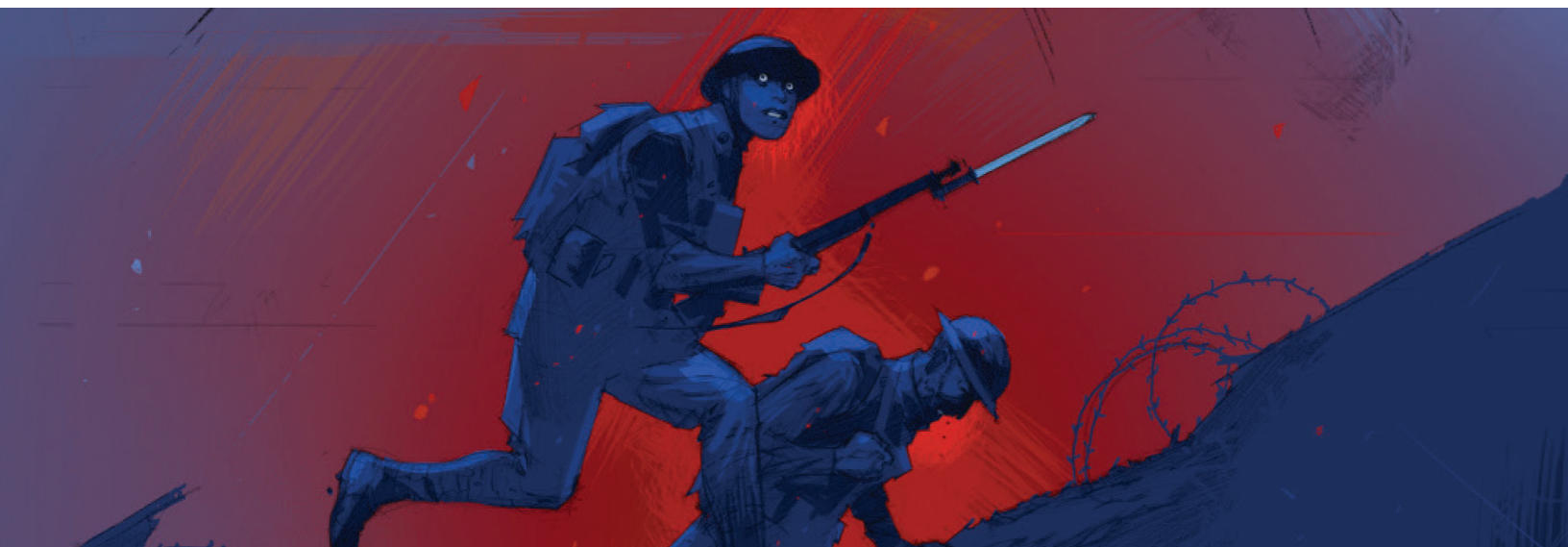




Soldiers Unknown (Lowry & Ekedal) Curriculum Guide

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High School (English and History-Social Science)

The following activities meet certain standards of English and History-Social Science frameworks for California state high schools. Curriculum is designed to be a springboard of learning, possibly leading to research projects. Writing prompts will bring out varying responses according to the developmental and educational level of student. Given the range of exercises, the instructor may choose to use several or all assignments or could easily adapt them for a college-level course.

- ***This unit addresses the following history and social science questions taken from: History Social Science Framework for California Public Schools K-12 (<https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>)***

I. History-Social Science, Grade Nine

- a. **Modern California (Twentieth and Twenty-First Centuries)**
 - i. What historical events enabled California's rapid growth? (pg.290)
- b. **Survey of World Religions**
 - i. Explore diversity of beliefs and practices in religious traditions. (pg.303)
- c. **The Humanities**
 - i. What does the evidence reveal about how an individual understands, justifies, and orders his/her own existence, role in society, and relationship to the cosmos and the divine? (pg.304)
- d. **Sociology**
 - i. What external forces shape people's lives and make them who they are? (pg.308)
- e. **Ethnic Studies**
 - i. How have race and ethnicity been constructed in the United States, and how have they changed over time? (pg.310)

II. History-Social Science, Grade Ten

- a. **The Rise of Imperialism and Colonialism**
 - i. How did Native people respond to colonization? (pg.333)
- b. **Causes and Course of World War I**
 - i. What were the consequences of World War I for nations and people? (pg. 342)
- c. **Rise of Totalitarian Governments after World War I**
 - i. What was totalitarianism, and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union? (pg. 348)
- d. **Additional Questions for Consideration**
 - i. How is national identity constructed? (pg.323)
 - ii. How was the modern period defined by global conflict and cooperation, economic growth and collapse, and global independence and connection?

