



**Literacy Design
Collaborative**

E Pluribus Unum Unit Module (Multiple Voices: Heroism)

by Kimba J. Rael and Vince Puzick

The comparison of multiple texts can reveal the societal influences and cultural experiences of the author.

Through collaborative inquiry and sharing thoughts and opinions, students will examine diverse texts that explore human responses to adverse situations and shape the definition of "hero" in those cultures. Students will demonstrate their understanding of how cultural and societal influences shape and define characters by writing a narrative piece in which they synthesize the ideas and language of the characters they have studied. The Unit focuses on two wars -- World War II and the Vietnam War -- since cultural and societal perspectives and attitudes were so strikingly different.

In this unit, we have identified an extended anchor text, *Code Talker* by Chester Nez, with students also exploring shorter texts from different cultural and historical periods to make literary and cultural comparisons.

Using textual evidence from texts studied, students will write a narrative interview between a character (or characters) from one of the texts and the author of the anchor text. The narrative interview must reveal the author's societal influences and cultural experiences which helped shape the character. Students will need to use textual evidence in the interview questions and in the author responses to demonstrate their understanding of the text and the idea that "texts can reveal the societal influences and cultural experiences of the author."

This is a 5-7 week module based upon Unit 4 of the 10th Grade Sample Instructional Unit written by Nate Brush, Roxanne Henderson, and Tara Henderson (Bayfield 10jt-R). See the Sample Instructional Unit here (scroll down to 10th Grade): <http://www.cde.state.co.us/standardsandinstruction/instructionalunits-rwc>

GRADES

10

DISCIPLINE

 **ELA**

COURSE

Any

Section 1: What Task?

Teaching Task

Task Template 27 - Narrative

In what ways do cultural and societal influences impact how authors write about the world? After reading a variety of nonfiction and literary texts on war and heroism, write a narrative in the form of an interview from the perspective of one of the characters in the works you have read with the author of that work. Imagine, for example, that the main character from the major text we studied in this unit has an opportunity to interview the author of that work. What would the character ask? How would the author respond?.

D 6

Use language from the texts you have read to develop your work.

Common Core State Standards

Reading Standards for Informational Text

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2

Determine a central idea of a text and analyze 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.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

Writing Standards

- W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3.e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.9-10.3.d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3.c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3.b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3.a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.9-10.9.b** Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
- W.9-10.9.a** Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
- W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Additional Standards

Colorado

Colorado Academic Standards for Reading, Writing and Communicating

- CO** Explain the relationship between author's style and literary effect
- CO** Generalize about universal themes, cultural or historical perspectives from multiple texts
- CO** Write literary and narrative texts using a range of stylistic devices (poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit theme
- CO** Enhance the expression of voice, tone, and mood in a text by selecting and using vivid and precise diction, syntax, and punctuation
- CO** Revise texts using feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit theme
- CO** Analyze how literary components affect meaning

Texts

- 🔗 **Elie Wiesel Nobel Acceptance Speech**
- 🔗 **Elie Wiesel's Night**
- 🔗 **Jeanne Houston's Farewell to Manzanar**
- 🔗 **Tim O'Brien's "On the Rainy River"**
- 🔗 **Yusef Komunyakaa's "Facing It"**
- 🔗 **Chester Nez's Code Talker: The First and Only Memoir By One of the Original Code Talkers of WWII**

