

## Choices Multicultural Unit

Name \_\_\_\_\_ per. \_\_\_\_\_

Rate your top three novels, #1 being the one you most prefer:

\_\_\_\_ *Clay Walls* by Kim Rounyoung (L-580 pp. 300)

\_\_\_\_ *The Bluest Eye* by Toni Morrison (L-920 pp. 205)

\_\_\_\_ *When the Legends Die* by Hal Borland (L-850 pp. 215)

\_\_\_\_ *Joy Luck Club* by Amy Tan (L-930 pp. 336)

\_\_\_\_ *Bless Me Ultima* by Rudolfo Anaya (L-840 pp.262)

\_\_\_\_ *Kite Runner* by Khaled Hosseini (L-840 pp. 371)

\_\_\_\_ *Autobiography of Malcolm X* (L-1120 pp. 389)

### Discussion Groups

You will be put into groups of 4. Each person must prepare for and lead one of the 4 discussion days. Discussion leader responsibilities:

- Create a typed 5 point quiz or assignment based on your section. Label the section you're covering on the quiz.
- Keep group on task for entire hour
- Have 15 discussion questions prepared. (One should reference Commager's traits.)
- Grade your quiz or assignment and turn in the scored paperwork along with a copy of your test key, extra tests, and 15 discussion questions. Your questions will be evaluated based on how they might inspire quality discussion.

If you are gone on the day you are scheduled to present, your group will have a reading day and then you will lead discussion the next day. (This means your group may have two quizzes and discussion days in a row.)

### Group Presentations

You must present your novel creatively in about 10 minutes. You will be graded on how you engage your peers, how effectively you convey the novel's message, and how accurately you represent the culture group in the novel. You may use music, food, costumes, video clips, instruments, visuals, novel quotations, etc. Plan well enough to effectively use the 10 minutes.

### Week 7 May 16-20

Mon Quiz on 7-11

Tues Choose novel for multi-cultural unit

Wed *Bean Trees* Final & essay test

Thur Reading Day

Fri Day 1 discussion

### Week 8 May 23-27

Mon Day 2 discussion & quiz

Tues Reading Day

Wed Day 3 discussion & quiz

Thur Reading Day & plan presentation

Fri Day 4 discussion & quiz & work on presentations.

### Week 9 June 1-2

Mon **Holiday**

Tues **Memorial Day**

Wed Final Novel Test. Novel presentations

Thur Novel presentations

Fri Have a great summer!

**Unit Points:** Discussion questions & your quiz-10 pts. Quizzes-15 pts. Final Test-25 pts. Presentation-20 pts.

### **Quiz**

- Your quiz should be a simple 5 pt. typed and labeled reading quiz to encourage and determine if your group members carefully read the assigned section. Turn in graded quizzes and one test which is the key.
- Be responsible about this. You may have to hold your friends accountable for not reading. But if as a group you are too casual about this quiz, the group will not be able to have a productive discussion for the assigned section and will get behind and do poorly on the final test.

### **Discussion Questions**

- Keep the questions open ended so they foster in-depth thinking and consideration.
- Pay attention to the cultural traits, values and history that the author refers to or simply shows you through character interaction.
- Try to determine why and how another cultural group's perspectives are different.
- Are there any perspectives that the author seems to have omitted as these issues are raised? If so, why might the author have chosen to present a limited perspective?

Here is a list of areas to consider in any multicultural literature discussion:

- Assimilation—giving up cultural differences in an attempt to be like the dominant culture.
- Acculturation—the issue of parents wishing to maintain their native culture while raising their children in an alien culture.
- Gender—various attitudes toward the roles of men and women in society.
- Generation gaps—the issues of conflicts between parents and children.
- Locale—specific lifestyles that are determined by the geographical setting.
- Style—distinctive writing styles. Consider language, use of time, structure, diction, characterization, etc.
- Culture clashes—adjustments made by people moving to a new country or coming into contact with new ethnic groups who have difficulty adjusting because they speak a different language or dialect and have different customs or a different culture.
- Injustice—real or perceived—the writer's or characters' experience of real or perceived injustice.

*When the Legends Die* by Hal Borland

A young boy left parentless has to survive in the wilderness using the ways of his ancestors. He is pulled back into white society where there are culture clashes.

*The Joy Luck Club* by Amy Tan

A series of vignettes (tragic stories from a war torn country and stories of fitting in) alternate back and forth between the lives of four Chinese women in pre-1949 China—mothers struggling to acculturate their daughters; living in America has given the daughters a modern view of gender roles.

*The Bluest Eye* by Toni Morrison

Rich diction (like poetry), bold stories, no sugar coating. Pecola wants to be white and hopes to assimilate into white society because she has been taught that white is beautiful. One of Toni Morrison's most powerful, unforgettable novels. Morrison won the Nobel prize. Shifts in time and narration, a puzzle to fit together. There are some graphic scenes. Morrison wanted to humanize even the monsters. She didn't want to justify evil as much as she wanted to explain it.

*Clay Walls* by Kim Ronyoung

Easiest read—three parts, three perspectives, but the story is mostly linear. There are some flashbacks in the middle part. A Korean family flees to America under Japanese occupation where they face culture shock and culture clashes. They return to Korea and the new locale creates a stark contrast between the two cultures.

*Bless Me Ultima*

A coming of age story about a boy who must come to terms with spiritual issues. A lot of Spanish terms are used. After seeing Lupito's death, Antonio begins to wonder about sin, death, and hell.

*Autobiography of Malcolm X*

Malcolm X's views and life story of the tumultuous Civil Rights Era.

*House on Mango Street* by Sandra Cisneros

Vignettes about a young girl growing up in the Latino section of Chicago—wide appeal, taught in grade schools and colleges, translated all over the world. A young girl comes into her power.

*And the Earth Did Not Devour Him* by Tomas Rivera

Rivera documents through fiction the lives and peregrinations of the Mexican-American migrant workers of the 40's and 50's. Through a child's vision and a myriad of migrant voices, a compelling American drama unfolds. Rooted in a haunting reality, this American novel will stand as a monument to a proud people's indefatigable search for a better tomorrow.