

# ACHIEVING GLOBAL AWARENESS THROUGH HISTORICAL FICTION

MANY VOICES, ONE  
COLLEGE FELLOWSHIP  
PRESENTATION,  
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ELAP, LINGUISTICS, AND  
COMMUNICATIONS  
STUDIES

## ELAR 980 Academic Reading II:

- Most Relevant SLO:
- The student will be able to apply a variety of critical reading strategies to show understanding of and critically respond to college-level texts.

## Students:

- Culturally,  
Linguistically,  
Racially,  
Academically,  
Economically,  
Experientially,  
Religiously, ...  
**Diverse**

# Big Idea

- Through achieving the profound success of completing a novel in another language, students will learn to recognize and analyze the literary elements of character, plot, and theme, and therewith, demonstrate a deeper understanding of themselves as learners and their own agency in the global context in which they find themselves, as well as developing a deeper sense of empathy for others.

# GLOBAL HUMANITIES & GLOBAL LEARNING COMPETENCIES

GLOBAL COMPETENCIES AMERICAN COUNCIL ON EDUCATION: INTERNATIONAL / INTERCULTURAL COMPETENCIES

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## Knowledge:

Knowledge of world geography, conditions, issues, and events

Awareness of the complexity and interdependency of world events and issues

Understanding of historical forces that have shaped the current world system



## Attitudes:

Tolerance for ambiguity and unfamiliarity

Sensitivity and respect for personal and cultural differences

Empathy and the ability to see multiple perspectives



## Skills:

Critical- and comparative-thinking skills, including the ability to think creatively and integrate knowledge

Communication skills, including the ability to use another language effectively and interact with people from other cultures

## ENABLING OUTCOMES

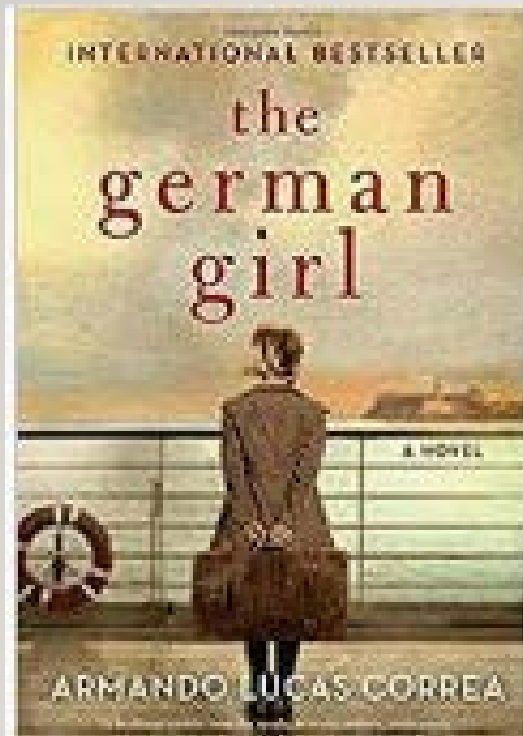
- Familiarity with literary devices (e.g. plot, setting, character, theme) used to analyze literature
- Support and guidance as they learn to summarize a text rather than reporting events in order
- Instruction and guidance in thinking 'beneath the surface' to answer questions critically
- Introduction to and guidance in the use of a variety of digital platforms for group and individual presentations
- Supported introduction to collaborative group work

## ACTIVE LEARNING STRATEGIES

- Independent, pair, and group work
- Navigation of online sources posted in Office 365 on the class web-site
- Group analysis and collaborative presentation
- Presentation using a variety of format options
- Summary-writing for fiction and nonfiction texts

# THE NOVEL & THE PLAN

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*The German Girl* by Armando Lucas Correa

20-30 pages weekly

Weekly Projects

- Short-answer questions
- Summary-response
- Character analysis

Group Presentation

Independent Presentation

Project #12: Wrap-Up

# WEEKLY READING TASKS

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Reading 20-30 pages per week

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Summarizing a novel excerpt

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Reading between the lines

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Analyzing literary elements

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Included online reading necessary for understanding historical context



# GROUP PROJECT



Assigned excerpt for each team



Class time discussing analysis of excerpt and assigning duties



Class visit in the Language Center

Exploration of digital platforms for presentations (only Powerpoint or Prezi for group)

Preparation of Presentation



Group Presentation Requirements:

