, and other incidents of KMT government violence towards the civilian population. For the first time, the history of Taiwan was featured in a single volume, though it served as supplementary readings to Chinese history. These

initiatives were aimed at promoting a Taiwanese national identity and promoting the idea that Taiwan had a history separate from China.

In 2008, the political tide turned again when the KMT returned to the presidency. They tried to revitalize Taiwan's cultural and economic ties with mainland China. In the education system, the new curriculum changes were suspended and history education again was pushed to connect Taiwan more directly to Chinese history. For example, historical incidents reflecting the severity and violence of KMT rule such as the February 28 Incident were watered down in the new round of books.

Epilogue and Conclusion

In the summer of 2015, hundreds of students of Taiwan stormed the Ministry of Education to protest this latest series of history textbook revisions which, claimed the young activists, emphasized a Chinese view of Taiwan and devalued Taiwanese identity and history. One year later, the Democratic Progressive Party (DPP), with its pro-independence stance, quickly rescinded the textbook changes after winning the presidential election.

As a former Japanese colony from 1895 to 1945, and then a retreat for the defeated Nationalist KMT government in 1949, Taiwanese society has been struggling with culturally and ethnically mixed identities. Taiwan society's representation of its past is highly contested, as different memories of the past continue to co-exist and clash in the struggle to construct a common identity in Taiwan.

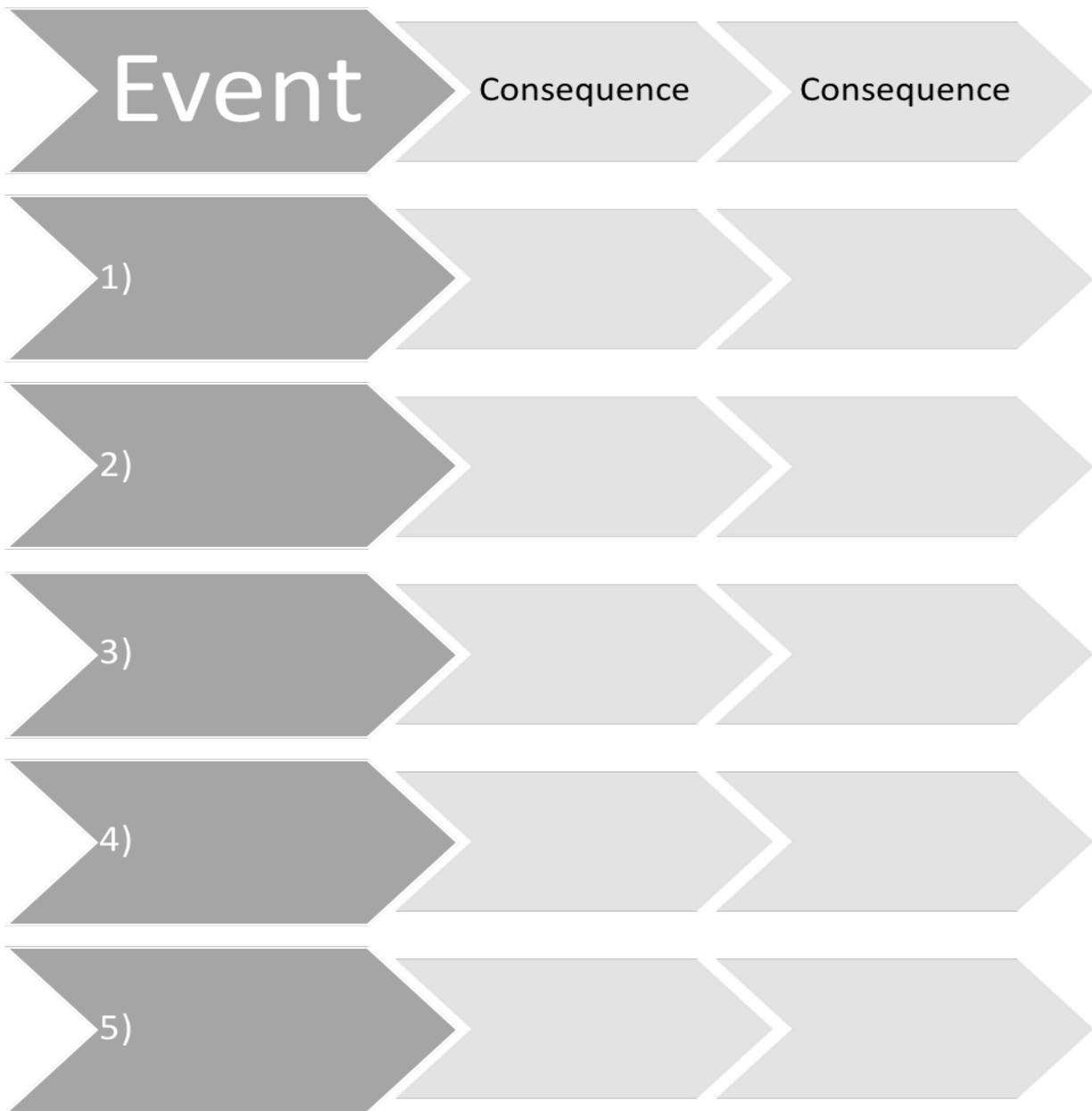
The textbook debate in Taiwan is one part of this struggle, but this conflict is not unique to Taiwan. History textbooks have become a sensitive issue in many countries. They offer a primary vehicle through which the official historical narrative is shared and privileged. The Taiwan case, nevertheless, suggests that knowledge production and history education are by no means a state monopoly, but rather part of a process of civic engagement and societal dialogue. From 1949 onwards, history education in Taiwan witnessed a transformation from a state-centered enterprise which indoctrinated nationalist ideology to a socially-involved process that emphasized autonomy and an appreciation of diversity. Though the future of Taiwan is uncertain, the trend of public engagement in generating conversation around national identity and history seems to be here to stay.

