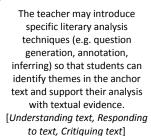
Instructional Unit Title: Exploring Diverse Perspectives

Reading, Writing, and Communicating
9th Grade

The teacher may use prereading activities around the
anchor text (e.g. Master Harold
... and the Boys) so that
students can begin to question
cultural/personal perspectives
based around a theme
reflected in the anchor text.
[Understanding text]



The teacher may model research strategies (e.g. developing inquiry questions, keyword searches) so that students can learn to use research skills to integrate/synthesize sources while they analyze historical context for the anchor text. [Understanding text, Producing text]

The teacher may initiate discussion of the historical and cultural context of the anchor text (e.g. Master Harold ... and the Boys) so that students can explore how cultural norms influenced the perspectives of the author and characters. [Understanding text, Responding to text, Critiquing

The teacher may ask students to brainstorm stereotypes that exist in contemporary society so that students can identify stereotypes in their own lives and analyze how stereotypes may be reinforced/refuted in the anchor (e.g., Master Harold...and the Boys) and supplemental texts. [Understanding text, Responding to text, Critiquing text]



The teacher may facilitate a conversation about effective collaboration so that students can understand how collaborative conversations contribute to learning. [Responding to text, Critiquing text]

The teacher may model how an author adapts language attentive to audience needs and intended purpose so that students can analyze how audience informs an author's choices. [Understanding Text, Producing text]

The teacher may introduce the idea of the rhetorical triangle (author, speaker, purpose, content) so that students analyze how effective language/communication in the anchor and supplemental texts is connected to the intended audience. [Understanding text, Responding to text, Critiquing text]

The teacher may supply supplementary texts of different genres (non-fiction, poems, speeches) centered around the same context/theme as the anchor text (e.g. Master Harold ... and the Boys) so that students can identify similarities and differences in how authors treat a theme by comparing the anchor text, the supplementary texts, and in their own lives. [Understanding text, Responding to

The teacher may use supplemental texts of different genres so that students can use close reading strategies to identify similarities and differences between the anchor text, supplementary texts, and their own lives. [Understanding text, Responding to text,



The teacher may initiate Socratic seminars around the anchor and supplemental texts so that students can analyze how well the authors articulate varied perspectives and how different genre facilitate the expression of those perspectives.

[Understanding text, Responding to text, Critiquing text]

The teacher may revisit the ideas of stereotypes and generalizations so that students can understand how different perspectives voiced in the texts refute or reinforce today's stereotypes.

[Understanding text, responding to text]

The teacher may revisit the conversation regarding norms for collaboration so that students can understand the value of collaborative work and the need for consistent norms for that work. [Responding to text, Critiquing text]

The teacher may provide examples of multi-genre projects so that students can begin to explore how multigenre projects allow for powerful and unique ways to express different perspectives. [Producing text]



PERFORMANCE ASSESSMENT: TOPIC: reflections on the theme and perspectives on the issue

You will develop a multi-genre project from the perspective of one of the authors we have studied — either the author of the anchor text or the supplementary texts. From that author's perspective, the multi-genre project will allow you (as the author) to reflect on your perspective and the influences on your work. Imagine that the author has been invited to a book group or other forum where people are familiar with the text.

Students can choose any media format that allows for the voice of different perspectives via different writing/presentation genres. Examples of formats they may consider include a newspaper, i-movie, play/role playing, panel interview.

Perspectives and Audience

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.