LDC Student Work Rubric - Narrative

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately and establishes a position, but focus is uneven. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. D: Addresses additional demands with thoroughness and makes a connection to claim.
Controlling Idea	Attempts to establish a theme or storyline, but lacks a clear or sustained purpose.	Establishes a theme or storyline, but purpose is weak, with some lapses in coherence.	Establishes a theme or storyline, with a well-developed purpose carried through the narrative.	Establishes a compelling theme or storyline, with a well developed purpose carried through the narrative through skillful use of narrative techniques.
Reading/Research	Directly restates information from reading materials, interviews, and/or visual materials; uses materials inaccurately, OR information from source materials is irrelevant for the purpose at hand.	Uses reading materials, interviews, and/or visual materials with minor lapses in cohesion, accuracy or relevance.	Accurately integrates reading material, interviews, and/or visual material to authenticate the narrative.	Accurately and seamlessly integrates reading material, interviews, and/or visual material to authenticate the narrative.
Development	Descriptions of experiences, individuals, and/or events are overly simplified or lack details.	Develops experiences, individuals, and/or events with some detail but sense of time, place, or character remains at the surface level.	Develops experiences, individuals, and/or events with sufficient detail to add depth and complexity to the sense of time, place, or character.	Elaborates on experiences, individuals, and/or events with comprehensive detail to add depth and complexity to the sense of time, place, or character.
Organization	Attempts to use a narrative structure; composition is disconnected or rambling.	Applies a narrative structure (chronological or descriptive), with some lapses in coherence or awkward use of the organizational structure.	Applies a narrative structure (chronological or descriptive) appropriate to the purpose, task, and audience; storyline clearly conveys the theme or purpose.	Applies a complex narrative structure (chronological or descriptive) appropriate to the purpose, task and audience that enhances communication of theme or purpose and keeps the reader engaged.
Conventions	Lacks control of grammar, usage, and mechanics; little or ineffective use of transitions.	Demonstrates an uneven command of standard English; inconsistently uses transitions between sentences and paragraphs to connect ideas.	Demonstrates a command of standard English conventions with few errors; consistently uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.	Demonstrates a well-developed command of standard English conventions; effectively uses transitions between sentences and paragraphs to connect ideas. Provides bibliography or works consulted when prompted.
Content Understanding	Attempts to include disciplinary content, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanations.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

This 4-6 week unit focuses on how cultural experiences, societal influences, and adversity impact individuals in those cultures. Through collaborative inquiry and sharing thoughts and opinions, students may examine diverse texts that explore human responses to adverse situations and shape the definition of "hero" in those cultures. Students may demonstrate their understanding of how cultural and societal influences shape and define characters by writing a narrative piece in which they synthesize the ideas and language of the characters they have studied.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BUILDING BACKGROUND KNOWLEDGE OF CULTURAL INFLUENCES: Understanding how cultural context and societal influences impact authors will provide deeper insight into the literature they write.

Reading Process

ACTIVE READING > ANNOTATION: Ability to use effective note taking skills in order to access the concepts of the cultural, historical and societal context in complex literary works.

BRIDGING CONVERSATION > DISCUSSION: Ability to analyze the key concepts in texts in a collaborative group discussion.

ACTIVE READING > QUESTIONING: Ability to question and collaboratively discuss text using textual evidence to support opinions

POST-READING > ENHANCING COMPREHENSION: Ability to make connections among various texts in order to understand how authors' decisions reflect cultural and societal experiences and influences.

Transition to Writing

RECONSIDERING THE PROMPT::: Ability to return to the prompt and recollect notes and ideas in order to move from the reading process to the writing process.

SPEAKING AND ACTIVE LISTENING > SEMINAR: Ability to discuss the key concepts of writing in a large group discussion.

