

Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)

Unit Summary:	In this unit, the student studies the genre of memoir while examining author’s purpose, organizational patterns for connecting ideas, making connections to text, and expressing his/her own opinions in discussions and presentations. By reading many quality memoir mentor texts and examining the work of his/her peers, the student improves his/her own writing.
Transversal Themes:	Identity, History, Culture
Integration Ideas:	History/Social Studies, Art

Essential Questions (EQ) and Enduring Understandings (EU)

- EQ1.** What is identity and how is it shaped?
EU1. Experiences, relationships, history, and culture influence identity.
- EQ2.** How do our personal, literary, and cultural experiences define us?
EU2. We all have our own unique points of view, formed by our personal, literary and cultural experiences.
- EQ3.** How do the structure, organizational style and grammar help us determine meaning?
EU3. The structure and organization of writing helps us better understand what we read.

Transfer (T) and Acquisition (A) Goals

- T1.** The student will leave the class able to apply his/her knowledge to better understand the genre of memoir.
- T2.** The student will leave the class able to apply his/her knowledge to make personal connections and relate to others.
- T3.** The student will leave the class able to apply his/her knowledge to improve his/her skills in writing memoir to more deeply express him/herself and his/her past.
- The student acquires skills to...*
- A1.** Recognize the organizational structure and characteristics of a memoir.
- A2.** Incorporate the organizational structure and characteristics of a memoir in his/her writing.
- A3.** Make connections to the text.
- A4.** Use proper editing symbols when marking up revisions in his/her writing or the writing of others.
- A5.** Use revision techniques to revise and improve his/her writing.

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Puerto Rico Core Standards (PRCS)	
Listening	
11.L.1a	Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.
11.L.1b	Follow turn-taking, asking/answering relevant questions, affirming others, adding relevant information, relating the information to prior knowledge from experience, texts, or real-world connections, and paraphrasing and analyzing key ideas.
11.L.1c	Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood to make connections to text.
11.L.1d	Listen and respond to synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.
Speaking	
11.S.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional relevant information, paraphrasing and evaluating/analyzing/synthesizing key ideas.
11.S.3	Use a variety of grade-appropriate general academic and content-specific academic, social, college, and career ready words accurately and appropriately when producing complex spoken texts and to tell, retell, explain, and analyze stories and personal experiences and current/world events.
11.S.5	Adjust language choices according to the context, purpose, task, and audience participating in class and group discussion.
11.S.6	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.
Reading	
11.R.1	Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia. Examine ideas, increasingly complex phenomena, processes, genre, and relationships within and across texts. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.
11.R.4I	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).
11.R.4L	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).
11.R.5L	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.



Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

11.R.6I	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
11.R.6L	Analyze a particular point of view or cultural experience reflected in a work of literature drawing on a wide reading of world literature.
Writing	
11.W.3	Write narratives (short stories, memoirs, and journals) using transitional words and other cohesive devices to better organize writing to develop real or imagined experiences or events using effective technique, targeted details, and well-structured sequences.
11.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
11.W.8	Write routinely over short and extended time frames (time for research, reflection, and revision) for a variety of discipline-specific tasks, purposes, and audiences.
Language	
11.LA.1	Demonstrate command of the conventions of English grammar and usage.
11.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.
11.LA.6	Accurately use general academic and domain-specific or content area 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.

Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)			STAGE 3 – (Learning Plan)
Alignment to Learning Objectives	Content Focus (The student understands...)	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 11.L.1b 11.L.1c 11.L.1d 11.LA.1 11.LA.2 11.LA.6 11.R.4I 11.R.4L 11.R.5L 11.R.6I 11.R.6L 11.S.1 11.S.3 11.S.6 11.W.8</p> <p>EQ/EU: EQ1/EU1 EQ3/EU3</p> <p>T/A: A1 T1</p>	<ul style="list-style-type: none"> The organizational structure of a memoir. The characteristics of a memoir. The effect of word choice, syntax, and style on the message being communicated. 	<ul style="list-style-type: none"> Brainstorming Evidence Outlining Supporting details Wisdom Writing process (prewriting, drafting, revising, editing, publishing) 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>There is no specific Performance Task for this Learning Activity. The knowledge gained from the group readings and subsequent discussions and presentations will be used throughout the unit.</p> <p>Integrated Assessment 11.1</p> <ul style="list-style-type: none"> Before completing this unit, the teacher should administer the first integrated assessment to students (see Attachment: “Integrated Assessment 11.1”). 	<p>Literacy Journal – which will include</p> <ul style="list-style-type: none"> Double-Entry Journal – The student makes a two-column chart in his/her notebook with the titles “A sentence I like” and “This makes me think...” The student writes quotations from what he/she read and responds to them making text-to-text, text-to-self, and text-to-world connections. Dialogue Journal – the student writes an entry, the teacher writes a response directly in the journal, the student responds, and so on. Reading Response Journal – The student answers response questions on his/her silent or group reading as assigned by the teacher. The student keeps a word journal for this unit or for the entire school year to explore the meaning of words and phrases, including those with figurative, connotative or technical meanings (see Attachment: 11.1 Other Evidence – Word Journal). 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Memoir Read Alouds</p> <ul style="list-style-type: none"> The teacher spends several days at the beginning of the unit reading short, high-interest memoirs aloud to the class. The main purpose of the read alouds is to expose students to the characteristics of memoirs through the use of literature. The students keep a log in their journals of the stories they hear and write a short summary and response to each. The students can refer back to the log for other activities and tasks throughout the unit. Text-to-text and text-to-self connections should be emphasized. In each lesson, the teacher reads the story to the student first for enjoyment and discussion. Then the teacher rereads it to the student, asking him/her to listen like a writer. In other words, he/she should pay attention to and discuss the choices the author made in terms of word choice, organizational pattern, transitions, syntax, and style and the effect it has/had on the message being communicated. The students work in small groups to analyze the excerpts from multiple memoirs.



Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

					<p>Students present their analyses to the whole class. Students should make a point to use more formal language when presenting to the whole class than when conversing in their small groups.</p> <ul style="list-style-type: none">• Starting here and throughout the unit, the student individually reads high-interest memoirs.
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Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

STAGE 1 – (Desired Results)		STAGE 2 – (Assessment Evidence)		STAGE 3 – (Learning Plan)	
Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 11.L.1a 11.L.1b 11.LA.6 11.R.4I 11.R.4L 11.R.6I 11.R.6L 11.S.1 11.S.3 11.S.5</p> <p>EQ/EU: EQ3/EU3</p> <p>T/A: A1 A4 A5</p>	<ul style="list-style-type: none"> The Literature Circles. How to use grade-appropriate content-specific words to express personal experiences. 	<ul style="list-style-type: none"> Persuasive 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Oral Presentation on Independent Reading</p> <ul style="list-style-type: none"> The student gives an oral presentation about a memoir he/she has read independently during the unit. The student analyzes and expresses his/her opinion about the memoir during their presentations. The student prepares a poster or handouts that relates to his/her memoir and helps the audience understand the story. Audience members ask the presenter “how” and “why” questions about the memoir and presentation, promoting higher order thinking skills. The student is assessed using a rubric, such as the following example: http://www.ncsu.edu/midlink/rub.pres.html. 	<p>Literacy Journals</p> <ul style="list-style-type: none"> Reading Response Journal – The student answers response questions on his/her silent or group reading as assigned by the teacher. Reading Log – The student records titles and pages read each day. The student keeps a word journal for this unit or for the entire school year to explore the meaning of words and phrases, including those with figurative, connotative or technical meanings (see Attachment: 11.1 Other Evidence – Word Journal). <p>Compare Memoirs</p> <ul style="list-style-type: none"> The student compares other memoirs (from read-aloud and individual reading) to <i>The Color of Water</i> using attachment 11.1 Learning Activity – Compare Memoirs. Information from the chart could be used as a pre-writing activity for a comparison 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Literature Circles</p> <ul style="list-style-type: none"> The students read <i>The Color of Water</i> (or another high interest memoir) in small groups in a Literature Circle. The following link will be helpful for effectively using Literature Circles with reluctant readers. The teacher will likely find it helpful to review the materials on this website ahead of class and consider leading the class through the lesson plans it contains to train students in Literature Circles. http://www.scholastic.com/teachers/lesson-plan/literature-circles-high-school-reluctant-readers The teacher checks in with the groups often to ensure comprehension, adherence to task, and group cooperation. The student should feel free to ask questions about the novel or about procedure.



