Unit 7: Memoirs

Content Area: **Language Arts Literacy**
Course(s): **English 11 CP**
Time Period: **Marking Period 4**
Length: **10 Blocks**
Status: **Published**

Course Description

This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. Students are challenged with numerous fictional literary readings from several genres and related non-fiction. In addition, students complete many writing assignments and extensive outside readings. Students explore the modes of writing on a more sophisticated level; journal writing will address students' creative talents while other assignments will be analytical in nature. Students use MLA and The BIG6 information literacy model to conduct problem-based research projects.

Unit Description

Unit Purpose: In 11-12th grade, teachers will teach the same standards from 9th and 10th grade but will increase the rigor. 11th grade teachers will teach the skills based on the explicit standards and 12th grade teachers refresh/review those same skills from the year prior to check for complete understanding. 11th grade teachers main focus will be to read and write memoirs.

Established Goals: To analyze the genre of memoir and how it differs from and is similar to biography and autobiography

New Jersey Student Learning Standards: English Language Arts Grades 11 and 12

Explicit:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical

features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

Implicit:

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10. 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.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Understandings:

Students will understand that…

-Experiences, relationships, history, and culture influence identity.
-A self-examined life is a life worth living.
-We all have our own unique points of view, formed by our unique personal and cultural experiences.
-
Readers participate in a reading community by sharing their thinking about reading, the books they love, and by responding to others' ideas about their reading.

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Readers push themselves to read books outside their comfort zone in genre, and they can

Essential Questions:

-
What reading and thinking habits do I have or will learn by stretching and extending my reading in literary nonfiction?
-
What strategies and processes do I use to engage in reading to explore central ideas and arguments posed in nonfiction texts?
-What are the structures of book-length literary nonfiction texts, and how do they vary across genres
-
How can I use knowledge about these structures to enable me to engage in increasingly complex texts to identify an author's multiple purposes and main ideas in a text?

recognize what sets the genre of memoir apart.

-
Readers can identify more than one main idea and the me in a literary nonfiction work,
and write about it with appropriate evidence to back u p those theories.
-
Readers are able to independently track their reading v olume and use that data to push
themselves further as readers.

Students will know…

-Transition words

-Organizational structure of a memoir

-Editing marks

-Reference sources – uses and structures

-Purpose for writing

-Language structure to analyze and state opinions

-Characteristics of memoir texts

Students will be able to…

-
Develop theories about the author's purpose and ident ify central ideas
-
Examine conflicts and choices by the author/ speaker/ subject and how decisions made
when facing obstacles helps define theme and illumin ate character traits
-
Analyze the genre of memoir, how it differs from and is similar to biography and autobiography
-
How to share summaries, confusions, interpretations with others to further one's understanding of a text
-How to self-
monitor reading, set goals, and lift the level of one's r eading

Stage 2 -- Assessment Evidence

Summative Assessments:

Reading On Demand Skills Assessment

A student-choice project

Formative Assessments:

Quizzes (3 "Minor" Assessments)- Demonstration of explicitly-taught skills through quizzes

Reader's Notebook (5 "Homework" student-selected entries) - Five entries over the course of the unit in which reading skills are explored.

Stage 3 -- Learning Plan

Learning Activities:

-Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
-Execute standards-based mini-lessons to develop skills and strategies.
-Collaborate with assigned partners.
-Experience activities where speaking and listening skills are used during Book Talks.
-Confer individually with teacher and peers.
-Demonstrate understanding of skills through

Mini-Lessons

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Resources

All student selected choices available through classroom library, school or public library, or bought buy student.

Works of Study:

Mentor texts to include short memoirs (David Foster Wallace, Lena Dunham, Harrison Scott Key, etc.)

Potential Works of Study:

NBC's The Office: Jim Halpert voicing a "true opinion" on jellybeans: http://www.youtube.com/watch?v=yUydgDGjmf8&NR=1

Paul Auster, "Why Write"

Joann Beard, "In the Current"

Geoffrey Canada, Fist, Stick, Knife, Gun (graphic novel)

Sandra Cisneros, "Eleven"

Anderson Cooper, "Tsunami: Washed Away." Dispatches from the Edge: A Memoir of War, Disasters, and Survival. 3941, 4245, 8992.

Joan Didion, "Why Write"

Amy Erlich, editor: "When I was Your Age: Original Stories about Growing Up

Ralph Fletcher, Marshfield Dreams (choose chapters)

Kelle James "Smile for the Camera"

Jean Little, Little by Little (choose chapters)

Anne Mazer, Going Where I'm Coming From (anthology)

Walter Dean Myers, Bad Boy

Cynthia Rylant, "My Grandmother's Hair"

Marjane Satrapi, Persepolis

David Sedaris, various essays. In particular, look at "SantaLand Diaries" from Holidays on Ice, pps. 38.

Jerry Spinelli, "Knots in my YoYo String"

Nora Ephron, various essays

Stueent Potential Works of Study:

SEAL Team Six: Memoirs of an Elite Navy Seal by Howard E. Wasdin & Stephen Templin
On the Road by Jack Kerouac
Shoe Dog by Phil Knight
The Autobiography of An Ex-Colored Man by James Weldon Johnson
Night by Elie Wiesel
Shadow Divers by Robert Kurson
Breaking Night by Liz Murray
Girls Like Us by Rachel Lloyd
Cherry by Mary Karr
A Thousand Naked Strangers by Kevin Hazzard
Medium Raw by Anthony Bourdain
Yes, Chef by Marcus Samuelsson
The Job by Steve Osborne
Born a Crime by Trevor Noah
A Long Way Gone by Ishmael Beah
We Should Hang Out Sometime by Josh Sundquist
A Place to Stand by Jimmy Santiago Baca
You'll Grow Out of It by Jessi Klein
The Wild Truth by Carine McCandless
Love Warrior by Glennon Doyle Melton
Choosing Hope by Kaitlin Roig-DeBellis
How to Murder Your Life by Cat Marnell
Dear Teen Me edited by Miranda Kenneally and E. Kristin Anderson
Writing My Wrongs by Shaka Senghour
How Dare the Sun Rise by Sandra Uwiringiyimana
Not My Father's Son by Alan Cumming
Forever Liesl by Charmian Carr
Americanized by Sara Saedi
The Best We Could Do by Thi Bui
In Order to Live by Yeonmi Park
Hunger by Roxane Gay
Into Thin Air by Krakauer
Angela's Ashes by Frank McCourt
Eat Pray Love by Gilbert
The Color of Water by James McBride
The Dreams of my Father by Barack Obama
Believe It by Nick Foles
Manning: A Father, his sons and a football legacy by Archie and Peyton Manning
Why the Caged Bird Sings by Maya Angelou
Fever Pitch by Nick Hornby
Between A Rock and a Hard Place by Aron Ralston
I AM Malala by Malala Youseff

The Bite of Mango by Mariatu Kamara

Laughing at my Nightmare by Shane Burcaw

Carly's Voice: Breaking Through Autism by Arthur Fleischmann and Carly Fleischmann

A Different Life: Growing Up Learning Disabled and Other Adventures by Quinn Bradlee

Some Assembly Required: the not-so secret life of a transgender teen by Arin Andrews

Naturally Tan by Tan France

Forward: A Memoir by Abby Wambach

The Secrets of My Life by Caitlyn Jenner

Boy Erased: a Memoir by Garrard Conley

SAT Connection:

The Official SAT Study Guide

Chapter 6 Command of Evidence

Chapter 7 Words in Context

Chapter 9 Reading: Information and Ideas

Chapter 10 Reading Rhetoric

Chapter 11: Reading Synthesis

Chapter 14 Writing and Language: Expression of Ideas

Chapter 15 Writing and Language: Standards of English Conventions

Vocabulary:

- Student selected vocabulary

CONSIDERATIONS FOR DIVERSE LEARNERS

Accommodations and Modifications:

Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Problem-based learning
- Interest-based research
- Authentic problem-solving

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Personal vocabulary
- Text-to-speech
- Simplified instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Strategies and Practices that Support At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Guided reading
- Introduce key vocabulary before the lesson
- Work in a small group
- The lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability
- Choice Boards
- Literature circles
- Project-based learning
- Graphic organizers
- Choice books
- Mini-Workshops to reteach or extend
- Jigsaw
- Goal-setting with students
- Use of a reading buddy
- Exploration based on interest

Strategies and Practices that Support Students with 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

- Provide anchor charts with high-frequency words and phonemic patterns

Standards

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Anchor Standards

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.W10	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.

Interdisciplinary Standards

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Holocaust & Amistad Connections

SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.A.5.b	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (CS & DT):

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

LGBTQ & Persons With Disabilities

Persons with Disabilities

Potential Works of Study:

- *The Bite of Mango* by Mariatu Kamara

- *Laughing at my Nightmare* by Shane Burcaw

- *Carly's Voice: Breaking Through Autism* by Arthur Fleischmann and Carly Fleischmann

- *A Different Life: Growing Up Learning Disabled and Other Adventures* by Quinn Bradlee

LGBTQ

Potential Works of Study:

- *Some Assembly Required: the not-so secret life of a transgender teen* by Arin Andrews

- *Naturally Tan* by Tan France

- *Forward: A Memoir* by Abby Wambach

- *The Secrets of My Life* by Caitlyn Jenner

- *Boy Erased: a Memoir* by Garrard Conley