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Education Design, Evaluation, and Research

Handout # 1

Turning Points Graphic Organizer

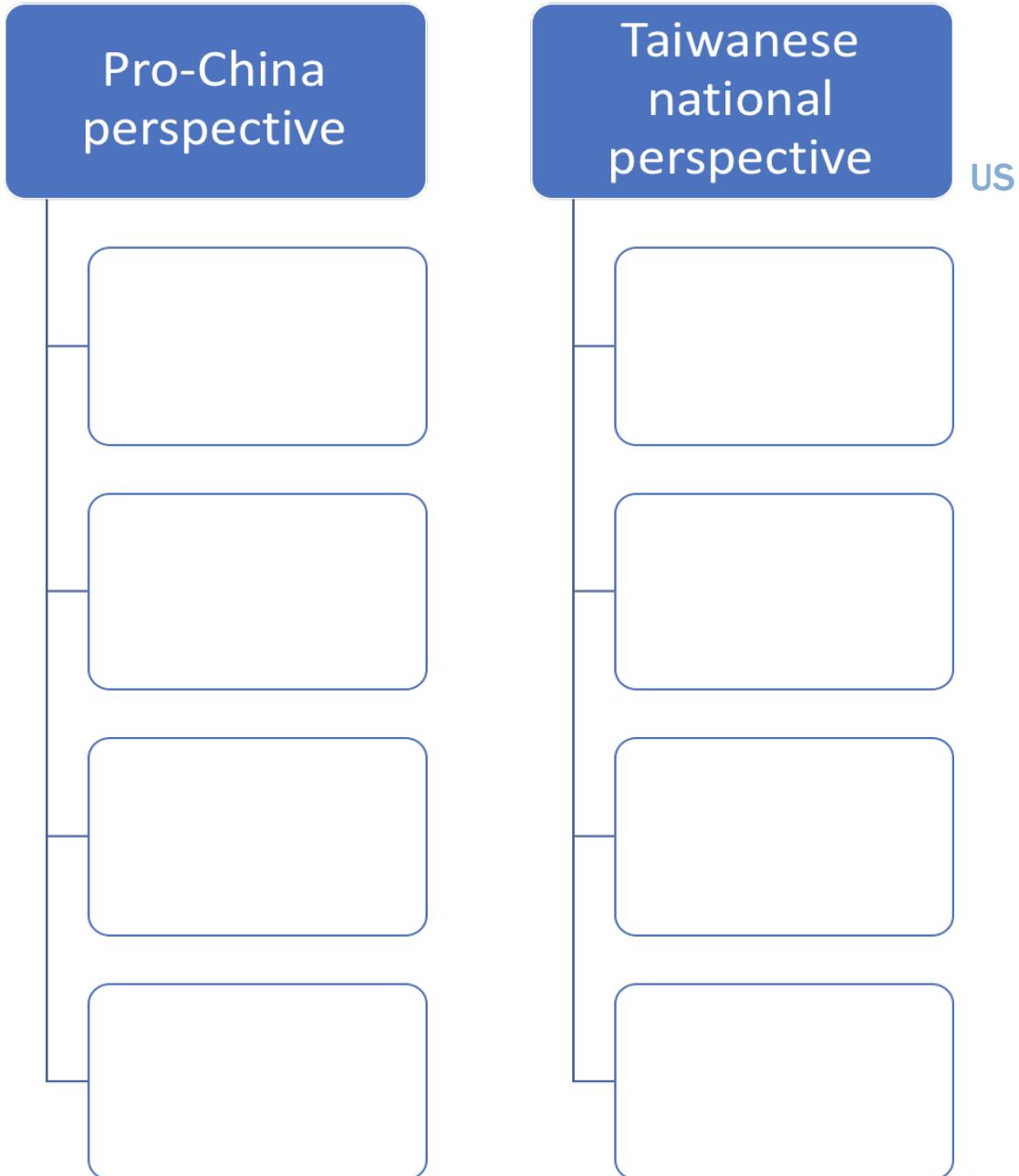
A **Turning Point** is a specific, significant moment when something begins to change. As you review the history of Taiwan, look for Turning Points. Identify five events that were turning points using the graphic organizer below, explaining two consequences or effects of each event



Handout #2

Perspectives Graphic Organizer

In your own words, summarize the main difference between these two perspectives:



Extension Activity:

Textbook Controversies: Different representations of our history

Identify a history textbook used in your school and produce an analysis (either in written or PowerPoint presentation format depending upon your teacher's instructions) that explores the following questions in relationship to a specific historical event (e.g. the Civil War, slavery in the United States, the New Deal, the dropping of the atomic bomb in WWII, American treatment of Holocaust survivors after the war, the Civil Rights Act of 1965, etc.):

- How is this event described/portrayed in this textbook?
- Does this textbook acknowledge alternative perspectives?

