Instructor: Mrs. Katherine Williams-Sams
Class: 10ᵗʰ grade English Language Arts
Unit: Cultural Reading Circles
Durations of unit: approximately 2 months

Themes for Unit: Cultural identity, the immigrant experience, tradition vs. assimilation, and cross-cultural connections and exchanges

Organizing/Essential Questions for Unit:
- Q1 What is cultural identity and why is it important?
- Q2 What happens when cultures clash? How can we learn from this?
- Q3 What conflicts arise from clinging to tradition vs assimilating? How can one find balance between tradition and change?
- Q4 What challenges and obstacles do all immigrants face when moving to a new place?
- Q5 What is race? What is ethnicity? What is nationalism? What is culture?
- Q6 What makes us the same? What makes us different?
- Q7 How does race and culture blend? Change? Evolve? How/why does migration change culture?

CA Common Core Content Standards
ELA
Grades 9-10
Reading Standards for Literature
Key Ideas and Details
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Writing Standards
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes endnotes. CA
9. Draw evidence from literary or informative texts to support analysis, reflection, and research.

Speaking & Listening
Comprehension and Collaboration
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation and Knowledge of Ideas
4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that the listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g. argument, narrative, informative, response to literature presentations) audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Overview of Middle College High School
Middle College High School is a small public high school in the West Contra Costa Unified School District, which is a large, urban, ethnically diverse district in the SF Bay Area (East Bay). Our high school is located on the Contra Costa College campus. We are a concurrent enrollment program, meaning that our students are enrolled in both high school and college courses throughout their high school careers. I teach three sections of English 2 (10th grade), three Early College Seminars (support classes, much like study halls, for our students' college classes), and Leadership (9th-12th grade). According to our School Accountability Report Card, our school demographics are: 24% Black or African American, 12.4% Asian, 5.6% Filipino, 50.2% Hispanic or Latino, 1.5% Native Hawaiian or Pacific Islander, 5.6% White, 0.4% Two or More Races, and 56.2% socio-economically disadvantaged. Given our diversity, I decided to write a grant in order to purchase ethnically diverse literature to supplement the district provided curriculum. Last year, I started teaching an ethnically diverse unit implementing reading circles.

Unit Introduction and Overview
In the cultural reading circles unit, students self-select a text from four predetermined options related to common themes. Each group reads and discusses their chosen text with peers in reading circles. All of the text options relate to common themes and the Essential Questions for the unit, which are listed above. Students participate in reading circles and guided discussions about the texts in order to collaboratively examine the themes at a deeper level. Some of the strategies I implement during this unit include: Quick Writes (QW), Socratic seminars, fishbowl discussions, cooperative learning groups, collaborative conversations, close readings, reading journals, an interview project, and teacher and student-generated reading questions. At the end of the unit, students will create "Silk Road" presentation as one of their final

projects. For this "Silk Road" presentation, each reading circle group will select one aspect of the culture represented in their book and trace the origin, evolution, and path of transference of this aspect of culture across the world. For example, students may research and trace the origin of mahjong or ballet folklorico and trace how, when, and where this tradition originated and how it spread and changed over time. Students will use a digital map to trace this path and to provide a visual representation of the path during their oral presentations. Students will also write an essay about their book and how it relates to the common themes of the unit. The books in this unit include:

- *Barrio Boy* by Ernesto Galarza
- *The Joy Luck Club* by Amy Tan
- *The Namesake* by Jhumpa Lahiri
- *Things Fall Apart* by Chinua Achebe

Key Activities in Unit
Beginning/Intro
QW: What ideas, artifacts, celebrations, etc. did your parents or grandparents (or further back) bring to America (that aren't traditionally American)? What are some cross-cultural influences you recognize in your own life?
Think-pair-share
PPT: At the beginning of the unit, I will introduce the concept of the movement of objects and ideas through trade routes and migration and the resulting cross-cultural influences. I will start with a PPT on the movement of the pearl motif that appears in many works of art across cultures along the Silk Road. I will also include the movement and evolution of Buddhism along the Silk Road. I will relate this to the Essential Questions about how cultures blend and change or evolve through migration. The Silk Road and migration caused cultures to blend and merge as they were influenced by the other cultures they met along the road. I will also give a brief overview of the Silk Road and some examples of how cultures influenced each other (art with animals that weren't native to that area suggests trade and influence, etc.). Discussion on PPT and cross-cultural influences.

