

ELA Unit Plan

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Unit Overview

Unit Title: Personal Discovery Through Memoirs

Grade Level: 12

Subject: English Language Arts

Key Words: memoir, narrative writing, personal discovery, identity

Designed by: Jennifer Sommer

Time Frame: 3 weeks

Unit Summary:

In this 12th grade English Language Arts unit, students will learn about narrative writing and explore how people develop or effectively communicate their identities through the lens of the memoir genre. They will analyze a variety of informational and literary texts and use the Internet to participate in online literature circles centered on various memoirs. The unit will culminate in a performance task where students are asked to write a narrative personal essay for a college admission's committee.

Stage 1

Established Goals:

This unit meets the following Common Core Standards for English Language Arts Grade 12:

Reading Standards for Literature

- 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Reading Standards for Informational Texts

- 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.

Writing Standards

- 3. Write narratives to develop real...experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 5. Develop and strengthen writing as needed by planning, revising, editing, [and] rewriting.
- 6. Use technology, including the Internet, to produce [and] publish writing products.
- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

- 1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Understanding(s):

1. The search for personal identity is never ending because we are constantly evolving and growing.
2. Compelling memoir/narrative writing speaks to who we are as human

Essential Question(s):

1. What makes a narrative compelling?
2. How do we define our identities?
3. Who am I?
 - a. How did I become the person I am today?

- beings, regardless of our differences.
3. Through writing, we can express and discover our identities.

Student Learning Outcomes:

Students will be able to...

1. **Analyze** the impact of the author's literary choices in a memoir.
2. **Apply** effective narrative techniques including but not limited to reflection and descriptive language in their writing.
3. **Cite** textual evidence to support their analysis of what the text says explicitly and what is inferred.
4. **Create** discussion prompts that elicit insightful conversations and encourage the expression of multiple perspectives.
5. **Define** the following literary terms: reflection and descriptive language.
6. **Determine** an author's point of view in an informational text and/or purpose for writing the text.
7. Effectively **engage** in a range of class discussions including one-on-one, small group, and whole class.
8. **Evaluate** the effectiveness of literature circle discussions.
9. **Identify** appropriate and inappropriate online literature circle behavior.
10. **Rewrite** and **edit** their narrative based on peer and self-evaluations.
11. **Substantiate** written and verbal arguments and analyses with textual evidence.
12. **Understand** how to use Edmodo to conduct literature circle discussions.
13. **Understand** the different types of questions/prompts that may occur in a literature discussion.
14. **Write** a personal narrative that develops a real experience or event in their lives.
15. **Write** for a variety of tasks and lengths of time, including extended writing with revision and short free writes.
16. **Evaluate** a personal statement based on the provided rubric.

Stage 2

Performance Task(s):	Other Evidence:
<p>Personal Essay Narrative – Students will write a narrative essay for a college admission’s committee that details an experience, event, or memory from their lives that is telling about who they are as an individual.</p>	<p>Observations</p> <p>Oral Questioning</p> <p>Online Literature Circle Discussion Forum Posts</p> <p>Practice Literature Circle Evaluation Sheet</p> <p>Quick Writes</p> <p>Gallery Walk Group Poster</p> <p>Creating Prompts Worksheet</p> <p>Double Entry Journal</p> <p>Fact or Fiction Nonfiction Article Presentation and Poster</p> <p>Peer Writing Conference Record</p> <p>Question Type Worksheet</p> <p>Free Writes</p> <p>Memory Reflection Worksheet</p> <p>Chat Room Activity Transcripts</p> <p>5 Sense Graphic Organizer</p> <p>Reflection Term Frayer Model</p> <p>Student Conferences</p> <p>First Draft</p> <p>Google Doc Comments</p> <p>Exit Slips</p>

	Revision Suggestions Slip Literature Circle Reading Strategies Do Nows
Student Self-Assessment and Reflection: Literature Circle Self-Evaluation Peer Writing Conference Record Transcript Group Reflection	

Assessment Task Blueprint

What understandings or goals will be assessed through this task?

SLO #2 – Students will be able to **apply** effective narrative techniques including reflection and descriptive language in their writing.

SLO #14 – Students will be able to **write** a personal narrative that develops a real experience or event in their lives.

What criteria are implied in the standards and understandings regardless of tasks specifics? What qualities must student work demonstrate to signify that standards were met?

- Command of Standard English and writing skills including grammar, spelling, organization, and use of transitions.
- Effective use of reflection and descriptive language to support the narrative's theme and purpose.
- Creativity
- Must be about a real event or experience from their lives.

Task Overview:

You are a high school student working on your college application. Your application requires you to write a personal statement (narrative) in response to the following prompt:

Everyone has a story that is central to their identity. Tell us yours.

Your statement must:

- Center around a memory, event, or sequence of events that tells the admissions committee something about who you are and/or how you have grown into the person you are today.
- Include the following literary techniques: descriptive language and reflection.
- Provide the reader with enough context or background information so that they understand the events of the narrative.
- Be written in first person point of view.
- Be 2-3 pages, typed.
- Follow MLA format (12 point Times New Roman font, double-spaced, standard margins).
- Be professional and polished (free of grammatical and spelling errors).

Additional Tips for Success:

- Center your essay around a memory or event that reveals characteristics about yourself that you think will be desirable to an admissions committee (i.e. brave, hardworking, able to overcome obstacles or failure, giving, etc.).

- Remember the admissions committee has never met you so be sure to provide sufficient background information so that they understand what is going on.
- Most importantly remember to choose a memory that is personal to you, your life, and your identity. Do not hand in an essay that could have been written by anyone; make it uniquely yours.
- Use the provided rubric as a guide.

What student products and performances will provide evidence of desired understandings?

Personal essay (narrative) response to prompt.

By what criteria will student products and performances be evaluated?