Equal 'air time'

'Beneath the surface' analysis

Interesting, thoughtful, informative



# INDEPENDENT PRESENTATION

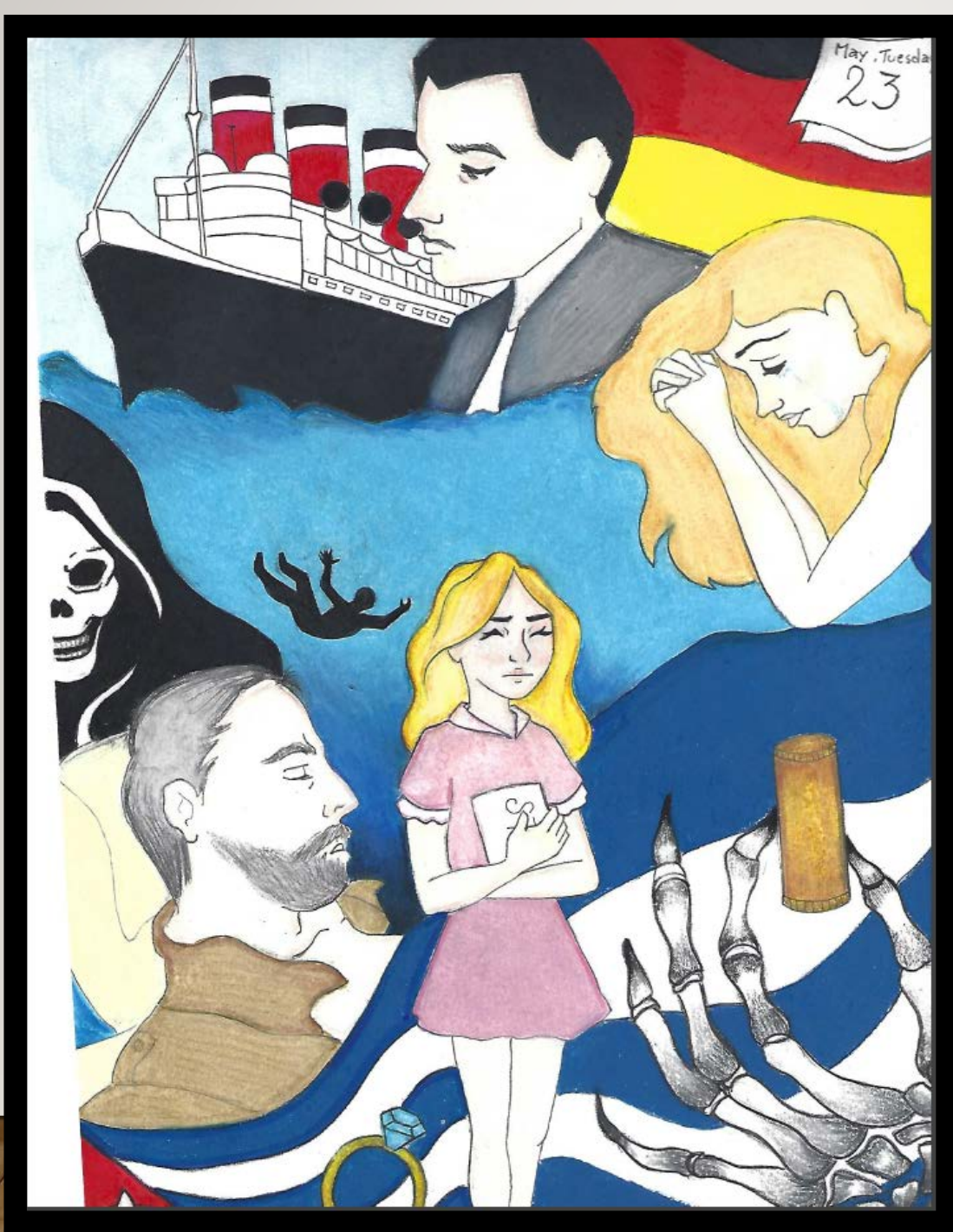
- Two Choices

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- Scene Analysis- students choose one significant scene to analyze literary elements
- Entire Excerpt Analysis- students analyze literary elements in a 50 page excerpt

- Choice of Format

- Powerpoint, Prezi, Kahoot!, Piktochart, Powtoon, Movie Trailer (video), Authentic Artwork
- 2 weeks to prepare (although posted all semester)
- Midterm grade