Reading Journals
As students read their cultural reading circle books, they will keep a reading journal where they will collect examples of cross-cultural exchanges and cultural blending, as seen in their books. They may also record examples of blended culture within their own lives. They will set this up like Cornell Notes. In the left margin, students will write the example of the artifact, food, celebration, etc. from the book that comes from the character's native culture. They will also include the page number here. On the right side, students will write what happens to this item or idea in the book and add personal commentary. (Example: In *The Namesake*, the mother wants to make a snack from India which she craves during her pregnancy, but she can't find the ingredients in America, so she improvises using Rice Krispies, peanuts, onion, salt, lemon juice, and green chili pepper. It can often be difficult to exactly replicate food or other aspects from one's country of origin due to available resources (or lack thereof) in different countries.)

Interview
Students will interview a family member about coming to America and record their interviews using the StoryCorps app.

During Reading
- Students will record weekly journal entries while they read.
- Students will answer reading questions about their books.
- Students will discuss their books with their reading circles.
- Reading circle groups will participate in fishbowl conversations where they will discuss their book and relate their book to the Essential Questions and themes of the unit.

- The whole class will participate in Socratic Seminar discussions about their books and how they relate to the Essential Questions and themes of the unit.

Breakout Lessons for Each Book in Unit
Barrio Boy
Lesson on Dia de Los Muertos

The Joy Luck Club
Lens analysis with images

T*hings Fall Apart*
Writing folklore

The Namesake
Compare/contrast government/ social systems & create an ideal government/social system

For each breakout lesson, I will also ask the students to discuss how each lesson relates to cultural identity, immigration, tradition vs. assimilation, cross-cultural connections and exchanges, and the Essential Questions for the unit.

Final Assignments
Students will select one aspect from their book's culture and trace where it came from and how it was brought to America. Students will map the "Silk Road" of this object or idea. Examples: Games (like Mahjong), celebrations (like Chinese New Year's Parade), food, dance, music, etc. Students will create an oral presentation along with a digital map to trace the journey of this item or idea. Students will research and share how this tradition changed and evolved as it migrated.
Students will write essays about their book and how it relates to the themes and Essential Questions of the unit.

Sample Lesson
Breakout Lesson for *The Joy Luck Club*
Lens Image Analysis/ Visual Inquiry

Essential Questions for Lesson:
- How does your past, experience, and background impact perspective?
- How does perspective or the lens through which you view the world influence perception?
- How does perception influence analysis?
- How does your image relate to the themes and Essential Questions for the unit?

Objectives:
- Students will be able to **think critically** using different lenses and **analyze** an image through different lenses or perspectives.
- Students will be able to **differentiate** between varying perspectives and **recognize and analyze** how experience/ background/ and one's lens impacts interpretation or perspective.
- Students will be able to **collaborate** with peers and **work cooperatively** and **effectively** within a small group.
- Students will be able to **effectively convey various perspectives** of a single image in **writing**.
- Students will be able to **use the website** flipgrid.com to **create** share their findings with peers, thus incorporating technology in the classroom and advancing their technological skills.
- Students will be able to **draw connections** between each image and the overall **themes** and **Essential Questions** for the unit.