- Use of narrative/memoir elements such as descriptive language
- Quality of writing
- Use of reflection
- Amount of context provided for the reader to understand the narrative
- Organization
- Grammar and spelling

GRASPS Graphic Organizer

<p>Goal</p> <ul style="list-style-type: none"> Write a personal statement (narrative) in response to the following prompt: <i>Everyone has a story that is central to their identity. Tell us yours.</i>
<p>Role</p> <ul style="list-style-type: none"> High school student applying to college/university
<p>Audience</p> <ul style="list-style-type: none"> College/university admissions committee
<p>Situation</p> <ul style="list-style-type: none"> You are working on a college application and are required to submit a personal statement based on the provided prompt.
<p>Product, Performance, and Purpose</p> <ul style="list-style-type: none"> You will write a personal statement (narrative) centered on a memory or event that reveals who you are.
<p>Standards and Criteria for Success</p> <p>Your statement must:</p> <ul style="list-style-type: none"> Center around a memory, event, or sequence of events that tells the admissions committee something about who you are and/or how you have grown into the person you are today. Include the following techniques: descriptive language and reflection. Provide the reader with enough context or background information so that they understand the events of the narrative. Be written in first person point of view. Be 2-3 pages, typed. Follow MLA format (12 point Times New Roman font, double-spaced, standard margins). Be professional and polished (free of grammatical and spelling errors).

Personal Statement Rubric

	Excellent 5	Good 4	Fair 3	Poor 2	Unacceptable 1
Narrative Elements 50%	The statement is engaging and has a clear point or theme. The author draws the reader in and includes beautifully crafted descriptive language that enables the reader to visualize the story. The writer consistently uses first person point of view.	The statement has a clear theme or point. The author draws the reader in and includes sufficient descriptive language but that language often contains clichés and/or does not make use of the range of adjectives and vocabulary available. The writer consistently uses first person point of view.	The statement's theme or point is vague or not fully developed. The author's use of descriptive language is insufficient so that the reader has trouble visualizing what is happening.	The statement has no clear theme or point. The author attempts to include descriptive language but does so incorrectly. The author does not use first person point of view but is consistent in the point of view used within the piece.	The statement has no clear theme or point. The author does not include descriptive language. The author uses a variety of points of views and/or does not use first person point of view.
Reflection 25%	The author includes reflection in the piece that reveals something significant about the author's identity. The reflection helps the reader understand why the event or memory is meaningful. Reflection is logically interwoven throughout the piece.	The author includes reflection that helps the reader understand why the event or memory is significant and/or is telling about the author's identity. However, all of the reflection is placed in the piece's conclusion, rather than interwoven throughout.	The author includes reflection within the piece that hints at the significance of the event/memory and/or what it says about the author's identity.	The author includes minimal reflection within the piece but the reflection does not reveal the significance of the event or what it says about the author's identity.	No reflection is present in the piece. The reader is unable to explain why the event was significant and/or what it says about the author's identity.

Context (Background Information) 10%	Author provides just enough background information or explanation so that a reader who does not know the author or the event will understand the narrative. No unnecessary or extraneous background information is provided.	Author provides background information that helps the reader understand the events of the narrative but often the author provides more context than the reader would reasonably need to understand the events.	Author provides minimal context or background information so that the reader understands the majority of the story but some details are missing so that the reader finds it challenging to understand the events of the story.	Author provides limited background information and/or irrelevant information and it is presented in such a way that the reader does not understand the events of the narrative.	Author provides no background information so that the reader is unable to understand the events of the narrative.
Organization 10%	Narrative is logically sequenced and contains smooth transitions between all events or changes within the text so that the reader understands the sequence of events and the story.	Narrative is logically sequenced so that the reader understands the events of the story. The author includes minimal transitions but uses those that are present correctly.	Narrative is sequenced in a logical manner. The author attempts to include transitions but they are used inconsistently.	Narrative is structured in such a way that the sequencing of events can sometimes become confusing. Transitions seldom connect events or are used incorrectly.	Narrative lacks organization and/or sequencing of events is ordered in such a way that it is consistently difficult for the reader to understand what is happening. No transitions are used.
Grammar and Spelling 5%	No grammatical and/or spelling errors are present.	1-2 grammatical and/or spelling errors are present.	2-3 grammatical and/or spelling errors are present.	4-5 grammatical and/or spelling errors are present.	6 or more grammatical and/or spelling errors are present.

Comments: _____

Backmapping Chart

Unit Goals	NYS Common Core Standards for 12 th Grade
<p><i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Analyze the impact of the author's literary choices in a memoir. 2. Apply effective narrative techniques including but not limited to reflection and descriptive language in their writing. 3. Cite textual evidence to support their analysis of what the text says explicitly and what is inferred. 4. Create discussion prompts that elicit insightful conversations and encourage the expression of multiple perspectives. 5. Define the following literary terms: reflection and descriptive language. 6. Determine an author's point of view in an informational text and/or purpose for writing the text. 7. Effectively engage in a range of class discussions including one-on-one, small group, and whole class. 8. Evaluate the effectiveness of literature circle discussions. 9. Identify appropriate and inappropriate online literature circle behavior. 10. Rewrite and edit their narrative based on peer and self-evaluations. 11. Substantiate written and verbal arguments and analyses with textual evidence. 12. Understand how to use Edmodo to conduct literature circle discussions. 13. Understand the different types of questions/prompts that may occur in a literature discussion. 14. Write a personal narrative that develops a real experience or event in their lives. 	<p><u>Reading Standards for Literature</u></p> <ul style="list-style-type: none"> ○ 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ○ 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) <p><u>Reading Standards for Informational Texts</u></p> <ul style="list-style-type: none"> ○ 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ○ 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective. <p><u>Writing Standards</u></p> <ul style="list-style-type: none"> ○ 3. Write narratives to develop real...experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. ○ 5. Develop and strengthen writing as needed by planning, revising, editing, [and] rewriting. ○ 6. Use technology, including the Internet, to produce [and] publish writing products. ○ 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter

<p>15. Write for a variety of tasks and lengths of time, including extended writing with revision and short free writes.</p> <p>16. Evaluate a personal statement based on the provided rubric.</p>	<p>time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening Standards</u></p> <ul style="list-style-type: none">○ 1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.
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Stage 3

Learning Activities:

Online Literature Circle 101

- Do Now: 5 best tips for an effective literature discussion
- Create a class list of online literature circle rules
- Introduce and model how to use Edmodo and how online literature circles work
- Students practice in pairs and evaluate a faux literature circle
- Memoir previews and student choice

What is a Memoir?

- Students will receive literature circle books and a detailed assignment sheet
- Students will work with their groups to break the book into 4 reading assignments
- Discuss and define what is a memoir and how it relates to narrative writing
- Read aloud an excerpt from *One Writer's Beginning* and ask students to record what they think makes it an effective memoir
- Small groups create lists of what makes an effective memoir
- Whole class discussion and master list
- Introduce Atwell's "Bad" Memoir and discuss why this is ineffective in comparison
- Free Write

Who Am I?