Carry out additional research to see if there are other perspectives on this event, or other ways of describing it, and answer the following questions:

- What alternative explanations/accounts exist and how do they differ from what is presented in the textbook?
- How might the account offered in the textbook function to shape American identity for different people?
- Would you rewrite this account? Why or why not? If so, how?

Articles on the Civil War and Textbooks

- <http://www.dailytexanonline.com/2017/06/18/texas-textbooks-dangerously-misrepresent-causes-of-civil-war>
- https://www.washingtonpost.com/opinions/whitewashing-civil-war-history-for-young-minds/2015/07/06/1168226c-2415-11e5-b77f-eb13a215f593_story.html?noredirect=on&utm_term=.7f464e5e73ee
- <https://www.houstonpress.com/news/5-reasons-the-new-texas-social-studies-textbooks-are-nuts-7573825>
- https://www.washingtonpost.com/archive/politics/2002/03/26/civil-war-still-being-fought-in-schools/e86c19b9-eedd-46dd-91d1-3f1f00e2f2f1/?utm_term=.d6a658b2cc48
- <https://www.nytimes.com/2011/03/17/arts/design/in-the-south-civil-war-has-not-been-forgotten.html>

Lesson 6

Politics, Identity, and Globalization: Creative Project

Driving Questions

- How are our identities shaped by globalization?
- How are we connected to the world?
- What are the challenges of globalization and how should we respond to them?