Materials & Equipment
PPT
Photos
KWL graphic organizer for each student
Explanation of various lenses
Information about each image
Papers/pens/pencils
Student tablets
Wi-Fi access
Teacher computer
Overhead
Screen

Teacher Preparation:
Create the PPT
Select and research images
Select and understand the lenses
Draw connections between the images and the themes and Essential Questions for the unit.
Become familiar with flipgrid.com

Time:
2 block class periods

Procedures:
1. Students will analyze images through the lens of:
   - Historian
   - Storyteller
   - Archaeologist/ Anthropologist/ or Architect (Students will select one of these lenses based on their image and which lens is most appropriate for that image. For example, are there people in the image? Or is it an image of a building, wall, or architecture?)
   - Students begin the lesson by filling out a KWL on the above listed lenses. Students will add to the KWL throughout the lesson.

2. Modeling with image of Palace Maid Painting (684-701 AD) from Qianling Mausoleum.
   - Show students the image without the title. Ask students: What is going on in the image? What do you notice/see? Who are these people? What are they doing?
   - Go over each lens and ask guiding questions to help the students make inferences about the image based on each lens.
   - Students share their inferences.
   - Students view the image with the title along with some of my researched explanations and further guiding questions for each lens.
   - Historian: Research the era, the dynasty, the person the tomb it belonged to, etc.
   - Storyteller: Look at the image, and write a narrative based on the image. Who do you imagine these ladies were? What is their story? How did they feel? Creative writing.
   - Social Archaeologist/Anthropologist: Look at what the women are wearing. What does this suggest about their social status? Do they have shoes on? If so, what kind? Do they look nice? What does this say about their status? Look at their hair and makeup. What might this suggest? What objects are they holding? Use evidence in the image to draw conclusions about their social status. Also look up what these articles of clothing and objects would have meant at that time in history. Use claim/evidence/reasoning.

- Students analyze how the inclusion of the title changed their perception of the image.
- Ask what the image reveals about this culture's views on other cultures. Is there evidence of cross-cultural influences seen in the image? Can the students relate this image to any of the Essential Questions for the unit? For example, does the image reveal anything about cultural identity and values, etc.? *Note: not all images will relate to each Essential Question, but each image can be related to at least one of the questions for the unit.*

3. Lens jigsaw
   - Divide class into three equal groups (lens groups for historian, storyteller, and archaeologist/ anthropologist/ architect)
   - Each group discusses their assigned lens and what to consider or research as the "expert" for this lens.
   - Students become "experts" on their lens through collaborative conversations and research.

4. Break class into groups of 3, with one member from each lens group in each newly formed group.

5. Assign images to each group.

6. Each group will analyze the image through all three lenses. Each "expert" will be responsible for their lens.
   - Historian: Research history
   - Storyteller: Write a creative narrative based on the picture.
   - Archeologist/ Anthropologist/ Archeologist: Make inferences about the people in the image based on what they are wearing, carrying, doing, etc. Or look at the architecture and make inferences about who would have lived or been there. Use claim/evidence/reasoning to support your inferences.

7. Each "expert" will share their analysis with their group members.

8. As a group, students will analyze their image as it relates to the Essential Questions for the unit.
   - What does the image say about cultural identity?
   - Does the image reveal cultural clashes? If so, how/why? What does this mean?
   - Does the image seem to favor tradition over assimilation or vice versa?
   - What does the image reveal about this culture's views on immigration?
   - What evidence of cultural-blending is apparent in the image?

9. Students insert their analysis and lens information for their image in flipgrid.com.

10. Students share their image and analysis with peers through flipgrid. Students will view at least 3 other groups' flipgrid assignments and give feedback, or, if time permits, I will conduct a Gallery Walk with the entire class.

Assessment
Image Analysis
Students will present the image and their explanations to the class using flipgrid.com. I will assess the accuracy of the historical information, the logical reasoning used for drawing inferences, and the creativity of the story.

Other assessments for unit (2-month unit)
Journal assessment

Students will record examples of cross-cultural blending within their texts.
Students must include at least one journal entry per week.
On the left, they must include the object or idea and page number. One the right, they must include an explanation and analysis.
I will grade the journal based on adherence to directions, quality, and quantity of entries.

