## **Instructional Unit Title: E Pluribus Unum Single Voice - Identity**

Reading, Writing, and Communicating 10th Grade

The teacher may build background knowledge on the author of focus (e.g., Sandra Cisneros) so that students can begin to identify the major social and cultural influences that shape the author's work.



The teacher may use a short text from the focus author (e.g., "Eleven") so that students can discern the cultural experiences and/or societal influences apparent in the work.

[Understanding text, Responding to text]



The teacher may use a short text from the focus author (e.g., "Salvador Late or Early") so that students can read for the ways in which the author uses cultural experiences to shape/convey characters' identities. [Understanding text, Responding to text]



The teacher may use a short text from the focus author (e.g., the poem "You Bring Out The Mexican In Me") so that students can read for the ways in which the author uses societal experiences to shape/convey identities.

[Understanding text, Responding to text]



The teacher may present collaborative protocols and norms for literary discussions so that students can productively engage in literary analysis (e.g., biographical and autobiographical readings, "Eleven," "Salvador Late or Early," and "You Bring Out The Mexican In Me") [Understanding text, Responding to text, Critiquing text, Producing text]



The teacher may provide guidelines so that students can respond to the various texts paying attention to cultural experiences, societal influence, and/or identity evident in them.

[Understanding text,
Responding to text,
Producing text]



The teacher may present later chapters of the extended/anchor text from the focus author (e.g., The House on Mango Street) so that students can use textual evidence to defend their understanding of cultural experiences and societal influences on the author.

[Understanding text, Responding to text, Producing text]



The teacher may use an extended/anchor text from the focus author (e.g., middle chapters in *The House on Mango Street*) 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 use an extended/anchor text from the focus author (e.g., early chapters in *The House on Mango Street*) so that students can **understand the core cultural beliefs and societal influences expressed through the characters in the book**.

[Understanding text, Responding to text, Critiquing text, Producing text]



The teacher may facilitate a collaborative discussion so that students can ascertain the ways in which different perspectives can enrich understandings/critiques of characters and deepen comprehension of common themes associated with cultural experiences, societal influences, and identity [Understanding text, Responding to text, Producing text]



The teacher may model and guide the writing process so that students can deepen their appreciation of the importance of planning, editing, and refining in relation to improving and producing effective written work [Understanding text, Responding to text, Producing text]



PERFORMANCE ASSESSMENT: You have been asked to submit a personal narrative to *Teen Ink* magazine exploring the tensions that adolescents may experience as they continue to grow into adulthood and that shape the person they are becoming. By studying the biographical, autobiographical, and non-fiction pieces from Sandra Cisneros, and through studying the characters she develops in her literary works, we gain a deeper insight into how societal influences and cultural experiences shape one's identity. In the personal narrative you craft, explore how the societal influences around you combine with your own cultural experiences to shape your sense of self and your own identity.

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 <a href="http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.">http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.</a>