Enduring Understandings (among many others!)

- In our globalized world, identity formation is complex and potentially influenced by many different factors.
- We have the opportunity to interact with diverse cultural influences from across the world and integrate them into our own identities (or not!). How this happens is different from person to person.
- People across the globe are interconnected in multiple ways. Our economies are dependent upon each other, and our cultures and ideas are rapidly expressed and shared through the internet and modern media.
- Globalization, both cultural and economic, presents many challenges, particularly with respect to issues of equity and social justice. Globalization shapes us all in some way, but not everyone benefits from it equally.

Overview

This lesson is a final project in which students will reflect on their own identities in the context of globalization and develop a creative project.

Learning Objectives

- Students will demonstrate their understanding of the impact of globalization on identity formation by exploring their own globalized identity through a creative project.
- Students will plan and carry out their creative project, expressing their own ideas on identity and globalization and communicating these ideas to an audience of their peers.

Connections to content Expectations / Standards

Common Core Anchor Standards for Reading

- [CCSS.ELA-LITERACY.CCRA.R.7](#)
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Common Core Anchor Standards for Writing

- [CCSS.ELA-LITERACY.CCRA.W.6](#)
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-LITERACY.CCRA.W.7](#)
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-LITERACY.CCRA.W.8](#)
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Key Concepts

- Globalization
- Global issues
- Identity
- Challenges of globalization

Teacher Preparation and Instructional Resources

- This is a final project that will involve a fair amount of independent work on the part of students. Feel free to adapt it to make it a group project, but give your class ample time. Students will need internet access and technology to effectively engage with this project.

- The lesson begins with a brainstorming activity for which students will need chart paper and markers. Students should be organized into groups of three or four students and each group will need three sheets of chart paper and three markers. Alternatively, if you prefer to use technology, students can create Google slides or documents, or use a bulletin board app like Padlet.com to list their brainstormed ideas.
- You should develop a clear timeline for students and present that to them as well, and you should also consider whether or not students will have class time to work on the project, or if it will all take place outside of school.

Lesson Handouts/Materials

- *Politics, Identity, and Globalization* Creative Project Guide
- Creative Project Proposal
- Creative Project Rubric
- Guide to Producing an Artist's Statement

Lesson Sequence

Opening

1. Begin this final lesson by explaining to the students that they will develop a creative project that explores and expresses their own ideas about identity and globalization. To start them off, organize them into groups of three to four students and provide each group with three pieces of chart paper and markers (or devices if they are going to work online).

Explain to the students that their project will answer one of three questions (in bold below). Tell them that they will work in their groups to brainstorm ideas related to each question and list them on a piece of chart paper per question. Help them better understand the prompts by asking them to think about the supporting questions below the bold questions. You might want to project these as well.

- **How are our identities shaped by globalization?**
 - How are we influenced by other cultures and places?
 - How have cultures different from our own influenced us?
 - What online “global” trends influence us?
 - How have we been shaped by the spread of ideas across the world?
- **How are we connected to the world?**
 - Where did our ancestors come from?
 - What places have we visited?
 - What customs from other places have we taken up?
 - How are we a part of the global economy? Where does our “stuff” come from?
 - What global problems have an impact on us?
- **What are the challenges of globalization and how should we respond to them?**
 - What environmental problems are caused by the globalization of industry and trade?
 - What social and political problems result from globalization and the connection of different places by economic interests?
 - What global issues (problems that impact many people all across the world) concern us most?
 - How can we contribute to solving global problems?

Give students time to brainstorm in their groups and jot down ideas (probably no longer than 15 minutes). Then have them spread their chart paper out or hang it on the wall. Next, have students engage in a brief gallery walk where they move in their groups to see what ideas other groups generated. Encourage students to take note of ideas they like and add them to their own chart paper afterwards.