Participation
I will evaluate students based on their participation in Socratic seminars, fishbowl conversations, reading circle group collaboration, and other class activities.

Interview
Students will interview a parent, grandparent, or other relative about how, when, and why their family came to America.
Students will write their own interview questions (minimum 10).
Students will use the StoryCorps app to record and post their podcast interview
Students will also submit a written transcript of the interview for my evaluation.

Group research project
Each reading group will select one aspect of the culture of their book to research (could be a celebration, game, dance, food, music, etc.).
Each group will research the origin of this tradition and trace how, when, and why it came to America. They will consider any changes or evolution of the tradition over time and how/why the tradition changed. Students will use Google Maps and a PPT platform to create a presentation tracing the path of this tradition from its origin to America. Students will give an oral presentation to the class, complete with a PPT presentation and possible class interactive demo to teach their peers about the culture of their book and specifically about the selected aspect of culture which their group has chosen for their book.

Paper
I will grade the final paper using an essay rubric.

Grades 9-12 Analytical Writing Rubric by turnitin.com

Criteria	4: Advanced	3: Proficient	2: Developing	1: Emerging
Claim/Focus	The essay makes a clear claim about the purpose, effectiveness, or message of the text(s) based on the strategies, techniques, or devices of the text(s). The essay maintains focus on analyzing the text(s), using the whole essay to develop the claim and thoroughly address the demands of the prompt.	The essay makes a clear claim about the purpose, effectiveness, or message of the text(s). The essay maintains a focus on the text(s), but may stray at times from developing the claim. If more than one text is being analyzed, the essay demonstrates a good balance between or among the texts and addresses the demands of the prompt.	The essay makes a claim about the text(s), but may not connect the claim to the strategies, techniques, or devices of the text(s). The essay may maintain focus on the text(s), but not the analysis (or vice versa). If more than one text is being analyzed, the writer may neglect one or more and may not fully address the demands of the prompt.	The essay does not have a claim about the text or about the strategies, techniques, or devices of the text(s), but may instead offer overly general facts as a claim. The essay does not develop a claim throughout the essay and does not address the demands of the prompt.
Analysis/Evid	The essay cites the most appropriate and valid evidence to support its claim and fully explains how the evidence cited leads to the message or purpose of the text(s). The essay demonstrates insightful reasoning and full understanding of the strategies of the text(s).	The essay cites appropriate evidence to support its claim and follows up evidence with explanations of how it works to achieve the author's message. Summary, if present, is balanced with analysis. The essay demonstrates some reasoning and a basic understanding of	The essay relies too heavily on summary and offers only vague analysis to support its claim and evidence is not followed up with analysis. The essay demonstrates very little reasoning, and instead includes assertions about the text's or texts' strategies.	The essay does not use evidence from the text(s) for the purpose of analysis. The essay may incorporate summary without analysis, neglecting to focus on the features of the text(s).

		the text's or texts' strategies.		
Organization	The essay incorporates effective transitions and an organizational structure that enhances the analysis. The essay includes an effective introductory paragraph and a concluding paragraph.	The essay's transitions and structure make it clear and easy to follow. The essay includes an introductory paragraph or statement, as well as a concluding paragraph or statement.	The essay's transitions and structure may interfere with a full understanding of the writer's claim. The essay includes an attempt at an introduction/introductory statement and/or conclusion/concluding statement.	The lack of transitions and structure make the essay hard to follow. The essay is missing an introduction or conclusion of any kind.
Lang/Style	The essay has an established, formal style and objective tone that is maintained throughout. The essay uses mostly correct, varied sentence structure and uses precise language and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.	The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.	The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times in a way that may address the complexity of the topic inconsistently. The essay contains some errors that may, at times, interfere with meaning.	The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.

