

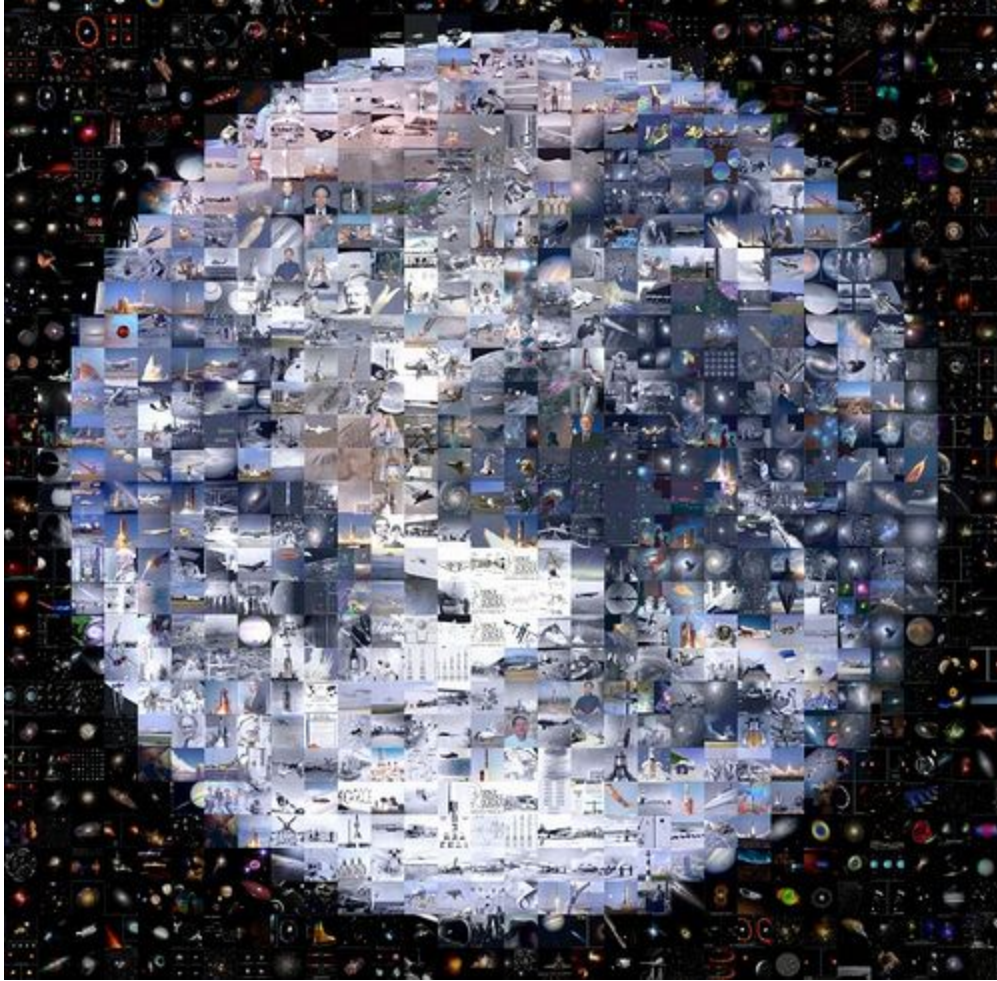
# Multicultural Literature: Short Stories and Poetry Unit

January 8th-February 28th

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***essential understandings:*** From the dawn of time, stories have been essential to the human experience. Multicultural stories help us to navigate the world in which we live. By adopting a perspective that is inclusive, and accepting of our differences as well as our similarities, we become more successful in analytical work. The concept that the “personal is political” will be explored thoroughly in this unit. Students will further their understanding of the importance of storytelling and literature upon individuals, societies, politics, and history.

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

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### *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.

*How do different types of writing help us to understand the role of Multicultural Literature in society?*

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## *lessons*

- Poetry Overview
  - Creative Writing
  - Point of View/ Perspective
  - Short Stories
  - Reading Comprehension/Meta-Cognitive Strategies
  - Imagery
  - Text Connections
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## *group work* Due 2/6

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

1. Create a comic or other visual representation of one of the class readings for this unit. Be sure that it is long enough to cover the entire text. One image is not enough!
  2. Make a multi-media presentation on why multicultural literature is important. Include how you may use the information you've learned so far.
  3. Make a creative presentation on the parallels between Mohandas Gandhi and Premila's non-violent, non-cooperative reaction to the school's classroom practices. Relate her response to the teachings of Mohandas Gandhi.
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## *individual work*

- Poetry Day 1 **Due 1/17**
- Poetry Day 2 **Due 1/18**
- Daily Notes on class readings and activities **Due every Friday**
- Point of View/Perspective writing response **Due 1/25**
- JUNIORS ONLY---Research Paper: Write a research paper explaining how writing/storytelling can be a form of activism. You may choose to focus on either poetry, short stories, novels, or personal essays. Must include 3 outside sources, with quotations and analysis. **Due 2/20**

SENIORS ONLY-To synthesize your understanding of the importance of literature/stories, write your own short story! Needs to be at least 3 pages long, double spaced, and be original work. Make sure the story has a THEME that you think is an important message that you believe is worthy of advocacy! Keep it school appropriate, people! **Due 2/20**

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**assessments Due 2/27**

A Socratic Dialogue on the following topic:

1. How is multicultural literature significant?
2. What have you learned so far, and how will you use that information in the future?

Students watch this clip <https://www.youtube.com/watch?v=LiJgCjOY4I>, and will do research in their groups before the dialogue on multicultural literature. Answers to the questions above must be written down and turned in. Finally, students will come to the dialogue with two additional questions on “The Man Who Was Almost A Man”

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**readings**

“By Any Other Name” -Santha Rama Rau

“Flurry” -Marilyn Urena

“Almost a Man” -Richard Wright

*This Bridge Called My Back*-Gloria Anzaldua, Cherrie Moraga

**links**

<http://gjs.appstate.edu/social-justice-and-human-rights/what-social-justice>

<http://gender.stanford.edu/news/2013/why-literature-matters-social-justice>