Writing Process

PLANNING > PLANNING THE WRITING: Planning the narrative interview

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
1 hr and 30 mins	<p>BUILDING BACKGROUND KNOWLEDGE OF CULTURAL INFLUENCES: Understanding how cultural context and societal influences impact authors will provide deeper insight into the literature they write.</p>	<p>DEFINING OUR TERMS AND UNDERSTANDING OUR CONCEPTS Students will develop definitions and visual representations of key terms in the unit (culture, conflict, adversity, diversity, societal influence) using a vocabulary instruction model (e.g. Marzano’s 6-Step Vocabulary Strategies).</p>	Visual representations of target terms.	<p>Teachers will lead students through a close reading of a variety of texts on culture, heroism, and adversity.</p> <p>Teachers will use a model for vocabulary instruction that leads students to deepen their understanding of terms that will be at the heart of the unit: adversity, conflict, culture, heroism, societal influence. One such instructional strategy for vocabulary is Marzano's six-step process (information below in attachments).</p> <p>Students will express an understanding of each term in their own words and create a visual representation of the term.</p> <p>Teachers may want to create a word wall to use throughout the unit.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Marzano Six-Step Vocabulary Instruction Process 🔗 Students will recognize the positive character traits of heroes as depicted in music, art and literature 🔗 The Opportunity of Adversity 🔗 What Makes a Hero? 🔗 The Hero as Reflection of Culture 🔗 "Why Culture Counts" handout (Media Relations Kansas State University) 				
Reading Process				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>ACTIVE READING > ANNOTATION: Ability to use effective note taking skills in order to access the concepts of the cultural, historical and societal context in complex literary works.</p>	<p>CORNELL NOTE-TAKING TEACHER MODELING ("I DO, WE DO, YOU DO") Students will complete an exit ticket identifying three things learned about WWII, two societal influences or cultural facts you see in WWII, one personality trait that could help a person through trying/difficult times.</p>	Complete of Cornell notes in an accurate fashion	<p>Teacher models ("I Do") Cornell note taking (two column notes) using a Document Camera or SmartBoard for one or more of the resources listed below. Then teacher and students collaborate ("We Do") for one or more of the resources. Finally, students work individually ("You Do") on one or more of the resources to complete their Cornell Notes.</p> <ul style="list-style-type: none"> ● Label "three big ideas" -- societal influences, cultural experiences, and personality traits -- on the left side of paper. ● Students will view and read the various texts for building background knowledge about World War II. Their Cornell Notes will capture three big ideas. ● In their notebooks, students complete a copy of the Cornell Notes or teacher provides a handout for the notes.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Description of the Cornell note taking system 🔗 Template for Cornell Notes 🔗 Videos on elements of the Pacific theater 🔗 Good information about the Pacific theater during WWII 🔗 Infographic on WWII 🔗 On-line interactive site for Amache, an internment camp in Colorado 🔗 Videos, leaders, stories of WWII 🔗 Information of internment camps in the United States 🔗 Statistics of casualty rates by country during WWII 🔗 Timeline of events for WWII 				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>ACTIVE READING > ANNOTATION: Ability to use effective note taking skills in order to access the concepts of the cultural, historical and societal context in complex literary works.</p>	<p>DOUBLE ENTRY JOURNALS Students will complete double-entry journal notes on texts with textual evidence demonstrating that students comprehend the cultural experiences, societal influences, and adversity expressed in the text.</p>	<p>Complete notes with textual references on one side and student response/analysis in the other column.</p>	<p>Students will read the Weisel texts (excerpt from Night, "Nobel Acceptance Speech").</p> <p>They will use double entry journals to record evidence from the texts and their responses to</p> <ul style="list-style-type: none"> As students are reading, they will record textual evidence that reveals cultural experiences and societal influences on the author (how the author may be dealing with adversity, for example, or defining characteristics of courage, will, heroism) in one column. In the other column, they will write their responses and/or analysis of those excerpts.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Guided note-taking strategies 🔗 Double Entry Journals 🔗 PD Resource: Close Reading 				
50 mins	<p>ACTIVE READING > ANNOTATION: Ability to use effective note taking skills in order to access the concepts of the cultural, historical and societal context in complex literary works.</p>	<p>VENN DIAGRAM WITH MULTIPLE TEXTS Students will use a Venn diagram comparing the experiences of Wiesel with Jeanne Wakatsuki (<i>Farewell to Manzanar</i>) (using textual references) demonstrating that students understand similarities and differences in how the authors reveal cultural experiences, societal influences, and adversity.</p>	<p>Completed Venn Diagram -- checked for accuracy in using textual evidence.</p>	<p>Students read the excerpt from Farewell to Manzanar. Teachers may also want to use the resources below for discussion internment camps.</p> <p>Students create a Venn Diagram with Wiesel and Wakasuki as subjects. They will then find textual evidence that reveal the differences/similarities in cultural experiences, societal influences, and responding to adversity.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Venn Diagram template 🔗 Interactive Venn Diagram 🔗 Japanese people telling their stories of being in internment camps 🔗 Japanese Internment Camps 🔗 Online interactive site for Amache, an internment camp in Colorado 🔗 Photos of Manzanar 🔗 Good recording of Jeanne Wakasuki reading an excerpt and talking about her life 				