Cultural Research Presentation
Oral Presentation Rubric

Speaking & Listening Standards 6-12
Grades 9-10 Students
Presentation and Knowledge of Ideas
4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that the listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g. argument, narrative, informative, response to literature presentations) audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Categories	A	B	C	D
Content	Shows a full understanding of the material presented. The content is thoughtful and on- topic. Inferences are drawn between the topic and its meaning to the culture. There is in-depth analysis given about the topic.	Shows a good understanding of the material presented. The content is thoughtful and on-topic. Some inferences are drawn between the topic and its meaning to the culture, although these inferences could go deeper. There is some analysis given, although it could be more thorough.	Shows a good understanding of parts of the material presented. The content is on-topic. Limited inferences are drawn between the topic and its meaning to the culture. There is little or no analysis given.	Does not seem to understand the material presented very well. The content may not always be on-topic. No inferences are drawn between the topic and its meaning to the culture. There is no analysis given.
Delivery	Speaks clearly and distinctly. Intonation varies and volume is appropriate for the setting. Stands up straight, looks relaxed, and confident. Establishes eye contact with everyone in the room during the presentation. Speaks in complete sentences. Presentation is within the 3-5 minutes limits.	Speaks clearly and distinctly almost all of the time. Intonation varies somewhat and speaker can be heard for the entire presentation. Stands up straight and established eye contact with almost everyone in the room	Speaks clearly and distinctly most of the time. Mostly speaks in monotone and cannot be heard at times. Sometimes stands up straight and establishes eye contact with some of the people in the room.	Often mumbles or cannot be understood. Speaks in monotone. Sits or Slouches and/or does not look at people during the presentation. Rarely speaks in complete sentences. Is more than 2 minutes outside of the 3-5 minutes time limit.

		during the presentation. Speaks in complete sentences almost all of the time. Is no more than 1 minutes outside the 3-5 minutes time limits.	Speaks in complete sentences most of the time. Is no more than 2 minutes outside of the 3-5 minutes time limits.	
Visual	Has a visual that is highly appropriate and relevant to the presentation.	Has a visual that is appropriate and relevant to the culture, but not necessarily to the presentation.	There may be a visual, but it is not appropriate or relevant to the presentation or culture.	There is no visual.

Cultural Research Presentation
Oral Presentation Rubric

2.0 Speaking Applications (Genres and Their Characteristics)
Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students

2.3 Deliver research presentations:
a. Define a thesis.
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
d. Organize and record information on charts, maps, and graphs.

Categories	A	B	C	D
Content	Shows a full understanding of the material presented. The content is thoughtful and on- topic. Inferences are drawn between the topic and its meaning to the culture. There is in-depth analysis given about the topic.	Shows a good understanding of the material presented. The content is thoughtful and on-topic. Some inferences are drawn between the topic and its meaning to the culture, although these inferences could go deeper. There is some analysis given, although it could be more thorough.	Shows a good understanding of parts of the material presented. The content is on-topic. Limited inferences are drawn between the topic and its meaning to the culture. There is little or no analysis given.	Does not seem to understand the material presented very well. The content may not always be on-topic. No inferences are drawn between the topic and its meaning to the culture. There is no analysis given.
Delivery	Speaks clearly and distinctly. Intonation varies and volume is appropriate for the setting.\n\nStands up straight, looks relaxed, and confident. Establishes eye contact with everyone in the room during the presentation.	Speaks clearly and distinctly almost all of the time. Intonation varies somewhat and speaker can be heard for the entire presentation.\n\nStands up straight and established	Speaks clearly and distinctly most of the time. Mostly speaks in monotone and cannot be heard at times.\n\nSometimes stands up straight and establishes	Often mumbles or cannot be understood. Speaks in monotone.\n\nSits or Slouches and/or does not look at people during the presentation.\n\nRarely speaks in complete sentences.\n\nIs more than 2 minutes outside of the

	Speaks in complete sentences. Presentation is within the 3-5 minutes limits.	eye contact with almost everyone in the room during the presentation. Speaks in complete sentences almost all of the time. Is no more than 1 minutes outside the 3-5 minutes time limits.	eye contact with some of the people in the room. Speaks in complete sentences most of the time. Is no more than 2 minutes outside of the 3-5 minutes time limits.	3-5 minutes time limit.
Visual	Has a visual that is highly appropriate and relevant to the presentation.	Has a visual that is appropriate and relevant to the culture, but not necessarily to the presentation.	There may be a visual, but it is not appropriate or relevant to the presentation or culture.	There is no visual.