- Anticipation Guide
- Model I Wonder statement strategy
- Students will watch "What Do You Call Home?" and record I wonder statements
- Chat Room Activity
- Discuss how we construct our identities
- Review character mapping and have students create character maps for themselves
- Free Write

Creating Prompts

- Do Now: Create a discussion prompt/question based on your memoir.
- Discuss types of prompts/questions
- Small group practice creating prompts/questions
- Independent practice creating prompts

Why We Write Memoirs?

- Do Now: Why do we write memoirs?
- Discuss and create a class list of all the reasons we write memoirs to hang in the classroom
- Introduce Katherine Bomber's list and ask students if they agree, add to the list accordingly
- Quick Write: Why do you believe the author or authors of your literature circle memoir chose to write a memoir?
- Share Quick Writes with a partner
- Read aloud "1946" by Lois Lowry in preparation for the free write activity.
- Free Write

The Power of Description

- Do Now: Students will try to describe a picture projected on the board with as much descriptive language as possible.
- Introduce and model how to use the 5 Senses Graphic Organizer
- Students will work in pairs to fill out the 5 Senses Graphic Organizer as they read an excerpt from *Eat Pray Love*
- Discuss how the author uses descriptive language to create a picture for the reader and have students compare their free writes from earlier
- Free Write
- Exit Slip: Define descriptive language in your own words

Evaluating Online Literature Circles

- Have students work with their literature groups to analyze the latest round of discussion posts, using the Transcript Group Reflection sheet
- Have students write down any ineffective behaviors they noticed when reading the transcripts or during the online discussions on index cards
- Read these to the class and discuss as a class possible solutions and goals to make interactions more effective
- Have each group create 2-3 goals for improvement

Memoir: Fact or Fiction

- Do Now: What is the difference between a memoir and an autobiography?
- Double entry journal modeling with *A Million Little Pieces* excerpt
- Poll Everywhere class poll
- Independent practice of double entry journals with nonfiction article of student's choice
- Small group discussions and posters

The Issue of Truth

- Groups continue to create posters
- Class discussion of the issue of truth within memoirs
- Create a class list of when it is okay for memoirist to alter the truth
- Quick Write: How will you deal with the issue of truth in your own memoirs/narratives

Writing: Getting Started

- Introduce personal statement assignment and rubric
- Explain some tips for getting started
- Students will read through the free writes in their notebooks and get started
- Students will begin crafting introductions

Including Reflection

- Ask students to work in groups of four to fill out a Frayer Model for the term reflection
- Create class definition of reflection as a literary term
- Model how to highlight pieces that contain reflection in "Mother Tongue"
- Students will continue to highlight and read independently
- Discuss how Amy Tan uses reflection in the piece to develop her theme and ask students to give examples of how they have used reflection so far
- Exit Slip: Define reflection as a literary term in your own words.
- Students will complete the memory reflection worksheet for homework

Writing Workshop

- Minilesson on structure
- Students will work on their personal essays in class while the teacher conducts one-on-one conferences at each student's desk
- Homework: First draft

Peer Editing

- Introduce peer writing conference record
- Students will conduct peer editing conferences in pairs using the worksheet and Google Docs
- Minilesson on tips for revision
- Students will begin revising their pieces using one or more of the suggested tips
- Homework: Final Draft

Literature Circle Gallery Walk Prep

- Introduce gallery walk poster assignment
- Have students meet with their literature circle groups to discuss their books in person and begin creating their posters

Literature Circle Gallery Walk

- Allow students some additional time to put finishing touches on their gallery walk posters
- Review gallery walk procedures
- Everyone will participate in the gallery walk
- Class discussion about what have we learned about memoirs, writing, and identity.

Monday	Tuesday	Wednesday	Thursday	Friday
1 Online Literature Circle 101	2 What is a Memoir?	3 Who Am I?	4 Creating Prompts	5 Why Do We Write Memoirs?
6 The Power of Description	7 Evaluating Online Literature Circles	8 Memoirs: Fact or Fiction	9 The Issue of Truth	10 Writing : Getting Started
11 Including Refection	12 Writing Workshop	13 Peer Editing	14 Literature Circle Gallery Walk Prep	15 Literature Circle Gallery Walk

Lesson Plans

Lesson 1: Online Literature Circle 101

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- SL.1 - Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- W.6 – Use technology, including the Internet, to produce [and] publish writing products.
- W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Student Learning Outcomes:

Students will be able to...

- SLO #8 - Evaluate the effectiveness of literature circle discussions based on their knowledge of appropriate and inappropriate literature circle behavior.
- SLO #9 - Identify appropriate and inappropriate online literature circle behavior.
- SLO #12- Understand how to use Edmodo to conduct literature circle discussions.

Instructional Plan

Materials & Resources:

- SmartBoard/projector
- Teacher created online discussion boards with faux discussion
- Choose Your Memoir Sheet with book descriptions

- Computers
- Practice Literature Circle Evaluation Sheets

Learning Activities:

Do Now

As students enter the room, I will ask them to complete the following Do Now in their notebooks which will be projected on the SmartBoard: write down your 5 best tips for having an effective literature/book discussion.

Creating Online Literature Circle Rules

I will explain to students that we will be engaging in online literature circles during this unit and then ask students to share out their answers to the Do Now while I record some of them on the SmartBoard. I will then pose the following questions: which of these rules do you think we will need to have successful literature circles in an online environment? Which rules should we add? What behaviors do you think will make a literature circle unsuccessful?

The final rule list will look something like this:

Online Literature Circle Discussion Rules

1. Complete assigned readings, post, and comments on time.
2. Be respectful of group members, online classroom space, the teacher, and yourself.
3. Use good grammar, spelling, and punctuation.

Introducing Edmodo and How Online Literature Circles Work

Using the SmartBoard and a computer, I will log on to the Edmodo site (<https://www.edmodo.com/>) and show students how it is already broken up by literature circle group by title. Once students have chosen and been placed into literature circle books I will give them access to their literature circle group's discussion board with the appropriate code.

I will show students how to create a new thread, post, and reply. I will explain the meaning or ask students to explain the meaning of these terms as we go along. To showcase these skills, I will post our list of class rules into a discussion thread which everyone can access.

I will then have students work in pairs of their choice to create their logins and accounts. I will give them access to our classroom Edmodo with our classroom code which I will write on the board. Students will then practice commenting by replying to our class rules thread that I agree to abide by these rules or something similar. I will explain to students that this will be seen as a written commitment of their agreement to follow these rules.