(pg.317)

- iii. How has globalization affected people, nations, and capital? (pg.365)

- ***This unit also addresses the following English standards taken from: California Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects***
[\(<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>\)](https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf)

III. Reading Standards for Literature 6-12, Grades 9-10 Students

a. Key Ideas and Details

- i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (pg.49)
- ii. 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. (pg. 49)
- iii. 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. (pg. 49)

b. Craft and Structure

- i. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (**See grade 9-10 Language Standards 4-6 for additional expectations.**) CA (pg. 49)
- ii. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (pg. 49)
- iii. 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. (pg.49)

IV. Writing Standards 6-12, Grades 9-10 Students

a. Text Types and Purposes

- i. 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. (pg.62)
- ii. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (pg.63)

b. Research to Build and Present Knowledge

- i. 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. (pg.64)

Journal Assignment: *My Narrative & Analysis of Soldiers Unknown*

Materials needed: 3-ring binder

Instructions: Read *Soldiers Unknown* (Lowry & Ekedal) and respond to the following prompts, assembling answers in a binder.

Literary Devices are the bones, organs, skin and form of a body of work. They convey information and meaning by stimulating sensory perceptions or increasing understanding of abstract concepts. When discussing books or constructing ideas about books, students must present evidence to support their claims. Literary devices are the evidence, collected methodically as the text is consumed. Before we can use terms, they must be defined.

#1. Define Terms.

Define the following literary devices and provide a brief original example.

1. Allegory
2. Amplification
3. Analogy
4. Conflict
5. Characterization
6. Flashback
7. Humor
8. Imagery
9. Irony
10. Juxtaposition
11. Metaphor
12. Mood
13. Onomatopoeia
14. Paradox
15. Plot
16. Point of View
17. Setting
18. Theme
19. Tone

#2. Cultural Context

Using credible online and library sources, answer the following questions and cite sources in MLA

style (1-2 paragraphs for each question).

1. Describe the geography and territorial boundaries of the Yurok tribe today. Describe the natural resources of Yurok territory.
2. What year or decade did Yurok people first have contact with immigrants from Europe? What economic opportunities brought immigrants to this area?
3. How did the sudden influx of immigrants affect the Yurok people and their environment? Give specific examples.
4. When were Yurok people, along with all Indigenous peoples of America, granted U.S. citizenship? *Contemporary Connection: Are non-American citizens still permitted to serve in the military today?*
5. *Considering all of the sources cited, how do you personally rate the quality of these sources? Credible or non-credible?*

#3. Historical Context

Using credible online and library sources, answer the following questions (1-2 paragraphs for each question).

1. Identify the time period of World War I. List the member nations of the Allied and Central Powers. Identify several battle sites. How many lives were lost in the war? How many people were wounded?
2. What were some of the causes of World War I?
3. Pick one of the following topics: national identity construction, economic growth/collapse, totalitarianism, colonialism or globalization. First define the term, then describe the role it played during the World War I time period.

#4. Pre-Writing Notes

Pre-writing is an essential process that promotes a more efficient essay writing process.

Read *Soldiers Unknown* (Lowry & Ekedal). Re-read and take notes on how literary devices are used in the novel. Please note that the graphic novel will use these devices in both text and art. Consider all content in the novel (written and illustrated). For instance, an example of *imagery* could be a page that only contains art. In this case, you will need to closely examine all the effects and implications of the imagery. Within one image, you may discover multiple literary devices at work (symbols, tone, point of view, juxtaposition...etc.). One approach may be to choose your favorite page and identify all literary devices used.

Instructions: Find five literary devices used in the novel. Identify the page number, the literary

device, and give a summary of how it is used in this context. Does the device convey ideas, perspectives, a setting or sequence of events? Does it impact your senses? If so, describe the impact (visual, kinesthetic, smell, tactile, thermal, auditory, emotional, or spiritual).

#5. Cultural Paradigm; Reflective Analysis

MLA citation is required on all citations.

Part 1: Other

1. Develop a thesis statement that describes the struggles undertaken by Yurok people in *Soldiers Unknown*. The thesis will be the last sentence of your introduction paragraph.
2. The next 3-4 paragraphs will examine how characters responded to these struggles. How did characters cope and survive in extraordinary situations? Give specific examples of how literary devices illustrate these struggles and increase your understanding of cultural perspectives & values.
3. The conclusion will summarize what you learned about these struggles. Did Yurok culture change and/or stay the same over time in this novel? If so, how? Give specific examples. Additional questions or any connections with contemporary events may be discussed at this time.

Part 2: Self

1. Develop a thesis statement that describes a personal struggle you experienced that helped shape your perspectives and value system. The thesis will be the last sentence of the introduction paragraph.
2. The next 3-4 paragraphs will examine how you responded to this struggle as you tell the story of events. The story may focus on a relationship, conflict, tradition, place or event. What personal coping mechanisms, strengths and/or helpers assisted you during this struggle?
3. The conclusion will summarize the outcome of the story. Did the struggle increase your understanding of what you value or change your perspective? Can you identify any similarities about your struggles and/or value system with the Yurok characters of *Soldiers Unknown*? Additional questions or any connections with contemporary events may be discussed at this time.