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>ACTIVE READING > ANNOTATION: Ability to use effective note taking skills in order to access the concepts of the cultural, historical and societal context in complex literary works.</p>	<p>DOUBLE ENTRY NOTES Students will use textual evidence in a well-written response to and critique of how the authors (e.g. O'Brien and Komunyakaa) use language to convey his character's internal conflict concerning adversity and societal influences.</p>	<p>Teacher will evaluate two column notes and student writing.</p>	<p>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.</p> <p>Students will use double-entry notes to capture textual evidence to show how the authors convey the conflict they may experience regarding the Vietnam war and societal influences. As students read, they will capture textual evidence in one column of the notes and then their own analyses of that textual evidence.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Double-entry notes 🔗 "Facing It" -- read by Yusef Komunyakaa 🔗 O'Brien's "On the Rainy River" PDF 				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>BRIDGING CONVERSATION > DISCUSSION: Ability to analyze the key concepts in texts in a collaborative group discussion.</p>	<p>LITERARY DISCUSSION AND MIND-MAPPING Students will collaborate on producing a well-written text or visual representation (mind map, etc.) using textual evidence and citations comparing and contrasting cultural experiences, societal influences, or adversity seen in the variety of texts studied so far in this unit.</p>	<p>Students will include key details in the visual demonstrating connections between texts.</p>	<p>Over two class periods:</p> <p>Socratic Seminar: Using Socratic seminar, students can discuss the cultural experiences, societal influences, and the theme of heroism in the texts they have read so far.</p> <p>Collaborative Discussion: Based upon the Socratic seminar discussion, work in small groups to synthesize the thinking heard in the seminar and draw conclusions.</p> <p>Mind-Mapping/ Non-Linguistic Representations: Students will individually create a non-linguistic representation or mindmap synthesizing the information and connections he/she made between texts in regards to theme, cultural experiences, and societal influences.</p> <p>Collaborative Writing: Students may collaborate on a written analysis in which they make connections between texts in regards to theme, cultural experiences, and societal influences. See Teacher Resource below from <i>Writing Next</i> for research on collaborative writing (page 16)</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Collaborative Writing (from Writing Next; see pages 16-17) 🔗 Non-Linguistic Representations from McREL 🔗 Non-Linguistic Representations from McREL 🔗 Mind Mapping Graphic Organizers from NCTE Inbox 🔗 How to Make a Mind Map 🔗 Peer/self evaluation for Socratic Seminar 🔗 Socratic Seminar explanation from readwritethink 🔗 Paideia 🔗 Norms of Collaboration with Rubrics 🔗 Seven Norms of Collaboration 🔗 Edutopia Source for Collaboration 				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>ACTIVE READING > QUESTIONING: Ability to question and collaboratively discuss text using textual evidence to support opinions</p>	<p>VENN DIAGRAM: STUDENT AND CHARACTERS Prompt A: Venn diagram of the similarities and differences between the characters in the book and the student (e.g. Navajo and Western cultures) as portrayed by the author. Prompt B: Students will produce a paragraph with textual evidence comparing the students' own guiding cultural beliefs with those of characters in the text.</p>	<ul style="list-style-type: none"> • Produces a Venn diagram using textual evidence to show differences between characters in the book and the student in regard to cultural experiences and societal influences. • Produces a paragraph explaining the differences between characters and the student. 	<p>In the early chapters of the anchor text, Code Talker, students can begin to understand the core cultural beliefs and societal influences expressed through the characters in the book (e.g. those of the Navajo people).</p> <p>The teacher will guide students through a close reading of the text. As they move through the chapters, students will keep guided notes or double entry notes identifying passages that reveal the characters'/author's cultural beliefs and societal influences.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Code Talker: The First and Only Memoir By One of the Original Navajo Code Talkers of WWII 🔗 Interactive Venn Diagram app 🔗 Guided note-taking strategies 🔗 PD Resource: close reading 				
1 hr and 30 mins	<p>ACTIVE READING > QUESTIONING: Ability to question and collaboratively discuss text using textual evidence to support opinions</p>	<p>AUTHOR CRAFT MOVES Students will write a brief analysis exploring what a writer does – what are the author's craft moves – to convey culture or cultural influences.</p>	<p>Literary analysis rubric</p>	<p>Using the close reading strategy, the teacher will guide the students in exploring the author's craft and structure decisions he/she makes to convey cultural experiences and societal influences.</p> <p>Students may be directed to study the text for word choice, figurative language, images, sentence structures or other stylistic decisions, and other narrative/literary elements. For example, are there specific words or phrases that reveal the author's culture? Is there evidence in the dialogue that the author creates to show cultural or societal influence?</p> <p>Students may want to begin considering these questions:</p> <ul style="list-style-type: none"> • How does being a member of the culture impact the portrayal of that culture? • As a reader, what should we consider about that representation?


PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Additional Attachments: 📎 Expository Paragraph Frames 📎 Framed Paragraphs (for differentiation)			
<i>Not provided</i>	ACTIVE READING > QUESTIONING: Ability to question and collaboratively discuss text using textual evidence to support opinions	LITERARY DISCUSSION ON CULTURAL AND SOCIETAL INFLUENCES Group discussion /Socratic Seminar: Students will discuss and share out in whole class: In what ways did the author maintain his/her original cultural beliefs, move away from his/her original cultural beliefs, or adapted his/her original cultural beliefs so he “fits in” to the dominant culture? Individual Exit Ticket: Explain how your original argument was bolstered/reinforced by what you heard. How was your view changed or challenged by the discussion or seminar?	For the collaborative work: <ul style="list-style-type: none"> ● Socratic Seminar rubric ● Norms of Collaboration rubric For individual work: <ul style="list-style-type: none"> ● Exit ticket 	As students complete the anchor text, teachers will engage them in collaborative discussion exploring these questions: <ul style="list-style-type: none"> ● In what ways did the author maintain his/her original cultural beliefs? ● In what ways did the author move away from his/her original cultural beliefs? ● How has the author adapted his/her original cultural beliefs to “fit in” to the dominant culture?
	Additional Attachments: 📎 Online Exit Ticket 📎 Socratic Seminar explanation from readwritethink 📎 Socratic Seminar 📎 Norms of Collaboration 📎 Edutopia source for collaboration			