Evaluating Literature Circles Practice

Students will also practice their understanding of online literature circle etiquette with their partner by examining a mock online literature circle thread discussing *The Perks of*

Being a Wallflower, which students have previously read, on the forum and filling out the practice literature circle evaluation sheet, which will be collected.

Book Introductions and Choice

I will give students a book choice sheet with titles, authors, pictures of books, and jacket descriptions for each of the following memoirs:

- *The Glass Castle* by Jeanette Wells
- *The Pact* by Sampson Davis, George Jenkins, and Rameck Hunt
- *The Reason I Jump* by Naoki Higashida
- *When I was Puerto Rican* by Esmeralda Santiago

Students will use Edmodo to rank the memoirs I have chosen from the one they are most interested in reading to the one they are least interested in so that I can place them into literature circle groups based on interest. I will assure students that I will do my best to put them in one of their two top choice groups if possible. That being said, I will take into consideration student personalities and abilities when forming groups.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Practice Literature Circle Evaluation Sheet	Formal/Formative	8
Practice Literature Circle Evaluation Sheet	Formal/Formative	9
Forum Posts	Formal/Formative	12
Observations	Informal/Formative	12

Lesson 2: What is a Memoir?

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- R.S.L.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R.S.L.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- W.S.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- S.L.S.1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #1 – Analyze the impact of the author's literary choices in a memoir.
- SLO #7 – Effectively engage in a range of class discussions including one-on-one, small group, and whole class.
- SLO #11 – Substantiate written and verbal arguments and analyses with textual evidence.
- SLO #15 - Write for a variety of tasks and lengths of time, including extended writing with revision and short free writes.

Instructional Plan

Materials & Resources:

- Computer, projector, and projection screen
- Online Literature Circle Assignment sheets
- *One Writer's Beginning* Excerpts
- Effective VS Ineffective T charts
- One copy of Atwell's "B-A-A-A-D" Memoir to project

Learning Activities:

Literature Circle Housekeeping

Students will receive their literature circle book assignments and a detailed assignment sheet. Each student will receive his/her assigned memoir.

Students will meet with their literature circle group to break the book into 4 reading assignments and record these on the assignment sheet.

Defining the Term Memoir

I will lead a discussion on what is a memoir and how memoirs relate to narrative writing. Some questions for the discussion are:

- What is a memoir?
- What memoirs have you read if any? What were they like? What did they have in common?
- What is narrative writing?
- How does memoir writing differ from narrative writing? How are they similar?

We will come to the conclusion that a memoir is a style/genre of writing that allows writers to explore their pasts from the point of view of the present. It requires writers to reflect on their experiences and make meaning out of them. It showcases one aspect, time period, slice, or memory of a writer's life.

Effective Memoirs

The class will take turns reading aloud from the excerpt of *One Writer's Beginning* by Eudora Welty and students will record what they notice that makes it effective in the effective column of their T charts.

Students will then meet in small teacher selected groups of 3-4 students and create a list of what makes an effective memoir, backing up their points with textual evidence from their T chart.

I will then ask groups to share out some of the things they found, backing up their points with evidence from the text. We will create master list of what we believe makes an effective memoir. Some examples of what we might say make an effective memoir are:

- Voice is first person singular or I
- Memoirist is the main character
- Writer shares her thoughts, feelings, and reflections
- Enough background context to understand the story

- Vivid descriptions that help the reader visualize the story
- Authentic dialogue

Ineffective Memoirs

I will tell the class we are now going to examine a bad or ineffective memoir and I will display and read aloud Nancie Atwell's B-A-A-A-D Memoir.

Students will then discuss why this is an ineffective memoir in comparison to Welty's. Our discussion will lead into a creation of a list of what does not work in a memoir; this list may contain things such as:

- It's all plot
- Memoirist does not share her thoughts, feelings, or reflections
- No "I" or it is not written in first person
- No description to help the reader see what is happening or understand who the characters are
- No sense of purpose, why the author chose to write about this event, and why it is important

Free Write

Students will then free write in the free write section of their notebooks to the following prompt: In the excerpt, Welty discusses one of her earliest memories of the home she grew up in and her love of books. Write about one of your earliest memories by responding to one of the following questions: (1) What is your first memory of being in public? Where were you? How did you respond to it? (2) What is your first memory of being completely alone, in private? Where were you? How did you respond to it? (3) What is one of your first memories of your childhood home? Where were you? How did you feel?

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Free Writes	Informal/Formative	15
Oral Questioning	Informal/Formative	1,11
Observation	Informal/Formative	1,7,11

Lesson 3: Who Am I?

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- R.S.I.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R.S.I.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.
- W.S.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- S.L.S.1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #6 – Determine an author's point of view in an informational text and/or purpose for writing the text.
- SLO #7 - Effectively engage in a range of class discussions including one-on-one, small group, and whole class.
- SLO #11 - Substantiate written and verbal arguments and analyses with textual evidence.
- SLO #15 - Write for a variety of tasks and lengths of time, including extended writing with revision and short free writes.

Instructional Plan

Materials & Resources:

- Computer, projector, and projection screen

- Loose leaf paper
- Character maps
- “What Do You Call Home?” Transcript

Learning Activities:

Anticipation Guide

As students enter the classroom, they will be asked to agree or disagree with the following statement projected on the board: Identities are self-constructed. They should then find a partner and discuss with him or her why they agree or disagree with the statement.

Video

Students will watch the TED Talk video [“What Do You Call Home?” by Pico Iyer](#). As they watch the video students should jot down at least 10 I wonder statements in their notebooks. Some examples of I wonder statements are:

- I wonder what the author means by home is a place where you stand.
- I wonder how others define the term home.

Chat Room Activity

Students will be instructed to take a piece of loose leaf paper and record their name and one of their I wonder statements on the top of the paper. They will then be randomly assigned into groups of 4 to 5 students. Students will sit in a circle. Each student takes his/her paper with his/her I wonder statement on it and passes it to the student to the left. Each student then writes a few full sentences in response to the I wonder statement, using textual evidence from the transcript, and passes the paper again to the left. This continues until everyone ends up with their original papers. Students should be sure to read all of the comments on the sheet given to them before they respond. This is a silent activity. Students must only write, not speak, their responses. Once students receive their original I wonder statement, they will have time to make one final response.

Whole Class Discussion

Students will participate in a teacher-led class discussion of the meaning of the article and their I wonder statements. Some questions for the discussion are:

- How has Iyer’s lecture changed your conception of what identity is?
- Do we construct our own identities or do others construct them for us?