Have students return to their seats in their groups and quickly review each of the topic areas with each other. Ask each group to share one idea from each of the questions with the whole class. Take this opportunity to clarify any misunderstandings about the questions.

Guided Inquiry

3. Next, pass out the *Creative Project Guide* and ask students to read it over with their groups. Review it out loud with the class and explain the different sections. Students are to choose one topic question and one type of project, or to suggest their own idea for your approval. The project requirements are also listed and should be reviewed. If helpful, also pass out the rubric and review it. Ask the class if they have any questions. Point out which projects require an artist's statement and quickly explain what that is (see *Guide to Producing an Artist's Statement*).

Now pass out the *Creative Project Proposal*. Review it with students and explain that they (or their groups if you choose) will need to develop and submit a proposal before they start working on it.

Ask if anyone already has a possible idea for a project, and have them share ideas with the class. Talk through potential ideas to help students envision their options (e.g. a song about climate change and how it will affect everyone in the world; a collage on identity that shows multiple global influences on a student's identity; a short story about how two people across the world are tied together through the production and use of a particular product).

Give students class time to work on their proposal if you are able, and move through the class checking in with students and answering questions. Set a deadline for the proposal and review them to make sure they are on topic and realistic. Approve proposals that look good, with feedback as necessary, and meet with students who have incomplete or problematic proposals to help get them on track. For student producing a product requiring an artist's statement (see project guide), provide them a copy of the *Guide to Producing an Artist's Statement*.

Independent Practice

3. Students can now begin working independently on the project, or with their groups. Again, whether this takes place at home or in class is up to you as the teacher. Build in regular check-in times and monitor student progress. Help students problem solve as issues arise.

Reflection

4. Develop a means for students to present and share their projects when they are due. This can be in the form of a mini-academic conference in which half of the class stands with their work while the other half moves through the class looking at each project and listening to brief presentations, and they then all switch roles.

You might also divide the class into groups of six to eight students and have students present their work to each other in smaller groups. If you have time, you might have everyone do a brief presentation. When having students present, it is best for audience members to have some sort of concrete task, such as using a See Think Wonder protocol to keep track of their thinking about a certain number of projects. (In this protocol, students respond in writing to the following questions: What did you see, What did it make you think, and What did it make you wonder?).

Close the presentations out by asking students to reflect in writing on what they learned about globalization from their classmate's projects. They should identify two to three take away points and write them on an Exit Pass.

Assessment

- The Creative Project Rubric (see below) is the primary assessment tool for this project.
- This project can serve as a core assessment for this collection of lessons, or it can be used on its own.
- The rubric can and should be adapted to meet the needs of your class!

Handout # 1

Politics, Identity, and Globalization

Creative Project Guide

Questions to consider:

- How has your identity been shaped by globalization?
- How are you connected to the world? What is your global role?
- How you impacted by the challenges of globalization? What global issues matter to you and why, and how can you help solve them?

Each project/product should:

1. Center on addressing one of the questions above, or on a different question about globalization that the teacher has approved.
2. Explore or represent student views on the question or problem.
3. Demonstrate understanding of globalization and how it impacts people.
4. Inspire reflection and raise important new questions.
5. Speak to a target audience.

Choose one of the following projects as a way to help your audience think about the impact of globalization, or come up with your own for teacher review:

Performance w/ artist statement	Multimedia product	Written product
Creation and performance of an original song, rap, or spoken word piece – with lyrics, artist’s statement	Public Service Announcement (PSA) campaign with content outline, accompanying posters, brochures, or video	Short story
Short play – with script and introductory overview.	Graphic Novel	Poetry collection
Interpretive dance or musical performance with artist’s statement and analytical outline.	Visual art piece with artist’s statement and visual analysis	Testimony / oral history project with a written plan for how it will be used to raise awareness.
Instructor-approved student proposal (can be in any category).	Mini-documentary script or storyboard as well as a director’s statement.	