<https://create.kahoot.it/share/project-6-page-125-175/320fff03-57e5-4782-ac7e-496fedda215e>

<https://create.piktochart.com/output/37204455-perseverance>

# MUSEUM VISIT

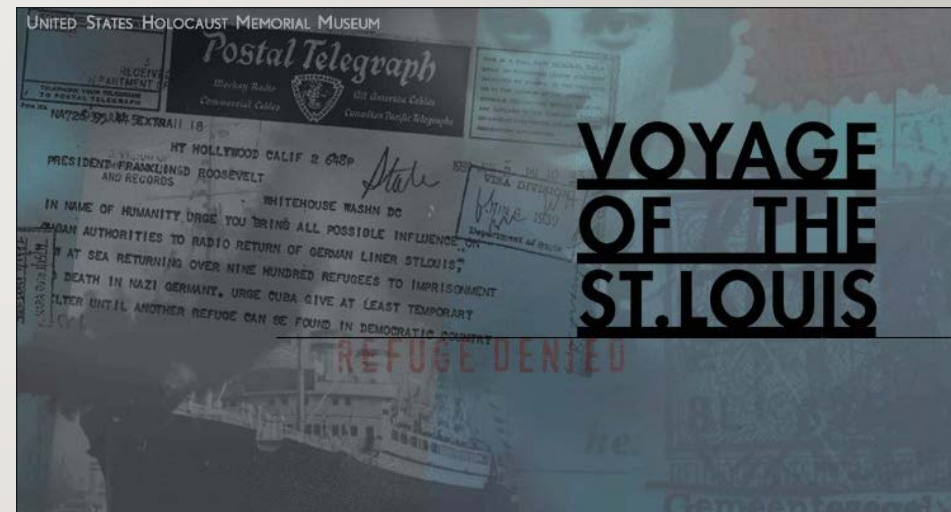
Toward the end of the semester

Students complete answer reflection questions during their visit

Students are given space to move through the museum in their own time, with someone or alone

Alternative project for students who couldn't attend

\*\*This semester, 16 out of 18 students attended



“I [have] visited many museums so far, and I [have] never had the same feeling. I [will] never forget the things I saw in there. The eyes of the people and kids in the pictures and videos who were killed by Nazis for no reason. As I read and I know some characters of [the] St. Louis, I was able to understand and feel the situation better. It was a heavy atmosphere which made me so sad and almost cry.”

“Seeing these unfortunate people and beautiful children gave me a wretched feeling because of the unpleasant reality that no one can undo ever.”

“...the chapters (of the time on the St. Louis) really moved me, and I connected with the characters a lot, that is why when I was seeing the exhibit, I felt like I was connected to it in a special way.”

Question #1: What Is Your Reaction To Seeing The Exhibit Of The St. Louis And Its Real Passengers? Connect Your Feelings As You Read *The German Girl*.

# PROJECT #12 WRAP- UP

Last Weekly Project:  
Summary & Response  
of End of Novel



Connection to the  
World Today



## ‘What is Genocide’ on the National Holocaust Museum website

- How is genocide different than casualties of war?

### Read ‘What Can I Do?’

- What action is the most relevant to you?

What important lesson have you  
learned from this ongoing project?  
Has it changed your world view in  
any way?

\*Added an in class discussion on empathy and whether or not this project has had an effect on their empathy toward others. See considerations.

# STUDENT RESPONSES

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- “One of the lessons that I have learned after reading *the German Girl* and visiting the Holocaust Museum is that we can’t be indifferent or be apathetic about something that happened not too many years ago. This has changed my world view significantly. I have become more conscious about what is happening in the world. Also, I have an opinion now. I can listen to other people, but after listening, I will do my research, have my own arguments, and thoughts.”
- “...the book changed my world view of how people could reject and destroy others of what they believe, their status or race without thinking of the damage that they are doing to them. How people are heartless. We have to change that. Treat others as you want to be treated with respect, love, compassion, everybody deserves it.”

# CONSIDERATIONS

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- Heavy topic, especially for students from regions of conflict
- Integrating the case studies earlier
- Time & Sacrifice
- Ending with idea of empathy rather than heavy topic of genocide- link to article about fictional stories building empathy
- Other novels that could be used