Character Mapping Me

I will review character mapping with the class and then students will create a character map for themselves.

Free Write

Students will free write in their notebooks in response to the following prompt: “I am are two of the most powerful words. For what you put after them shapes your reality.” Choose one descriptor from your character map and elaborate on that description, explaining an event or memory that showcases that quality/description.

Homework

Students must have the first section of their literature circle memoir read by tomorrow.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Chat Room Activity	Informal/Formative	7, 11, 15
Oral Questioning	Informal/Formative	6, 11
Free Write	Informal/Formative	15
Observation	Informal/Formative	7

Lesson 4: Creating Prompts

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- SL.1 - Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- W.6 – Use technology, including the Internet, to produce [and] publish writing products.
- W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Student Learning Outcomes:

Students will be able to...

- SLO #4 - Create discussion prompts that elicit insightful conversations and encourage the expression of multiple perspectives.
- SLO #13 - Understand the different types of questions/prompts that may occur in a literature discussion.

Instructional Plan

Materials & Resources:

- SmartBoard/projector
- Creating Prompts Worksheet
- Types of Questions Notes
- Index cards for Do Now

Learning Activities:

Do Now

As students enter the classroom, I will instruct them to complete the following Do Now on an index card, which I will provide: Now that you've read the first section of your memoir, create a prompt or question that you believe would be a good discussion starter. Record this on the index card provided.

Types of Prompts

I will then introduce students to the various types of prompts/questions as follows:

- **Experiential** prompts focus on what the reader brings to the reading experience through prior personal experience and prior knowledge.
- **Aesthetic** prompts promote emotional responses to the text, so they tend to bring out heartfelt and emotional discussions.
- **Cognitive** prompts encourage readers to make predictions, solve problems, and make inferences regarding the plot and characters.
- **Interpretive** prompts call for a higher level of reasoning as they encourage readers to contemplate personal morals or values, meaning or message, and call for judgment of plot and characters.
- **Clarification** prompts encourage group members to collaboratively make sense of the unfolding plot by asking specific questions about the plot or characters.

I will also give them examples/ask students who believe they have a question from their do now that fits into one of the categories to share these examples. Students can volunteer their index cards and we can place them under the various categories on the board. I will also think aloud through the process of creating prompts.

Group Practice Creating Prompts/Questions

Students will work in their literature circle groups to create a question/prompt for each type of question.

Independent Practice/Homework

Students will work independently to fill out the creating prompts worksheet. Students will finish this sheet for homework and then post their best prompt from the sheet on edmodo as a separate thread as a way to start the first discussion. Prompt posts for reading one are due by midnight tonight.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Creating Prompts Worksheet	Formal/Formative	4, 13
Types of Questions Worksheet	Formal/Formative	4, 13

Oral Questioning	Informal/Formative	13
Observation	Informal/Formative	13
Forum Posts	Formal/Formative	4

Lesson 5: Why Do We Write Memoirs?

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- R.S.L.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R.S.L.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- W.S.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- S.L.S.1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #1 – Analyze the impact of the author’s literary choices in a memoir.
- SLO #7 – Effectively engage in a range of class discussions including one-on-one, small group, and whole class.
- SLO #11 – Substantiate written and verbal arguments and analyses with textual evidence.
- SLO #15 - Write for a variety of tasks and lengths of time, including extended writing with revision and short free writes.

Instructional Plan

Materials & Resources:

- Computer, projector, and projection screen

- Large note paper
- Markers
- Tape
- Katherine Bommer's Reasons for Writing Memoirs
- "1946" by Lois Lowry

Learning Activities:

Do Now

Students will answer the following question: Why do we write memoirs?

The Reasons We Write Memoirs

Students will share out their answers from the do now as a whole class and we will create a class poster to hang up in the classroom that catalogs all of the reasons people write memoirs.

Katherine Bommer's Reasons

I will then introduce Katherine Bommer's Reasons for Writing Memoirs and ask students to discuss which reasons we should add to our list.

Some reasons that may be included on our list are:

- To make meaning of our lives
- To spur emotional healing
- To discover our identities
- To share personal and family history
- To record what we do not want to be forgotten
- To bear witness for the vulnerable that are silenced
- To understand the human condition
- To understand broader social and political realities
- To break the silences surrounding who we are

Quick Write

Students will write to the following prompt: Why do you believe the author or authors of your literature circle memoir chose to write a memoir? Explain your reasoning using evidence from the text.

Students will then share their quick writes with a partner of their choice from their literature circle group.

Object Memoir

I will introduce "1946" by Lois Lowry and explain to students that this piece is an example of how you can write about an object and what it means to you. In this piece, Lowry is talking about a photograph of herself in a plaid hunting shirt. I will tell students to think about how Lowry weaves both description of the object and what it means to her throughout her piece. Read aloud "1946."

Free Write

Students will free write in the free writing sections of their notebooks in response to the following prompt: Having read "1946," consider an object that is important to you. Describe the object and what it means to you.

Homework

Forum responses for online literature circle reading 1 are due Monday by midnight.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Free Write	Informal/Formative	15
Quick Write	Informal/Formative	1, 11, 15
Observations	Informal/Formative	7

Lesson 6: The Power of Description

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- R.S.L.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- W.S.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- S.L.S.1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #1 – Analyze the impact of the author’s literary choices in a memoir.
- SLO #2 – Apply effective narrative techniques including descriptive language to their writing.
- SLO #5 – Define the following literary terms: reflection and descriptive language.
- SLO #7 – Effectively engage in a range of class discussions including one-on-one, small group, and whole class.
- SLO #15 - Write for a variety of tasks and lengths of time, including extended writing with revision and short free writes.

Instructional Plan

Materials & Resources:

- Computer, projector, and projection screen
- Picture

- 5 Senses Graphic Organizers
- Excerpt from *Eat Pray Love*
- Exit Slips

Learning Activities:

Do Now

Students will respond to the follow Do Now prompt which will be projected on the board:



Painting by Andrew England.

Describe this picture with as much detail as possible. Use all five senses in your description.

Review the definition of descriptive language with students.

Using All 5 Senses in Our Descriptions

Introduce students to the 5 Senses Graphic Organizer and model how it is used. Students will fill in the graphic organizer with examples of descriptive details for each of the senses as they read the excerpt from *Eat Pray Love* by Elizabeth Gilbert.

