

Multicultural Literature: Short Stories and Poetry Unit

January 8th-March 2

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.



“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

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?

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**
 - **Values Creative Writing Project Due 3 1/2**
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assessments Due 3 1/2

Your ***final assessment*** will be a Socratic Seminar that focuses on the following:

1. How is multicultural literature significant? (Answer, and bring your answer written to the start of class.)
2. What have you learned so far, and how will you use that information in the future? (Answer, and bring your answer written to the start of class.)
3. Consider whether or not you agree with the statement that “art is activism”. Do the works that you read in this class, and other pieces of art stay with you after you are done consuming them? Explain your reasoning. (Answer, and bring your answer written to the start of class.)
4. Develop 2 questions of your own-1 “surface” question that can be simple and answered easily, 1 “discussion” question that requires more than a simple answer. (Bring these questions written down by the start of class.)

honors 2/28

Students will read Bell Hooks’ *Feminist Theory From Margin to Center* and write a standard 5 paragraph essay exploring the themes of the book in relation to the theme of this unit-understanding how art/literature/prose influence society. Some questions to consider include:

How do writers reach their audience?

Does society dictate what holds value? If so, how?

How does reading a book like bell hooks’ influence the reader? Does this influence continue after the book is finished?

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>