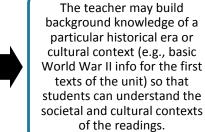
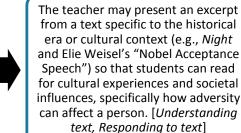
## Instructional Unit Title: E Pluribus Unum Multiple Voices - Heroism

Reading, Writing, and Communicating

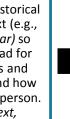
10th Grade

The teacher may present a text providing the context for cultural influences in literature (e.g., "Why Culture Counts") so that students can begin to define culture, conflict, adversity, diversity, and societal influence. [Understanding text]





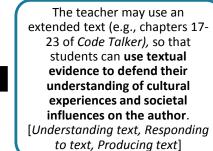
The teacher may use another text from the same historical era or cultural context (e.g., Farewell to Manzanar) so that students can read for cultural experiences and societal influences and how adversity can affect a person. [Understanding text, Responding to text]



The teacher may use text(s) from a different historical era or cultural context (e.g., Tim O'Brien's "On the Rainy River" and Komunyakaa's poem "Facing It" could be used since both are about the Vietnam experience) so that students can respond to the cultural experiences and societal influences in texts. [Understanding text, Responding to text. Critiquina text. Producina text

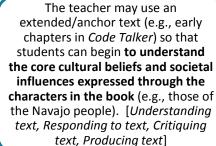


The teacher may provide guidelines so that students can respond to the various texts paying attention to cultural experiences, societal influence, and/or adversity evident in them. [Understanding text, Responding to text, Producing text]



The teacher may use an extended text (e.g., chapters 9-16 of Code *Talkers)* so that students can analyze how an author's cultural experiences and societal influences impact his or her perspectives on how that culture is expressed in the text. [Understanding text, Responding to

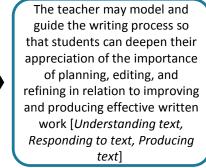
text, Producing text]



The teacher may present collaborative protocols and norms for literary discussions so that students can productively engage in literary analysis (in this unit, Night, Weisel's "Nobel Acceptance Speech," Farewell to Manzanar, "On the Rainy River" and "Facing It"). [Understanding text, Responding to text, Critiquing text, Producing text]



The teacher may facilitate a collaborative discussion so that students can understand that different perspectives from their peers enriches their critique of characters and common themes dealing with cultural experiences, societal influences, adversity, and definitions of "heroism." [Understanding text, Responding to text, Producing text]





**PERFORMANCE ASSESSMENT:** Imagine that a character from one of the texts we have studied has the opportunity to interview the author of the anchor text. The interview is to explore how the author's cultural experiences and societal influences have impacted his/her writing, particularly the development of characters. You will need to do a close study of the character in order to know his/her motivations and relationships with others in his/her culture, community, or society. In addition, you will need to study the author's craft to understand decisions he/she has made in creating this character. Your character/interviewer could draw on his/her own experiences as well – as supported from the text – to shape the interview questions.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.