Discuss as a whole class how the author uses descriptive language to paint a picture for the reader that he/she can really visualize. I will prompt students with questions such as:

- What senses does Gilbert use in her piece?
- Can you easily imagine the place she is writing about? Why?

- Where is the line between just enough and too much descriptive language? What descriptions are relevant or necessary for the reader to experience the memory as the writer experienced it?
- How does Gilbert's piece compare with yours?
- What would you do to improve your piece in the future?

Free Write

Pick a color, smell, taste, texture, or sound and jot down all of the memories connected to that sensory image. Choose one memory and develop it further incorporating other sensory images.

Exit Slip

Students will answer an exit slip that says define descriptive language in your own words.

Homework

Online literature circle reading section 2 and prompts are due tomorrow by midnight.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Free Write	Informal/Formative	2, 15
Exit Slip	Formal/Formative	5
Oral Questioning	Informal/Formative	1

Lesson 7: Evaluating Online Literature Circles

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- S.L.S.1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #7 – Effectively engage in a range of class discussions including one-on-one, small group, and whole class.
- SLO #8 – Evaluate the effectiveness of literature circle discussions.
- SLO #9 – Identify appropriate and inappropriate online literature circle behavior.
- SLO #11 - Substantiate written and verbal arguments and analyses with textual evidence.

Instructional Plan

Materials & Resources:

- Computers
- Transcript Group Reflection sheets
- Index cards
- Small box

Learning Activities:

Literature Circle Group Transcript Analysis and Reflection

Students will meet with their online literature circle groups and log on to the computers. Using the Transcript Group Reflection Sheet, students will work together to answer the questions on the sheet to analyze and reflect on their latest round of discussion posts.

Based on what they have learned from their analysis, each student will record one ineffective behavior he/she has noticed in his/her online literature circle group on an index card and place it in the box. I will then randomly read off these issues from the index cards without revealing the author's name and ask the class to discuss suggestions to solve the problem.

Students will then return to their literature circle groups and work together to record 2 to 2 group goals for a more effective online literature circle on the Transcript Group Reflection sheet.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Oral Questioning	Informal/Formative	9
Observations	Informal/Formative	7, 9
Transcript Group Reflection	Formal/Formative	8, 9, 11
Index Cards	Informal/Formative	8, 9

Lesson 8: Memoirs Fact or Fiction

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.
- SL.1 - Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #3 - Cite textual evidence to support their analysis of what the text says explicitly and what is inferred.
- SLO #6 - Determine an author's point of view in an informational text and/or purpose for writing the text.
- SLO #7 - Effectively engage in a range of class discussions including one-on-one, small group, and whole class.

Instructional Plan

Materials & Resources:

- Computer, projector, and projection screen
- PowerPoint
- Document camera
- Excerpt from James Frey's *A Million Little Pieces* (Marked for the teacher)
- Excerpts from James Frey's *A Million Little Pieces* for students
- Blank Double-Entry Journal Sheets

- Copies of the following articles:
 - “Lit Lawyers: The Fake- Memoir Business”
 - “Fact or Fiction, It’s His Story”
 - “Must Memoirs Lie?”
- Large note paper
- Markers

Learning Activities:

Do Now

Students will answer the following do now question, which will be projected on the board, in their notebooks: What is the difference between a memoir and an autobiography?

Students will then be asked to share out their answers. We will come to a consensus about what the difference is and I will project definitions of the two terms on the board as follows:

Memoir is the true account of a particular time or part of an author’s life written using literary techniques that may be found in fiction or other genres.

Autobiography is a true account of the author’s entire life, often from birth up until the time of writing.

Double Entry Journal Modeling

I will tell students that we’re going to read some articles about memoirs in a little bit but first I want to show them how to use the double entry journal strategy by reading an excerpt from James Frey’s memoir *A Million Little Pieces*. I will tell students that, “You will be using this strategy to help your comprehension as you read the articles I have on memoirs for all of you.”

I will model the strategy using the projector and document camera and think aloud technique as I read the excerpt, paying careful attention to when I make an inference versus pulling something explicit from the text. I will then do a thumbs up, thumbs down, or sideways strategy to check if students understand the strategy.

Class Poll/Discussion

I will prompt a discussion with the following questions:

- Do you believe what Frey is telling us? What makes it believable or what makes you doubt him?

I will then bring up the fact that the excerpt from Frey’s memoir is largely fabricated in the sense that Frey while an addict who did have some run ins with the law was not as “bad” or as large a criminal as he leads the reader to believe.

Pull up the poll via

http://www.polleverywhere.com/multiple_choice_polls/tvA6Ckm2iYQ67Xa and have students text in to answer the poll question: do you think Frey was wrong to lie?

Independent Practice

I will tell students that, “The articles I have all deal with this debate: do memoirs need to be completely factual? Can an author lie in a memoir? What types of changes are allowed? You will each choose an article and use the double entry journal strategy as you read but try to keep these questions in mind.”

Hand out the double-entry blank journal sheets.

Introduce the following articles with a short overview of each to help students choose which they would like to read:

- “Lit Lawyers: The Fake-Memoir Business” from *The New Yorker* – talks about how people have been suing publishing companies and memoirist who bend the truth
- “Fact or Fiction, It’s His Story” from *The New York Times* – Focuses particularly on the James Frey controversy
- “Must Memoirs Lie?” from *Psychology Today* – Talks about the debate and how our memories are inherently unreliable in many ways

Ask each student to choose one of the articles presented and hand them out.

Students will read articles independently and fill out the double-entry journal sheet.

Group Work

Students will work in small groups of 4 or 5 students who have all read the same article. To quickly direct students to meet with the correct students, direct students as follows:

- “Lit Lawyers: The Fake- Memoir Business” - Front of the room
- “Fact or Fiction, It’s His Story” - Middle of the room
- “Must Memoirs Lie?” – Back of the room

Students will then work together to come to an agreement on what the article says/what the author’s point of view is about the truth in memoirs using their double-entry journals to support their claims and then create a visual representation of that on large note paper. Students can choose from the following options:

1. Concept map or idea web
2. Picture
3. Key words poster

Homework

Students must post their responses to the forum for reading section 2 by tomorrow at midnight.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Observations	Informal/Formative	6, 7
Double Entry Journal	Formal/Formative	3, 6

Lesson 9: The Issue of Truth

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- RI.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.
- W.9 - Draw evidence from...informational texts to support...reflection.
- W.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.1 - Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #6 -Determine an author's point of view in an informational text and/or purpose for writing the text.
- SLO #7 - Effectively engage in a range of class discussions including one-on-one, small group, and whole class.
- SLO # 11 - Substantiate written and verbal arguments and analyses with textual evidence.
- SLO # 15 - Write for a variety of tasks and lengths of time, including extended writing with revision and short free writes.