Part 3: Your Graphic Novel

Create a five-page personal graphic novel depicting images based on your story from Part 2. The images may be drawn, painted, or pieced together from printed sources to create a collage. The images may be literal or symbolic. Your panel art will synthesize the significance of your narrative and be titled with the following:

- i. Panel 1: **Place** (*Physical location, geography, structures*)
- ii. Panel 2: **Self** (*Physical characteristics, internal qualities and cultural values*)
- iii. Panel 3: **Conflict** (*Relationships, barriers, external events*)
- iv. Panel 4: **Helper** (*People, beings, places, forces, internal strengths*)
- v. Panel 5: **What Changed or Stayed the Same** (*Use creative juxtaposition of images*)

Share your graphic novel in a small group. Share the significance of the imagery and answer questions from other students.

#6. Comparative Analysis; Imagery & Theme

Texts: *Soldiers Unknown* (Lowry & Ekedal)

All Quiet on the Western Front (Erich Maria Remarque)

Part 1: Novel/Graphic Novel Image Conversion

1. Pick a compelling non-text image from *Soldiers Unknown* and write a paragraph describing what you see. Include details of what you observe, using the specific language of *imagery*. The reader may feel as if they are seeing the image in their mind. Pay attention to point of view, use of color, tone, size and position of images. Other senses may be stimulated, such as tactile, kinesthetic, smell, auditory, emotional, or spiritual.
2. Pick a selection from *All Quiet on the Western Front* that contains descriptive details. Create an image to depict what is described. Students may paint, draw or create a collage using printed images. Pay attention to point of view, color, tone, and metaphor.
3. Personal conclusion: In one paragraph, describe what you learned about imagery during steps 1 & 2. How does imagery increase your understanding of both stories? What are the qualities of effective imagery?

Part 2: Write a 5 Paragraph Essay

1. **Introduction:** Identify a common theme in *Soldiers Unknown* and *All Quiet on the Western Front*. Your thesis will compare how authors Lowry and Remarque explore this theme in their novels.
2. **Body paragraph 1:** Focus on a singular literary device. For example, you may choose plot. This paragraph will describe how Lowry and Remarque use this device to develop their common theme. How is their use of plot structure similar and/or different? Cite evidence from text.
3. **Body paragraph 2:** Focus on a second literary device and compare how both authors use it to develop their theme.
4. **Body paragraph 3:** Focus on a third literary device and compare how both authors use it to develop their theme.
5. **Conclusion:** Summarize findings. Describe similarities and differences in cultural perspectives of characters in both books. How did the globalization of World War I affect the characters in both books in similar and/or different ways?

#7. Compare and Contrast Essay

1. Choose one of the following topics: The construction of national identity; economic growth and collapse; globalization; colonialism; totalitarianism.
2. Choose a cultural group who participated in World War I, from North America or elsewhere. Research how that cultural group was impacted by your chosen topic from step 1. For example, what role did the construction of national identity play for German people who participated in World War I? Identify specific examples in your research notes.
3. Research how Yurok people were impacted by the chosen topic. For example, how did the construction of national identity during this time period impact Yurok people. Identify specific examples in your research notes.

(Note: When researching impacts, consider the economy, environment, culture, social roles, and health of the group).

4. Construct an essay with a thesis that compares and contrasts how the chosen topic of step 1 impacted the cultural groups of step 2 and 3, during World War I. Discuss similarities and differences. The conclusion may include relevant connections to current events.

College (Social Work & Native American Studies)

The following activities have been developed to meet certain competencies of the Humboldt State University Social Work program which has an emphasis on working within rural Indigenous communities. This curriculum is designed to be a springboard of learning that could possibly lead to other research-based projects.

- **Curriculum addresses the following competencies taken from:
The MSW Program Student Handbook: Humboldt State University
Department of Social Work
(<http://www2.humboldt.edu/socialwork/sites/default/files/MSW%20Program%20Handbook%202018-19.pdf>)**

I. MSW Program Competencies & Behaviors

- 1.2 Use critical reflection and mindfulness to manage personal values and maintain professionalism in practice situations. (pg. 7)
- 2.1 Apply and communicate understanding of the importance of diversity, intersectionality, and difference in shaping life experiences in practice across ecosystemic contexts. (pg. 8)
- 2.2 Present as learners who engage people as experts of their own experiences and practice cultural humility. (pg. 8)
- 2.3 Apply awareness of power, privilege, and marginalization to reduce the influence of personal biases and values in working with people. (pg. 8)

Journal Assignment: *My Narrative & Reflection on Soldiers Unknown*

Materials needed: 3-ring binder

Instructions: Read *Soldiers Unknown* (Lowry & Ekedal) and respond to the following ten prompts, assembling answers in a binder.

