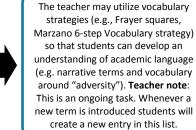
## **Instructional Unit Title: Trials and Tribulations**

The teacher may facilitate a brainstorming session on concepts related to adversity (e.g. challenge, hurdles, setbacks) so that students can begin to explore the different ways we talk about adversity and how adversity may be revealed in our lives.



The teacher may introduce a short story (story (e.g., "Eleven" by Sandra Cisneros) to review narrative structure so that students can deepen understanding plot development in a story.

[Understanding text]

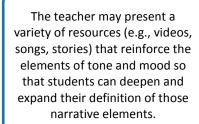
The teacher may explore the concept of adversity within a short story (e.g., "Eleven") so that students can analyze how the author develops the concept and expresses it throughout a text.

[Understanding text,

The teacher may provide several sample texts (e.g. "Eleven," "Thank You, Ma'am," comic strips, other short stories) so that students can begin to analyze how point of view / perspective impacts a character's understanding of adversity.

The teacher may provide nonfiction texts of people experiencing adversity so that students can analyze and synthesize their conclusions/discoveries using formal citation methods.

[Understanding text, responding to text, producing text]



The teacher may provide musical selections that highlight adverse situations (e.g. tense situations in movies with accompanying sound track) so that students can begin to understand the effects of mood and tone in narratives.

[Understanding text, responding to

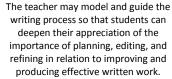
The teacher may present students with a potentially adverse situation (e.g. captured in a newspaper photograph, a written scenario, or video) so that students can produce multiple written accounts of that event from different perspectives.

[Producing text]

The teacher may model how to both generate and answer inferential questions so that students can begin to go beyond literal comprehension of the story and explore thematic issues more deeply (e.g. adversity). [Understanding text, responding to text]



The teacher may introduce and facilitate literature circles so that students can understand the power of collaboratively analyzing a book to understand diverse (readers') perspectives on adversity. **Teacher note**: Literature circles will occur over the following 3-4 weeks. Students will focus on discussing the concept of adversity and address topics such as tone and mood, perspective, word choice, sentence structure, and demonstrate the ability to make inferences.



**Teacher note**: This Learning Experience begins the writing process leading to the students' performance assessment. [Understanding text, Responding to text, Producing text]



**PERFORMANCE ASSESSMENT:** Our school's Parent-Teacher Association has selected your class to write a collection of narratives – personal narratives, fictional stories, or biographies of others – to address the theme of "adversity" and how people face challenges in their lives. Their goal for the anthology is to illustrate the theme and to also model how we tell stories about the human experience. They want your best writing to shine through! The type of narrative that you write is your choice – real, imagined, your story, or someone else's. It can be memoir, slice of life, personal narrative, biographies based on interviews with others, or stories from your own imagination.

**Role**: Author of narrative writing; storyteller **Audience**: Classroom peers, community members

Format: Narrative Topic: Adversity

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>.