

Reading and Multicultural Literature

Reading and Multicultural Literature (This literature module may be taught in 10th, 11th, or 12th grade.)

Focusing on a study of Multicultural Literature, the student develops an understanding of historical context and the relevance of cultural philosophies that impact the diverse literary voices of America. The student develops an understanding of the cultures of origin of diverse writers and how it affects the meaning of the literature produced. The student develops an understanding of literature as both a product of cultures and as culture-bearers and recognizes the commonalities and differences among works of multicultural American literature.

ELAMLRL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and cultural characteristics) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

The student identifies, analyzes, and applies knowledge of the structure and elements of fiction from multiple cultures and provides evidence from the text to support understanding; the student:

- a. Locates and analyzes such elements as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, epistolary narrative, frame narrative) in works of multicultural fiction.
- b. Identifies and analyzes patterns of imagery or symbolism (i.e., magical realism).
- c. Relates identified elements in fiction to theme or underlying meaning.
- d. Analyzes the influence of allusions (i.e., cultural myths, folklore, traditional mythology, religious literature).
- e. Analyzes and compares unique style and language within and across multicultural literary works.

The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:

- a. Analyzes and explains the structures and elements of nonfiction works of multicultural literature (i.e., essays, letters, personal narratives, biographies, autobiographies, journals/diaries, speeches, journalism).
- b. Analyzes and evaluates the logic and use of evidence in an author's text.
- c. Analyzes, evaluates, and applies knowledge of the ways authors from different cultures use language and diction, style, syntax, tone, and rhetorical strategies for specific purposes in multicultural nonfiction works.

The student identifies and analyzes elements of poetry from multicultural literature and provides evidence from the text to support understanding; the student:

- a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, meter, form, figurative language, and structure of poems as these elements relate to meaning.
 - i. sound: meter, rhythm, rhyme (end rhyme, internal rhyme, approximate rhyme, slant rhyme) alliteration, consonance, assonance, onomatopoeia, euphony, cacophony
 - ii. form: fixed and free, lyric, narrative, elegy, sonnet, song
 - iii. figurative language: personification, imagery, metaphor, simile, synecdoche, hyperbole, symbolism, allusion, understatement
- b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images/motifs, figurative language, irony, paradox, and tone) as they relate to underlying meaning.
- c. Identifies and responds to the blending of forms in American multicultural literature.

The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of multicultural dramatic literature and provides evidence from the text to support understanding; the student:

- a. Identifies and analyzes types of dramatic literature (i.e., comedy, tragedy, parody, Theatre of the Absurd, political drama).
- b. Analyzes the characters, structures, and themes of dramatic literature.
- c. Identifies and analyzes dramatic elements (i.e., exposition, tragic hero, reversal, catharsis, monologue, soliloquy, dramatic irony, foils, stereotypes).
- d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.

➤ **Sample Task ELAMLRL1**

The student(s) chooses a literary element directly from the standards in order to analyze its use in a minimum of four works across cultures and genres (i.e., allusion, symbolism, character development, tone, voice, diction, point of view, irony, imagery, figurative language, sound devices).

- a. Working independently or in groups, the student prepares an analysis of the commonalities and the differences in the way the element is used to affect meaning.
- b. The student documents textual evidence and presents the analysis to the class, choosing at least one or more of the following formats: iMovie/Moviemaker, PowerPoint, essay, poem, music and lyrics, artistic/visual representation, dramatic performance, oral presentation, pamphlet or brochure, tri-fold board, or formats based upon student choice and teacher approval.
- c. The student submits a reflection explaining the outcome of the literary exploration.

ELAMLRL2 The student identifies, analyzes, and applies knowledge of theme in a work of multicultural literature and provides evidence from the text to support understanding. The student:

- a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.

- b. Evaluates the way an author's choice of words advances the theme or purpose of the work.
- c. Applies knowledge of the concept that a text can contain more than one theme.
- d. Analyzes and compares universal themes characteristic of multicultural literature across cultures and genres as connected to archetypes, cultural values, cultural traditions and provides support from the texts for the identified themes.

➤ **Sample Task for ELAMLRL2**

The student selects a motif (a recurring image, word, object, phrase, or action that unifies the work and highlights theme) from a major work of multicultural literature and record references to the motif throughout the work.

- a. Based on the motif selected, the student writes a statement of theme that connects the motif to the meaning of the work.
- b. The student evaluates the importance of the examples and selects the five that best illustrate the theme.
- c. The student documents citations from the text, displays the quotations, writes paragraph explanations of motif, and creates a visual of that theme.

ELAMLRL3 The student deepens understanding of a work of multicultural literature by relating it to its historical and/or contemporary context, as well as to works from other cultures. The student:

- a. Relates a literary work to primary source documents of its cultural or historical context.
- b. Analyzes a literary work as it relates to the seminal ideas of the culture of origin.
- c. Compares and contrasts the effects of an historical event or time period (i.e., WWII, The Great Depression, The Civil Rights Movement, 9/11, Immigration) on texts across cultures representing different genres.

➤ **Sample Task for ELAWLRL3**

The class brainstorms significant historical events in America. Students divide into small groups, and each group chooses one historical event.

- a. As a group students research the historical event, familiarizing themselves with the social, political, and economic contexts.
- b. Each individual in the group researches a cultural response to the event, finding two texts from different genres.
- c. The group members compare and contrast the various cultural responses and prepare a multimedia presentation for the class.
- d. Following all of the presentations, the class discusses universal themes across cultures and events.

ELAMLRL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas selected in multicultural literary works. The student composes essays, fiction or non-fiction narratives, poems, or technical documents. The student:

- a. Demonstrates awareness of an author's use of stylistic devices for specific effect(s).

- b. Draws comparisons between specific incidents in a text and broader themes that illustrate the writer's personal beliefs, culturally specific beliefs, or generalizations about life.
- c. Includes a formal works cited or bibliography when applicable.

➤ **Sample Task for ELAMLRL4**

The student selects a text from multicultural literature and analyzes the growth and development of a single character or speaker.

- a. The student selects at least three passages from the text that reveal and support the internal and/or external conflicts that ultimately result in the change(s) within the character or speaker.
- b. The student produces an essay that employs correct manuscript form and follows an appropriate style sheet (such as MLA, etc.) to integrate, cite, and document evidence from the primary source quoted, summarized, or paraphrased in the essay.

ELAMLRL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student:

- a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, words/phrases with denotative and connotative meanings, and patterns of word changes that indicate different meanings, functions, or tone.
- b. Uses knowledge of mythology, religious texts, and other works often alluded to in multicultural literature to understand the meanings of new words.
- c. Identifies and understands terms from the writer's culture of origin.
- d. Uses general dictionaries, specialized dictionaries, thesauri, or related references as needed to increase in learning.

➤ **Sample Task for ELAMLRL5**

The student adopts the voice of a character from a work of multicultural literature and composes one journal entry that imitates the diction, dialect, syntax, and tone of the original character, using a different letter of the alphabet to begin each sentence of the entry. The student incorporates idioms, allusions, and/or figurative language representative of the culture of origin.