Instructional Plan

Materials & Resources:

- Markers
- Large Note Paper

- Tape
- Computer, projector, projection screen.
- PowerPoint
- White/chalk board
- Dry erase markers/chalk

Learning Activities:

Group Work Continued and Presentations

Students will finish up their posters in their small groups and then informally present them to the class. Each group will hang their posters at the front of the room to be referred to during discussion.

Class Discussion

Students will have a whole class discussion around the following questions:

- Does a memoir have to be completely factual?
- The definition for a memoir includes the word truth but who's truth?
- What about the concept of emotional truth?
- What is an author allowed to alter or change?

We will record our ideas for what an author can alter or may have to fabricate in a memoir on the board. Possible points of discussion include: dialogue, omission of irrelevant details, characters, or events, playing with time and the time line of events, etc. The heart of the matter will we try to get at here is that an author must tell the essential truths of what happened as they experienced it including those details that are pivotal to the story. He/she may slightly alter the above mentioned details to support a stronger theme but should not outright lie or fabricate details, characters, or events that did not exist.

Quick Write

Students will be asked to quick write in response to the following prompt; How much truth is a memoirist obligated to tell? How would you deal with the issue of truth if you were writing a memoir? Students must substantiate their opinions with what was read and discussed.

Homework

Literature circle reading 3 and prompt posts due tomorrow by midnight.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Nonfiction Article Group Poster	Formal/Formative	6
Quick Write	Formal/Formative	11, 15

Observation	Informal/Formative	6, 11
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Lesson 10: Writing: Getting Started

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- W.S.5. 5. Develop and strengthen writing as needed by planning, revising, editing, [and] rewriting.
- W.S.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Student Learning Outcomes:

Students will be able to...

- SLO #15 - Write for a variety of tasks and lengths of time, including extended writing with revision and short free writes.

Instructional Plan

Materials & Resources:

- Computer, projector, and projection screen
- Performance task assignment sheet
- Performance task rubric
- Getting Started Graphic Organizer
- Personal Statement Examples

Learning Activities:

Performance Task Overview and Introduction

I will introduce the performance task to the students by handing out the assignment sheet and rubric and going over both. Students will be able to ask any questions they might have about the assignment and we will connect how we can apply what we have learned about writing memoirs so far to this assignment. I will also give students an overview of the next few days letting them know that we will be having writing workshops, peer editing, and

teacher conferences to support them as they write their personal statements and provide students with two personal statement examples that helped admit students to college or university.

Getting Started

I will model for students how to use the getting started graphic organizer which asks students to look through the free writing section of their notebooks and write about what they found out about themselves from writing each entry.

Students will read through the free writes section of their notebooks and complete the getting started activity independently with the help of the getting started graphic organizer.

Homework

Students will write their introductions. Online literature circle responses to reading section 3 are due Monday by midnight.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Observation	Informal/Formative	15
Homework	Informal/Formative	15

Lesson 11: Including Reflection

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- R.S.L.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R.S.L.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- S.L.S.1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #1 – Analyze the impact of the author’s literary choices in a memoir.
- SLO #2 – Apply effective narrative techniques including reflection.
- SLO #3 – Cite textual evidence to support their analysis of what the text says explicitly and what is inferred.
- SLO #5 – Define the following literary terms: reflection and descriptive language
- SLO #7 – Effectively engage in a range of class discussions including one-on-one, small group, and whole class.

Instructional Plan

Materials & Resources:

- Frayer Model Graphic Organizers
- “Mother Tongue” by Amy Tan Copies
- Document camera, projector, projection screen

- Memory reflection sheet
- Exit Slips

Learning Activities:

Frayer Model

Students will work in teacher assigned groups of four to fill out a Frayer model for the literary term reflection. Students are familiar with how to use this type of graphic organizer so no modeling is necessary.

Using the student created Frayer models, we will work as a class to create a class definition of the literary term reflection. The definition will be similar to the following: how the writer conveys meaning, feeling, and significance; in a memoir it is in the process of adding these components to the events we are writing about so that they convey their importance to our reader and elevate our writing from mundane retellings to an expression of what this memory means to the writer now, as he considers it.

Mother Tongue

I will introduce Amy Tan's short memoir "Mother Tongue." I will first model how I would like students to highlight all of the sections where they notice reflection. Students will then continue to read independently and highlight all the places in the text where they find reflection.

Class Discussion

There will be a whole class discussion about how Tan uses reflection in the piece to develop her theme. I will ask students to provide examples from the text of where Tan uses reflection and to share examples, if they have any, of how they have used reflection in their personal essays or free writing. Some questions for discussion are:

- Find a place where Tan uses reflection in a particularly effective way and explain how and why you think this supports or conveys her theme to the reader?
- Why do writer's use reflection in memoir? Why is it so important?
- What would it be like reading a memoir without any reflection?
- What is Tan trying to convey in this piece?
- What role does "I" or first person point of view play in reflection?
- What would it be like trying to write a memoir or personal narrative without the "I"? What would be missing?

Exit Slip

Define reflection as a literary term in your own words.

Homework

Students will complete the memory reflection worksheet for homework. Literature circle reading 4 and prompt posts are due by midnight tomorrow.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Frayer Model	Informal/Formative	5
Exit Slip	Formal/Formative	5
Memory Reflection Worksheet	Informal/Formative	2
Oral Questioning	Informal/Formative	1, 3
Observations	Informal/Formative	7

Lesson 12: Writing Workshop

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- W.S.3. Write narratives to develop real...experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- W.S.5. Develop and strengthen writing as needed by planning, revising, editing, [and] rewriting.
- W.S.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Student Learning Outcomes:

Students will be able to...

- SLO #2 – Apply effective narrative techniques including but not limited to reflection and descriptive language in their writing.
- SLO #14 - Write a personal narrative that develops a real experience or event in their lives.
- SLO #15 - Write for a variety of tasks and lengths of time, including extended writing with revision and short free writes.

Instructional Plan

Materials & Resources:

- Computers
- Memoir conference cheat sheet

Learning Activities:

Minilesson on Structure

I will conduct a minilesson on how students might consider working on the structure or choosing which meaningful moments to place in their story based on the theme of identity and who am I that the personal statement assignment asks for.