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>POST-READING > ENHANCING COMPREHENSION: Ability to make connections among various texts in order to understand how authors' decisions reflect cultural and societal experiences and influences.</p>	<p>NONLINGUISTIC REPRESENTATION, MINDMAPPING AND MULTIPLE TEXTS Students may produce a visual representation connecting the texts and revealing how cultural experiences and societal influences inform the decisions made by the authors (e.g. O'Brien's character in "On the Rainy River" debating whether to go to Canada or not is influenced by societal pressures to flee the draft). Visual representations may be in different forms (mindmaps, McREL's nonlinguistic representations, etc.).</p>	Teacher-developed rubric for visual representations.	<p>The teacher will model how students may use mind maps or other visual representations to make connections between and among various texts.</p> <p>The focus of the visual representation should be on cultural experiences, societal influences, adversity, heroism and author's craft.</p> <p>Teacher will model by finding textual evidence from more than once source -- O'Brien, Chester Nez, Komunyakaa -- and making visual connections/representations of the texts on the concepts above.</p> <p>Teachers may model how this task can show differences between texts and cultures OR highlight and synthesize the concept of heroism, culture, and/or adversity.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 McREL Nonlinguistic representations 🔗 Video on nonlinguistic representations 🔗 Working with multiple texts 🔗 Examples of Mindmapping 🔗 Guided Note Taking Strategies 🔗 PD Resource: close reading 				
<p>Transition to Writing</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	<p>RECONSIDERING THE PROMPT:: Ability to return to the prompt and recollect notes and ideas in order to move from the reading process to the writing process.</p>	<p>REVIEW THE PROMPT As students transition from the reading to the writing process, go over the prompt again allowing students to connect their previous learning to the writing prompt in preparation for the writing process.</p>	Participation	<p>Reconsider the prompt and reestablish the key ideas for the product they are going to create. The prompt for this Performance Assessment states:</p> <p>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.</p> <ul style="list-style-type: none"> ● Role: A character from another work interviewing the author of the anchor text. ● Audience: A cultural and literary viewing / listening audience (NPR, etc.) ● Format: Interview ● Topic: How have cultural experiences and societal influences impacted writing.
<p>Additional Attachments:</p> <p> Writer's Workshop Toolkit</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>SPEAKING AND ACTIVE LISTENING > SEMINAR: Ability to discuss the key concepts of writing in a large group discussion.</p>	<p>GROUP DISCUSSION Students will write a brief reflection on the unit in which they cite how classmates' insights have changed their viewpoints, thoughts, perspectives on the works studied. How have the presentations impacted your understanding of the texts, concepts, etc?</p>	Participation	<p>This mini-task serves as a transition from studying and analyzing texts to preparing students to write their narrative interview. 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, and heroism.</p> <ul style="list-style-type: none"> ● Teacher may provide template for notes ("I thought ____ until classmate ____ said ____. Now I think ____ . This will inform my dialogue in this way ____ ." ● Teacher may assign partners so students have specific students to cite ● Students may complete note taking template ● Students may quote classmates directly as in an interview about the texts
Additional Attachments:				
🔗 Two Column Notes				
🔗 Double Entry Journal				
Writing Process				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>PLANNING > PLANNING THE WRITING: Planning the narrative interview</p>	<p>CRAFTING THE NARRATIVE INTERVIEW QUESTIONS</p> <p>Students will write a narrative in the form of an interview between a character from one of the texts and the author of the anchor text. The dialogue must reveal the author's societal influences and cultural experiences which helped shape the character.</p>	First draft of the interview / script	<p>Students may use 3x5 notecards to create each section of the interview. This will allow students to manipulate structure as they plan their narrative. Each card will have a question based on textual evidence from the character/text on one side with a response from the author on the other side.</p> <p>Students will create cards for the required elements, but they may include additional sections.</p> <p>Required sections include:</p> <ul style="list-style-type: none"> ● Questions on cultural experiences ● Questions on societal influences ● Questions that explore the concepts of adversity and ● the definition of "hero" or "heroism" ● Questions on author's craft ● Sections of the interview that explore author's ● background
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Narrative Interviews 🔗 Storycorps Interview on "Heroism" 🔗 Writer's Workshop Toolkit 🔗 Example of how one genre may be converted into another genre 				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.</p>	<p>FINDING "THE HEART" OF THE NARRATIVE INTERVIEW Students will write a narrative in the form of an interview between a character from one of the texts and the author of the anchor text. The narrative must reveal the author's societal influences and cultural experiences which helped shape the character.</p>	Draft checklist and teacher observations	<p>As students shape their draft, they should be considering the heart of the interview. Questions they may consider:</p> <p>What seems to be the driving influences in the author's life -- cultural, familial or societal?</p> <ul style="list-style-type: none"> ● Have you captured those influences in the textual evidence you have chosen? ● Have you posed questions that can explore those influences? ● The interview should not be simply a list of questions to check-off. Is there a major point to which you are building? <p>Teachers may prompt students to consider the sequence of their interview and manipulate the cards to explore different elements of structure. How do different sequences of questions impact the interview?</p> <p>Students should be encouraged to take some liberties with creating the interview in terms of setting (is it in studio? is it on the radio? is it an NPR type of interview or something more along the lines of E! Entertainment? In other words, can students create an authentic environment for the interview and create the setting or other conditions for it?).</p>