Image Analysis through Varying Lenses

Students will analyze images through the lens of

Historian

Storyteller

Archaeologist/ Anthropologist/ or Architect

Image 1

What is going on in this image? What do you notice or see? Who are these people? What are they doing?

KWL on lenses

- Historian
- Storyteller
- Archaeologist/ Anthropologist/ or Architect

Historian's Lens

- Where do you think this image came from? What clues help you to figure this out?
- How old do you think it is? When did it come from? What clues help you to figure this out?
- What is this image of? Who are these people? What clues help you to figure this out?
- Share out

Storyteller's Lens

- Make up a story about the people in the image and what's going on in the picture.
- Think-pair-share

Anthropologist's/ Archaeologist's/ or Architect's Lens

- What are the people wearing? What else do you notice about their appearance? What can you infer is the social class of the people pictured here? How do you know?
- What are the people doing? What does this suggest about their society? What can you infer about their role or place within their society?
- Share out

Palace Handmaidens from Princess Yongtai's Tomb

Inclusion of title with image

Does the inclusion of the title make you change your mind about any of the inferences you made about the image? How does the title alter your perception of the image? How important is it to know the title or where something you are analyzing comes from? Does where and when something comes from change your perception of it? How/why? What further information would you want to research for each lens, now that you know the title of the image?
Share out

Historian's Lens

As a historian examining this image, you would want to research the:
- Era (Tang dynasty)
- Person (Princess Yongtai)
- Tomb (Quinling Mausoleum)

The painting of the court handmaidens was found in the Quinling Mausoleum in Princess Yongtai's tomb dating back to the Tang dynasty (618-907 CE). It is believed that the princess was murdered by her grandmother Empress Wu Zetian (poisoned). It was not until after her grandmother died and Princess Yongtai's father became emperor that she was named a princess and reburied in a tomb fitting of a princess, complete with beautiful painting, including the one shown here (www.travelchinaguide.com).

Sources

- https://www.travelchinaguide.com/attraction/shaanxi/xian/qianling/yongtai.htm
- Anonymous :TOMB OF THE PRINCESS YONG TAI, Tang Dynasty (618-907) - Partial reproduction of a fresco :THE UNESCO WORKS OF ART COLLECTION
- Qianling Mausoleum – Wikipedia
- Tang dynasty – Wikipedia
- Princess Yongtai - Wikipedia

Storyteller's Lens

Look at the image, and write a narrative based on the image. Who do you imagine these ladies were? What is their story? How did they feel?

Creative writing sample:

It was Friday night, and the beauties of the Tang Dynasty were ready to paint the town red. The donned their finest dresses, swept their hair into elegant up-dos, and were ready to party! Mae Li was equipped with a glass of fine red wine, her favorite libation, and graciously enjoyed the fanning of her dear friend Sue Zhou. Yongjia, Wu Mae, and Xi'Ann were ready to get the party started with music, as they each brought their favorite instrument with which they planned to dazzle the crowd. Ying Yue proudly showed off her poetry book to Zhi Ruo and Wang Shu. She was ready to make the mic drop with her sic lyrics, spitting rhymes, to her friends' melodious, rhythmic beats. The women whispered excitedly in the candlelight as they waited to turn it up. Oh what fun the court ladies of the Tang Dynasty would have on this glorious Friday night!

Archaeologist's/ Anthropologist's Lens

Look at what the women are wearing. What does this suggest about their social status? Do they have shoes on? If so, what kind? Do they look nice? What does this say about their status? Look at their hair. What objects are they holding? Use evidence in the image to draw conclusions about their social status. Also look up what these articles of clothing and objects would have meant at that time in history. Use claim/ evidence/ reasoning.