Unit 11.1: Memoir – My Point of View
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6 weeks of instruction

				Response Journal entry or an essay.	
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English as a Second Language
6 weeks of instruction

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Alignment to Learning Objectives	Content Focus <i>(The student understands...)</i>	Content Vocabulary	Performance Tasks	Other Evidence	Learning Activities
<p>PRCS: 11.LA.1 11.LA.2 11.LA.6 11.R.1 11.R.6L 11.W.3 11.W.7 11.W.8</p> <p>EQ/EU: EQ2/EU2 EQ3/EU3</p> <p>T/A: A3 A4 A5 T2 T3</p>	<ul style="list-style-type: none"> Text-to-self connections. Editing marks. The organizational structure for a memoir. Effective transitions. 	<ul style="list-style-type: none"> Expository Narrative Wisdom 	<p><i>For complete descriptions, refer to the section ‘Performance Tasks’ at the end of this map.</i></p> <p>Memoir Choice</p> <ul style="list-style-type: none"> The student has many drafts of memoirs in his/her journal. He/she should choose one and bring in to a final draft. He/She first rereads it and refines it into a draft. If desired, a new topic can be chosen. Attachment 11.1 Performance Task – Memoir Planning Sheet will help the student plan his/her writing. The student focuses on using an appropriate organizational structure for a memoir, using effective transitions, and demonstrating a clear purpose for writing. The student then exchanges his/her draft with a peer to edit using editing marks (see attachment: 11.1 Performance Task – Editing Marks). 	<p>Writing Memoirs</p> <ul style="list-style-type: none"> Throughout the unit, the teacher assigns memoir topics for the student to write in his/her reflection journal. These should be left in rough draft/journal entry form. Suggested topics: <ul style="list-style-type: none"> Artifact: The student writes a memoir based on an artifact of importance. The first part is a description of the artifact. In the second part, the student shows the significance of the artifact and why the artifact is important. The student includes details about how he or she interacts with the artifact. Artifacts may include: a blanket, a stuffed animal, a special baseball card, gift, etc. Place: The student writes a memoir about a special place in 	<p><i>For sample lessons related to the following group of learning activities, refer to the section ‘Sample Lessons’ at the end of this map.</i></p> <p>Making Connections to Text</p> <ul style="list-style-type: none"> After reading an excerpt from <i>When I Was Puerto Rican</i> by Esmeralda Santiago (http://teacher.scholastic.com/writeit/cavalcade/pdf/sept2003/p15-21_nonfiction_puertorico.pdf), the student writes a response in his/her journal to the following quotation: “I had failed the audition and would never, ever get out of Brooklyn.” Why does Santiago feel this way? Can you relate to this sentiment? Have you ever been in a position like this?



Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

			<ul style="list-style-type: none"> • The student self-corrects and also refers to reference materials such as a dictionary or thesaurus to revise his/her paper. • The student creates a final copy for evaluation on a rubric (see attachment: 11.1 Performance Task – Memoir Rubric). 	<p>his/her life. The student describes the significant place in detail and then writes about him/herself in the place and the action that takes place around him/her.</p> <ul style="list-style-type: none"> ○ A Year in the Life: The student writes about a significant year in his/her life such as “the year I lost my mother or father,” “the year I went to middle school,” “the year my brother or sister was born,” “the year my parents divorced,” etc. The memoir should reflect the life lessons learned and how he/she was impacted by events of that year. ○ In each task, the student will create a strong sense of significance of the place, object, or event. He/She should be sure that the characters, settings, and events work well together and include vivid 	
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Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

				language and sensory details.	
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Unit 11.1: Memoir – My Point of View
English as a Second Language
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STAGE 3 – (Learning Plan)

Suggested Literature Connections

- **Manuel Hernandez**
 - *Being Puerto Rican*
- **Dr. A Muniz Claudio**
 - *Boricua Times I, People*
- **James McBride**
 - *The Color of Water*
- **Edward Rivera**
 - *Memories of growing up Hispanic*
- **Joe Vasicek**
 - *Memories of a Snowflake*
- **Janet Allen and Patrick Daley**
 - *Read Aloud Anthology: 35 Short, Riveting Read Alouds*
- **James McBride**
 - *The Color of Water*
- **Hanna Jansen**
 - *Over a Thousand Hills I Walk with You*
- **Homer Hickam**
 - *Sky of Stone: A Memoir*
- **Charlotte Nekolas**
 - *Dream House: A Memoir*
- **Linda Hasselstrom**
 - *Feels Like Far: A Rancher's Life on the Great Plains*
- **Esmeralda Santiago** – link to excerpt available here: http://teacher.scholastic.com/writeit/cavalcade/pdf/sept2003/p15-21_nonfiction_puertorico.pdf
 - *When I was Puerto Rican*
- **Cynthia Rylant**
 - *When I was Young In the Mountains*
- **Margaree Mitchell**
 - *Uncle Jed's Barbershop*

Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

- **Eve Bunting**
 - *Rudi's Pond*
- **Patricia MacLachlan**
 - *Through Grandpa's Eyes*
- **Patricia Polacco**
 - *My Rotten Redheaded Older Brother*
- **Patricia Polacco**
 - *Chicken Sunday*
- **Yoshiko Uchida**
 - *The Bracelet*
- **Patricia Polacco**
 - *Thundercake*
- **Julia Pand**
 - *Memoir of the Sunday Brunch*
- *Literature Timeless Voices, Timeless Theme, Bronze*
- **Don Lessem page 223 (Story: Journal)**
 - *From the Iceman*
- **Edward D Hoch page 18 (Story: Characters Perspective)**
 - *Zoo*
- **Ogden Nash page 420 (Story: Evaluate Author's Message)**
 - *The Hippopotamus*
- **Ogden Nash page 421 (Story: Evaluate Author's Message)**
 - *The caterpillar*
- **John Godfrey Saxe page 422 (Story: Evaluate Author's Message)**
 - *The Blind Men and the Elephant*
- **Zora Neale Hurston page 425 (Story: Character's Perspective)**
 - *How the Snake Got Poison*
- **James Dickey, page 557 (Expository Essay: Compare and Contrast)**
 - *How to Enjoy Poetry*
- **Russell Baker page 566 (Autobiography: Author's Purpose)**
 - *No Gumption*

Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

- **Annie Dillard pages 576 (Autobiography: Understanding the Author’s Purpose)**
 - *The Chase from American Childhood*
- **H. N. Levitt page 586 (Biography: Interpret)**
 - *Winslow Homer: America’s Greatest Painter*
- **William W. Lace page 590 (Biography: Purpose for Reading)**
 - *Nolan Ryan, Texas Treasure*
- **Aesop page 872 (Fable: Recognize Storyteller’s Purpose)**
 - *The Lion and the Statue*
- **Aesop page 873 (Fable: Recognize Storyteller’s Purpose)**
 - *The Fox and the Crow*

Additional Resources

- Use as reference:
 - Unit 8.2 Examining Transformative Decisions Through Memoirs
 - Unit 9.2 Communicating my Ideas
 - Unit 10.4 My World
 - Unit 12.1 My Journey So far
- Teachable Texts – Memoirs: <http://365readalouds.wordpress.com/tag/memoir>
- Six Word Memoirs: <http://mrspal.wikispaces.com/6+word+memoirs>
- Memoirs and Personal Essays: http://www.everythingsl.net/lessons/memoirs_personal_essays_03701.php
- What is a memoir? (YouTube): <https://www.youtube.com/watch?v=PLHkuSpJxPs>
- Songs at “isabelperez.com” author has ESL songs, music videos, etc.
- Thousands of full-text free books: <http://www.fullbooks.com/>

Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

Performance Tasks

Memoir Choice

- The student has many drafts of memoirs in his/her journal. He/She chooses one and brings it to a final draft. He/She first rereads it and refines it into a draft. If desired, a new topic can be chosen. Attachment 11.1 Performance Task – Memoir Planning Sheet will help students plan their writing.
- The student focuses on using an appropriate organizational structure for a memoir, using effective transitions, and demonstrating a clear purpose for writing.
- The student then exchanges his/her draft with a peer to edit using editing marks (see attachment: 11.1 Performance Task – Editing Marks).
- The student self-corrects and also refers to reference materials such as a dictionary or thesaurus to revise his/her paper.
- The student creates a final copy for evaluation on a rubric (see attachment: 11.1 Performance Task – Memoir Rubric).

Oral Presentation on Independent Reading

- The student gives an oral presentation about a memoir he/she has read independently during the unit.
- The student analyzes and expresses his/her opinion about the memoir during his/her presentation.
- The student prepares a poster or handout that relates to his/her memoir and helps the audience understand the story.
- Audience members should ask the presenter “how” and “why” questions about the memoir and presentation, promoting higher order thinking skills.
- The student is assessed using a rubric, such as the following example: <http://www.ncsu.edu/midlink/rub.pres.html>.



Unit 11.1: Memoir – My Point of View
English as a Second Language
6 weeks of instruction

Suggested Sample Lessons

- Teaching Students to Use Literature Circles <http://www.scholastic.com/teachers/lesson-plan/literature-circles-high-school-reluctant-readers>
- Family Memoir: Getting Acquainted With Generations Before Us <http://www.readwritethink.org/classroom-resources/lesson-plans/family-memoir-getting-acquainted-998.html>
- Teacher Center: Memoir – Mini-unit on understanding the genre and writing a memoir. Includes four printable memoirs: <http://teacher.scholastic.com/writeit/memoir/teacher/easing.htm>