

# Multi-Cultural Literature:

## The Reluctant Fundamentalist

---



“A dreamer is one who can find his way only by moonlight and is punishment is that he sees the dawn before the rest of the world.” Oscar Wilde

---

**essential understandings:** In this unit, you are being asked to examine the social institutions that influence an individual’s development. The importance of a person’s education, culture, and religion to their personality and values will be explored. Through the analysis of fictional and nonfiction texts, students will see that though some viewpoints are factual, but many are the result of bias, interpretation, and perspective rather than fact.

“As 21st century students, you are great consumers. *You* are saturated with information, media, and layers of subtext. If teachers don’t ask you to critique different kinds of media, to ‘read’ the world through a critical lens, teachers aren’t teaching literacy at all. *You must become producers of new knowledge and new understandings, new texts and new meanings.*”

---

## overview

An author uses many literary techniques to show (and not tell) a story. **Close reading** of a text, with a specific focus on literary techniques, can help us to uncover an author's intent for writing. Authors may have many hopes for their written words; that they will compel people to feel and act a certain way; that they will foster understanding; that they will propel social change. Stories can be important tools for change, understanding the tool's author's use will help us to analyze how art and society influence each other. Students will practice mastering their reading and writing skills, with an emphasis on higher order thinking such as analysis and synthesis for their individual work and discussions.

- How do people develop their identities?
  - How are people treated based on their appearance? Why do we treat people differently?
  - Is anyone truly an "individual"?
- 

## lessons

- Summer Reading Test
  - Background knowledge on setting/Middle East/NYC/9-11
  - Literary Elements
  - Literary Devices
  - Writing Workshop
  - Metacognitive Planning
  - 7 Habits of Highly Effective Readers
  - Vocabulary Review
  - Critical Lens
- 

## group work Due 1/13

Students, in their assigned groups, must choose and complete one of the following:

1. Create a comic or other visual representation of The Reluctant Fundamentalist. Be sure that it is long enough to cover the entire text. One image is not enough! Include a one page long paper explaining the image and summarizing the text.
  2. Make a multi-media presentation on one of the settings from the novel that shows why it is important to understanding the text and the characters. Write a one page response that summarizes your presentation.
  3. Create a multi-media presentation on the many theories behind the 9-11 attacks. Be sure to research thoroughly, and to look for and disclose possible bias.
  4. Present a lesson that you and your group make on one of the literary elements or devices that is used frequently in the text and present it to the class. Explain why the author choose to write this way, and what impact it has on the plot and the reader.
  5. Create a soundtrack to go along with the story. Choose 5-8 songs that would play if the story was a movie. These songs should include lyrics or arrangements that mirror/highlight the important symbols, motifs, or themes. Play 30-60 seconds of each song for the class, explaining how the song fits in the soundtrack.
  6. Compare and contrast radicalized groups from around the world. How did social institutions like education, religion and culture help to create and motivate these groups? Present your findings in a multi-media presentation to the class.
  7. Act out one of the scenes from the story. This should be a well rehearsed, thought out production. Lines should be memorized, characters should act and dress for their parts. Students may choose to record this beforehand, and present as an edited video.
  8. Evaluate the social insitutions that are present in the book. How do education, religion and culture impact the story? Create a lesson/presentation to share with your peers.
- 

### **individual work**

- **Daily Notes**-Students will complete daily notes that include the **lesson's key concepts and terms, 'did you read' quizzes, vocabulary, annotated reading logs, individual and partner work** that is completed in class. Worth 30-100 points, and submitted at the end of each week.
  - **Discussion Questions**-There will be daily discussion questions that are presented with the day's reading. These must be answered! Students must answer at least one question verbally, and take notes on one other person's comments to receive credit. 10-30 points.
-

## **assessments**

### ***Essay Test***

Write an essay with a clear introduction, body with details, and a conclusion, in which you address any of the following prompts. The attached writing rubric will be used for grading purposes.

- 1) Come up with one question for Mohsin Hamid. 1) What is your question? 2) Why would you like an answer to this question in particular? 3) What answer do you expect?
- 2) Hamid says he was worried how Americans would take the novel. Should he have worried?
- 3) Consider the final scene. We never know the purpose of Changez, or the American. We don't know the truth of the situation, who the good guy or bad guy is. Answer one of two prompts regarding this fact:
  - a) Does it matter who was good or bad? Was there even a good or bad guy?
  - b) Why did Hamid end his novel this way?

### **Socratic Seminar-**

Students will engage in a productive socratic seminar that discusses the essential understandings and themes of the text. Students must actively participate. 4 engaging answers/contributions to the discussion for an "A", 3 for a "B", 2 for a "C". Students must come to class prepared with at least one question on the course or text for full credit.

---

## **readings/handouts/appendix/daily breakdown**