The women have full figures and round, plump faces. They have pleasant expressions on their faces. They are well-dressed with elegant hairstyles. The are carrying everyday luxury items, such as wine, musical instruments, a book, etc. This would lead me to infer that they enjoy a somewhat elevated status. Since the title of the painting indicates that they are either court ladies or court handmaidens, this also indicates access to the inner court and royalty. Further research reveals that Empress Wu Zetian was first a handmaiden, then a concubine, then the first (and only) female ruler of the Tang Dynasty. Therefore, I would infer that the role of handmaiden does enjoy a somewhat high social rank. The Tang Dynasty also afforded women more freedom than the other Dynasties of this era (www.womenofchina.cn).

Sources

- Http://m.womenofchina.cn/womenofchina/xhtml1/people/history/7/7448-1.htm
- Http://history.followcn.com/2017/03/26/women-tang-dynasty/

Link to Essential Questions

- How does your past, experience, and the lens through which you view the world impact perspective?
- How does perspective, or the lens through which you view the world, influence perception?
- How does perception influence analysis?
- How does the image relate to the themes and Essential Questions for this unit?
- Think-Pair-Share

Further Discussion/ Questions

- Do you notice any cross-cultural connections in the image? Hint: Where did the wine come from?
- What, if anything, does this image reveal about this culture's view on other cultures?
- Does the image reveal anything about cultural identity and values?
- Any questions about the process?
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Themes and Essential Questions for Unit

Themes:

- Cultural identity
- The immigrant experience
- Tradition vs. assimilation
- Cross-cultural connections and exchanges

Essential Questions:

- What is cultural identity and why is it important?
- What happens when cultures clash? How can we learn from this?
- What conflicts arise from clinging to tradition vs assimilating? How can one find balance between tradition and change?
- What challenges and obstacles do all immigrants face when moving to a new place?
- What is race? What is ethnicity? What is nationalism? What is culture?
- What makes us the same? What makes us different?
- How does race and culture blend? Change? Evolve? How/why does migration change culture?

Lens Groups Jigsaw

- Count off from 1-3.
- All 1s will be HISTORIANS.
- All 2s will be STORYTELLERS.
- All 3s will be ARCHAEOLOGISTS/ ANTHROPOLOGISTS/ or ARCHITECTS.
  Get with your number/ lens groups.
- As a group, generate a list of what to look for when analyzing an image through your assigned lens.
- Become the "expert" on your lens.

Image Groups

- Get into groups of 3
- Each group must have 1 member from each of the 3 different lens groups.
- I will assign each group of 3 an image to analyze using each lens.
- Each lens "expert" will analyze the group image through your assigned lens.
- Share with your group.