<p>Additional Attachments:</p> <p> The Narrative Interview</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
25 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>REVISION FOR CONTENT: DIFFERENTIATING THE INTERVIEW Reread and revise your essay to ensure you have met the requirements of the prompt.</p>	<p>Changes and/or comments show the student has addressed all areas from the guiding questions.</p>	<p>Teachers may consider ways in which the writing assignment may be differentiated:</p> <ul style="list-style-type: none"> ● Creating a dialogue between more than two characters (reading they have done independently beyond the classroom, or include an interview of a relative or community member to bring their perspective on “facing adversity” and heroism) ● The Format in the RAFT above could change from an interview to a round table or panel discussion with a variety of characters from the works as well as more than one author ● The interview could be a character from the anchor text interviewing the author. ● The length of writing can be changed according to student ability. ● Students may have different texts from which they choose. ● Students listen to oral histories (StoryCorps) about facing adversity and do a StoryCorp presentation. ● ELL students may use texts from their native language. ● Students may have a scribe for their writing or dictate their narrative dialogue. ● Students may craft their own narrative piece(s) conveying cultural influences on them.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>PEER REVISION - WHOLE CLASS Using a writer's workshop model, listen to classmates as they read their papers to determine elements that support or are ineffective in the writing.</p>	<p>Students participate and give specific feedback to the writer. The two-column notes the students completed for every reader will be submitted.</p> <p>Writer's take suggestions and change their narrative before final submission.</p>	<p>*Caution: this activity assumes students know what type of feedback to give. For students new to this process, it is essential to model giving feedback, explicating on the Do's and Dons. Sentence starters are also helpful for those new to this process, and should be posted on the room. (Example: I was confused when...You explained well when you...)</p> <p>It is also helpful for students to have a rubric in hand while giving feedback, enabling them to refer to the expectations for the assignment.</p> <p>Some students may struggle with how auditory-focused this lesson is.</p> <p>Have students copy their pieces into a Google Docs. They will need three copies of their document saved in order to have an original, a revised, then an edited. Students will have their laptops, etc. out while their classmates are reading to read along and make their revision ideas on the Google Doc comment section.</p> <p>Over two days: In a rotating order with desks in a circle so everyone can equally see each other, follow the following steps:</p> <p>One student read his or her essay.</p> <p>Other students listen and take two-column notes. One column titled "What works" and "What to Reconsider"</p> <p>As students listen, they need to take specific notes that quote actual text or moments for each column.</p> <p>Once finished, in an open group dialogue, students will share their notes about the writing. During this time, the author remains quiet to absorb the discussions. Once all aspects are discussed, the author may</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				<p>comment. Once outloud discussion, they put these notes on the Google Docs in order for everyone, both the writer and the listeners, to see and have for when revising their original piece.</p> <p>After a few students have gone through the process, create a reflective discussion in which students are prompted to share what take-aways they gleaned about their own writing through the discussion about someone else's writing.</p>
<p>Additional Attachments:</p> <p>🔗 How to Use Google Docs</p>				
30 mins	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<p>Students upload their drafts to a Google Docs in order to complete revision and editing tasks.</p> <p>Students create three copies of their document in order to have the original, the revised, and the edited version.</p> <p>Working together, with dictionaries, with the computers, students peer edit each others work, focusing on removing typos, misplaced or misused punctuation, grammatical errors, capitalization errors, etc.</p> <ul style="list-style-type: none"> Briefly review selected skills that many students need to improve Teach students how to enter on each other's documents on Google Docs and edit the appropriate sections using their computers and the Goggle Docs system Assign students to proofread each other's texts a second time
10 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	<p>Students attach the rubric and the final draft of the paper, including all their drafts, either through a Google Doc or a printed version for submission.</p>

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided