

# Unit 5: Memoir

Content Area: **Language Arts**  
Course(s): **Generic Course**  
Time Period: **Semester 1 & 2**  
Length: **2 weeks**  
Status: **Published**

## Standards

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| ELA.L             | Language   |
| ELA.L.SS.9–10.1   | Demonstrate command of the system and structure of the English language when writing or speaking.  |
| ELA.L.VL.9–10.3   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.   |
| ELA.L.VL.9–10.3.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.   |
| ELA.L.VL.9–10.3.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).   |
| ELA.L.VL.9–10.3.C | Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).   |
| ELA.L.VI.9–10.4   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.  |
| ELA.L.VI.9–10.4.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.   |
| ELA.L.VI.9–10.4.B | Analyze nuances in the meaning of words with similar denotations.  |
| ELA.L.VI.9–10.4.C | Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).                 |
| ELA.R             | Reading  |
| ELA.RL.CR.9–10.1  | Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.      |
| ELA.RL.CI.9–10.2  | Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.                                     |
| ELA.RL.IT.9–10.3  | Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.                    |
| ELA.RL.TS.9–10.4  | Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).                       |
| ELA.RL.PP.9–10.5  | Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. |
| ELA.RL.MF.9–10.6  | Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different  |

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|                    | formats (visually, quantitatively).  |
| ELA.RL.CT.9–10.8   | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.       |
| ELA.W              | Writing  |
| ELA.W.NW.9–10.3    | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
| ELA.W.NW.9–10.3.A  | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.   |
| ELA.W.NW.9–10.3.B  | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| ELA.W.NW.9–10.3.C  | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| ELA.W.NW.9–10.3.D  | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| ELA.W.NW.9–10.3.E  | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  |
| ELA.W.WP.9–10.4    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.RW.9–10.7    | 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.  |
| ELA.SL             | Speaking and Listening   |
| ELA.SL.PE.9–10.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  |
| ELA.SL.PE.9–10.1.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.  |
| ELA.SL.PE.9–10.1.B | Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.   |
| ELA.SL.PE.9–10.1.C | Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.   |
| ELA.SL.PE.9–10.1.D | Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.  |
| TECH.8.1.12.D.1    | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  |
| TECH.8.1.12.E.CS2  | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  |
| TECH.8.1.12.E.CS3  | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.   |

## **Enduring Understandings**

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Images are a powerful tool in personal narrative.

There are universal themes throughout people's lives.

The role point of view plays in how an individual reacts to adversity.

Personal narratives are powerful.

## **Content and Texts**

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*Almost American Girl* by Robin Ha

Excerpts from:

*March* by John Lewis

*They Called Us Enemy* by George Takei

*Maus* by Art Spiegelman

## **Essential Questions**

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What is a memoir?

How is a memoir different from an autobiography?

Why is the memoir graphic novel effective?

How do you craft a memoir?

## **Knowledge and Skills**

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At the end of the unit students will be able to do the following:

Read and reflect on several memoirs and excerpts

Identify common themes between memoirs

Analyze the use of images and transitions to tell a personal story

Translate personal writing into a comic memoir

## **Transfer Goals**

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Students will be able to independently analyze themes between memoirs

Students will be able to draft and present their own comic memoirs

## **Assessment**

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[https://docs.google.com/document/d/1\\_w12qVbVV7OTThc9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing](https://docs.google.com/document/d/1_w12qVbVV7OTThc9VW43HSpZm3Czh9kegRwYqjMm7fQ/edit?usp=sharing)

## **Modifications**

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<https://docs.google.com/document/d/17jJtNi1cFhRgM3667P67m3pGkj1sD-XarWejIWAANlg/edit?usp=sharing>