Image 1: Chinese Railroad Workers Memorial

Image 2: The Great Wall of China

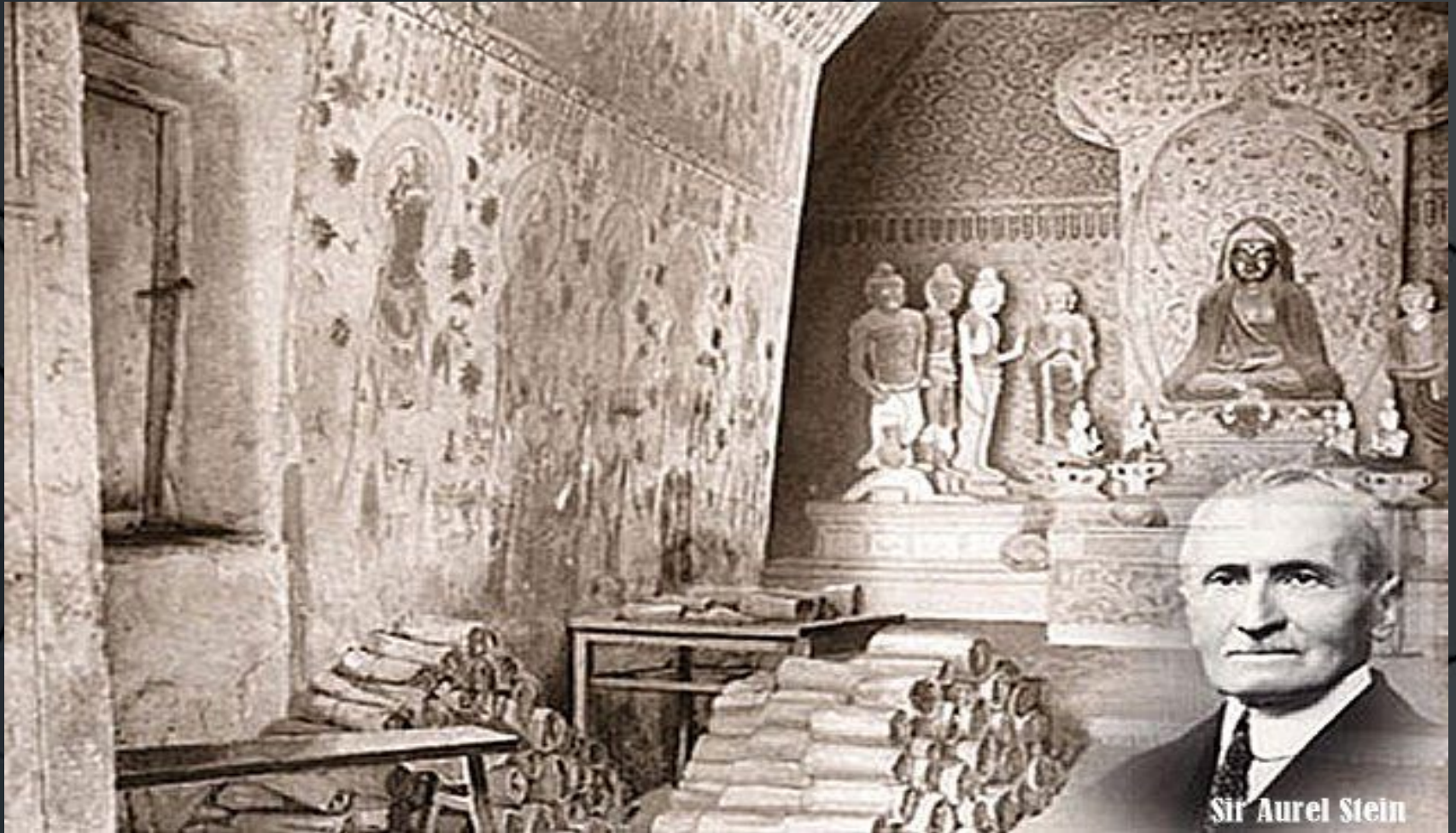# Image 3: Sir Aurel Stein & the Mogao Caves

Sir Aurel Stein

Image 4: 3 Reasons Why Chinese Workers Were the MVP's on the Transcontinental Railroad

Image 5: The Mural of Guests and Ambassadors

Image 6: Paul Pelliot examining manuscripts in the Library Cave- the Mogao Caves

Image 7: Tang Dynasty Camel Figurines

Image 8: The Forbidden City

Image 9: Site of the West Market- Center of the Silk Road

Image 10: Angel Island

Image 11: Big Wild Goose Pagoda

Relate your image to the Essential Questions for the unit

- What does your image say about cultural identity?
- Does your image reveal cultural clashes? If so, how/why? What does this mean?
- Does the image seem to favor tradition over assimilation or vice versa?
- What does the image reveal about this culture's views on immigration?
- What evidence of cultural-blending is apparent in the image?

Assessment/ Share Out

Image Analysis
- Insert the lens analysis for each lens for your image using flipgrid.com.
- Add your groups' analysis of the Essential Questions as they relate to your image.
- Share and respond to at least 3 other groups image analyses via flipgrid.com.
- Take notes and give feedback.