Note: All final products will involve some form of written reflection, but they will vary with the form of product selected.

Creative Project Proposal

Who?	Name(s):		Teacher Comments
What?	Message:		
	Statement of Purpose: (what do you hope to communicate and accomplish with this piece?)		
	Deliverable/Product:		
How?	Medium / mode / art form:		
	Materials Needed:		
Why?	Rationale: Why does this issue matter? Why did you choose this particular art form or means of expression?		
	Connection and Contribution: How will your work connect to other works of art? How/what are you contributing to the conversation around this issue?		
When	Timeline:		

Creative Project Rubric

	<i>Not Meeting</i> 0	<i>Approaching</i> 1	<i>Meeting</i> 2	<i>Exceeding</i> 3
Product / Performance	The student inconsistently demonstrates an understanding of the principles and elements of the art form in use, and has difficulty demonstrating sensitivity to, and creativity with, the medium chosen. The work produced is of substandard quality, and is presented in a non-professional manner.	The student demonstrates an understanding of the principles and elements of the art form in use, and demonstrates some sensitivity to, and creativity with, the medium chosen. The work produced demonstrates a developing quality, and is presented in an acceptable manner.	The student demonstrates an understanding of the principles and elements of the art form in use, and demonstrates sensitivity to, and creativity with, the medium chosen. The work produced demonstrates quality, and is presented in a developing professional manner.	The student demonstrates a thorough understanding of the principles and elements of the art form in use, and demonstrates sensitivity to, and advanced creativity with, the medium chosen. The work produced demonstrates high quality, and is presented in a professional manner.
Analysis	The student does not demonstrate an ability to analyze and interpret the art form in use. The student does not demonstrate any clear understanding of this art form.	The student demonstrates a developing ability to analyze and interpret the art form in use. In this, the student demonstrates an understanding of this art form at a beginning level.	The student demonstrates proficient ability to analyze and interpret the art in use. In this, the student demonstrates a good understanding of this art form at a medium level.	The student demonstrates an exemplary ability to analyze and interpret the art form in use. In this, the student will demonstrate an excellent understanding of this art form at a high level.
Content / ideas	The student does not include relevant content/subject matter and does not communicate ideas connected to a social justice issue.	The student includes basic content/subject matter and attempts to communicate ideas connected to a social justice issue.	The student includes relevant content/subject matter and communicates ideas connected to a social justice issue.	The student includes relevant and clear content/subject matter and effectively communicates ideas connected to a social justice issue.

Message / purpose	The student does not communicate a clear message with the work and the purpose of the work is difficult or impossible to determine.	The student communicates a basic message with the work and suggests a general purpose for the work of art.	The student communicates a clear message and creates a work of art with a discernible purpose.	The student powerfully and effectively communicates a clear message and the purpose of the work of art is clear.
Other				

Adapted from: https://www.otis.edu/sites/default/files/Fine_Arts_Rubric61.pdf

Handout #2

Guide to Producing an Artist's Statement *(required for some of the project ideas):*

An artist's statement is a written piece that accompanies a work of art, and it functions to introduce audience members to the artist and their work, focusing in particular on the specific project in question. The following components generally make up an artist's statement:

- 1) A short, introductory paragraph that focuses on the basic ideas and form of the work in question.
- 2) A second paragraph that provides more detail about the representation of key ideas or issues in the work.
- 3) Additional items that can be included in a full page statement include:
 - a. The rationale and history behind the work.
 - b. The overall vision of the artist.
 - c. What the artist wants the audience to consider and/or experience.
 - d. How this work ties to previous work by the artist, or how it departs from past work.
 - e. How this work connects to the work of others, and it how it fits into the history and trends of the particular art form.
 - f. Inspirations, influences, and sources for representations, images, etc.
 - g. Important techniques and/or materials for this piece.
 - h. How this piece represents a particular philosophy or approach of the artist.
- 4) A final paragraph can restate the most important points, invite the audience in, and raise any final questions you hope they will consider.