1. Examine cover art of *Soldiers Unknown*. Observe the composition, placement, color and juxtaposition of images. Write a paragraph describing what you see, using the specific language of imagery. The reader may feel as if they are seeing the image in their mind. Imagery may stimulate multiple senses including tactile, kinesthetic, smell, auditory, emotional, or spiritual.

Now think of the structure of the human brain, including functions of the brainstem, diencephalon, limbic and neocortex. Briefly describe these functions. Do you see any metaphorical correlations between the juxtaposition of imagery and the functions of the brain? If so, describe. Do you see other metaphors? If so, describe.

2. The introduction includes a quote from Woodrow Wilson, “The world must be made safe for democracy.” Reflect on ways that you, as a social worker, create a safe space to elicit multiple perspectives and feedback from clients and from colleagues. What methods do you use? Give examples of how you incorporate that feedback. Consider the ethics and intent of incorporating feedback. What are the consequences in relation to meeting client needs? Are you reinforcing, altering or dismantling the infrastructure of institutionalized power?

Give an example of how differing understandings of specific terms, or language could be a barrier in creating a democratic space. In what ways could this barrier be overcome?

3. Choose three panels from *Soldiers Unknown* that depict Indigenous characters. For each panel, list the page number and describe what you observe using the concise language of imagery. You may ask yourself: What is happening? How is this character relating to other people or the environment? What might the character hold sacred? Or moral? What Indigenous values might be reflected in this panel? Proceed in the spirit of cultural humility, from a place of not knowing. Although your observations are based on the evidence presented in the art and text, your ideas would ideally be discussed with elder members of that culture who could offer their guidance and perspective. If that is not possible, it's okay to express your observations in your journal for now. By nature, bodies of art elicit multiple interpretations but remember

not to attach too strongly to initial impressions. **Stay open to difference and the opportunity to modify or expand your cultural understanding.**

4. Compare and contrast your value system with values expressed by Indigenous characters in *Soldiers Unknown*.
 - c. Pick a compelling panel and identify any metaphors, cultural perspectives or values. Connect the similarities or differences in these values with your value system.
 - d. Demonstrate these similarities or differences by narrating a pivotal story in your life. The story should identify cultural influences, important places, relationships or conflicts that shaped these values.
 - e. Following the narrative is a series of five panels depicting images. The images may be drawn, painted or pieced together from printed sources to create a collage. The images may be literal or symbolic, creating your own personal graphic novel. Panel art will synthesize the significance of your narrative and be titled with the following:
 - i. Panel 1: **Place** (*Physical location, geography, structures*)
 - ii. Panel 2: **Self** (*Physical characteristics, internal qualities and cultural values/perspectives*)
 - iii. Panel 3: **Conflict** (*Relationships, barriers, external events*)
 - iv. Panel 4: **Helper** (*People, beings, places, forces, internal strengths*)
 - v. Panel 5: **What Changed or Stayed the Same** (*Use creative juxtaposition of images*)
5. Consider the role of respecting mystery or esoteric language/practices of another culture. Observe instances of cultural mystery on pg. 7, 22, 30 and 77 of *Soldiers Unknown*. As a social worker, you may never fully understand different layers of knowledge in Indigenous cultures. How does cultural humility diverge from the Western academic paradigm of research and inquiry?
6. Using evidence from text in *Soldiers Unknown*, describe how Yurok culture changed through the time period. What was lost or gained? What changed?
7. Identify several coping mechanisms characters in *Soldiers Unknown* used to survive various situations. Identify these mechanisms and explore their qualities. Describe context for mechanism creation, its use and potential ripple effects of its use. (Always provide page numbers for reference).

8. In *Soldiers Unknown*, Indigenous descendants of the survivors of genocide were beginning to form a national identity of “American.” Although they were not recognized as citizens, they felt obligated to defend their homelands. Participating in a war of this kind was antithetical to their cultural norm but the soldiers had no choice but to adapt to a new norm. As you adapt and grow in your professional role of social worker, are there systems or structures antithetical to your value system or culture? Identify these systems and explain how you might cope and work with these systems while maintaining personal integrity.
9. Who are the other “*Soldiers Unknown*” from your personal experience or research? Identify people who contribute to our society in unique ways but are not recognized in the dominant paradigm. Briefly describe who they are and what they do to contribute. What is needed to decrease their marginalization? What skills do you possess to be an ally to marginalized people or assist them in their healing process? How does awareness of your values or privilege inform the way you may interact with these other “*Soldiers Unknown*?” Give specific examples.
10. Share prompt responses in small groups of 3-5 people. What questions or connections are made?