I will model the use of and show students how to access the following resources during our structure minilesson:

- Timelines – Students can use this online timeline creator (<http://www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html>).
- Storyboards – Students can use this online storyboard creator (<http://www.storyboardthat.com/>).
- Outlines – Students can use this online outline creator (http://rwtinteractives.ncte.org/view_interactive.aspx?id=722).

Students will each choose one of the suggestions and use it as a prewriting exercise.

Students will then share their timelines, storyboards, or outlines with a partner of their choice, asking the partner to note which events do not support the theme and discussing different ways the events may be ordered.

Writing Workshop

Students will have time in class to work on their personal essays on the computers or at their desks while I conduct one-on-one conferences with each student at his/her desk with the help of Katherine Bomer's memoir conference cheat sheet.

Homework

Complete first draft of personal statement and upload it to our Google Doc Folder as an editable word document.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Observation	Informal/Formative	2, 14
Oral Questioning	Informal/Formative	2, 14
First Draft	Formal/Formative	2,14,15

Lesson 13: Peer Editing

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- W.S.5. Develop and strengthen writing as needed by planning, revising, editing, [and] rewriting.
- W.S.6. Use technology, including the Internet, to produce [and] publish writing products.
- W.S.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Student Learning Outcomes:

Students will be able to...

- SLO #10 - Rewrite and edit their narrative based on peer and self-evaluations.
- SLO #13 - Evaluate a personal statement based on the provided rubric.

Instructional Plan

Materials & Resources:

- Peer Writing Conference Record
- Computers
- Revision Suggestions Reference Sheet
- Lead Paragraph Reference Sheet
- Microphones
- Scissors
- Tape
- Copies of Personal Statement Rubric

Learning Activities:

Peer Editing

I will introduce the peer writing conference record and pair up students based on their abilities to be peer editing partners.

Students will conduct peer editing conferences, which they are familiar with, in their pairs using the worksheet, rubric, and Google Docs. Students will use the comment feature on google docs to give their partner positive and constructive criticism on their pieces. I will be sure to remind students that I will be able to see all of the comments being made and who wrote them.

Students will then read over the comments made by their partners as well as look at the conference record.

Revision Minilesson

To help students revise their pieces, I will hand out the revision suggestions reference sheet and go over the following suggestions which will be on the worksheet:

- Record yourself retelling one or more of the events in your personal statement without reading directly from your essay. Listen to the recording to see what you may have missed or consider another way of telling the story.
- Study published lead paragraph using the lead paragraph reference sheet and brainstorm five new leads for your personal statement.
- Choose one sentence from your memoir and use that sentence to prompt a free write.
- Print out a copy of your essay, cut it into large sections, and try rearranging it.
- Read your memoir out loud.
- Try answering these questions: where am I in the story? What is happening inside of me? What does this story say about how I am as a person?

Students will choose one or more of the aforementioned suggestions and work on revising their pieces with the help of the revision suggestions reference sheet.

Homework

Students will work on their final draft which is due the last day of the unit. Reading 4 forum responses are due tonight by midnight.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Observation	Informal/Formative	13
Google Doc Comments	Informal/Formative	13
Peer Conference Record	Informal/Formative	13
First/Final Draft	Formal/Summative	10

Lesson 14: Literature Circle Gallery Walk Prep

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- R.S.L.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R.S.L.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- S.L.S.1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #1 – Analyze the impact of the author's literary choices in a memoir.
- SLO #3 – Cite textual evidence to support their analysis of what the text says explicitly and what is inferred.
- SLO #7 – Effectively engage in a range of class discussions including one-on-one, small group, and whole class.

Instructional Plan

Materials & Resources:

- Large Note Paper
- Markers
- Computers
- Printer
- Scissors

- Glue
- Literature circle individual evaluation sheets

Learning Activities:

Gallery Walk Assignment

I will explain the gallery walk project to students. Students will create posters for a gallery walk in their online literature circle groups. Students can create the posters however they like but all posters must do the following:

- State the title and name of author
- Give a short summary of the memoir to entice readers
- State the memoir's big idea or theme and explain the group's reasoning for choosing that big idea or theme
- Provide at least 3 pieces of textual evidence with page numbers that support the group's big idea claim

Students will then work in their online literature circle groups to discuss their books and begin creating their posters.

Homework

Literature circle individual evaluation sheet due tomorrow.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Observation	Informal/Formative	1,3,7

Lesson 15: Literature Circle Gallery Walk

Grade Level/Content Area: 12th Grade ELA

Understandings:	Essential Questions:
<ul style="list-style-type: none"> • The search for personal identity is never ending because we are constantly evolving and growing. • Compelling narrative writing speaks to who we are as human beings, regardless of our differences. • Through writing, we can express and discover our identities. 	<ol style="list-style-type: none"> 1. What makes a narrative compelling? 2. How do we define our identities? 3. Who am I? <ol style="list-style-type: none"> a. How did I become the person I am today?

Common Core Standards Addressed:

- R.S.L.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- R.S.L.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- S.L.S.1. Initiate and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Student Learning Outcomes:

Students will be able to...

- SLO #1 – Analyze the impact of the author's literary choices in a memoir.
- SLO #3 – Cite textual evidence to support their analysis of what the text says explicitly and what is inferred.
- SLO #7 – Effectively engage in a range of class discussions including one-on-one, small group, and whole class.

Instructional Plan

Materials & Resources:

- Large Note Paper
- Markers
- Computers
- Printer
- Scissors

- Glue
- Tape

Learning Activities:

Gallery Walk Posters

Students will get together with their literature circle groups once again and put any finishing touches they might need to on their posters. Students will tape their posters around the room along with a piece of blank large note paper and some markers nearby.

Review Gallery Walk Procedures

I will review the gallery walk procedures listed below:

- Only write comments of constructive criticism or praise on comment sheets, no negative comments
- Do not write comments on the posters themselves.
- Comment on every comment sheet.
- Take the time to really look at and discuss the poster with your literature circle group.
- Walk around to each poster with your literature circle group.
- When you reach your poster, be sure to read all comments and discuss with your group.

Gallery Walk

Everyone (all students and teacher) will participate in the gallery walk.

Class Discussion

Students will then engage in a class discussion about what we have learned, how they feel about memoirs, memoir writing, identity, and so forth.

Assessment:

Assessment Name	Type of assessment	SLOs Evaluated
Observation	Informal/Formative	7
Gallery Walk Poster	Formal/Summative	1,3