



Unit Map 2010-2011
Curriculum Designers
Collaboration / ELA ES* / Elementary
(Sample-NYC)

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Unit: Memoirs - Grade 6 (Week 9, 6 Weeks) 📅 📄

Standards

CCLS:English Language Arts 6–12, 6th Grade , Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

5. 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.

- 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6. Assess how point of view or purpose shapes the content and style of a text.

- 6. Explain how an author develops the point of view of the narrator or speaker in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Big Ideas

- Key memories in specific situations provide insight into the individual's life experiences story.
- By making connections to published authors of memoirs we will be able to generate ideas to write our own memoirs.
- Personal events can create pivotal turning points similar to those that

Essential Questions

- What makes a memory memorable?
- How does looking at a model of a memoir help me write my own memoir better?
- How can reading a memoir help me understand myself better?

occur in cultural history.	
Content	Skills
<p>A. Memoir</p> <ul style="list-style-type: none"> ● Published Memoirs - immerse ourselves in the writing of others ● Difference between memoirs and an autobiography ● Qualities for selecting story-ready and worthy memories ● Discuss the elements of good memoirs (Background, setting, character, dialogue, sequence of events) ● Use of sensory details (figurative language) and voice to make the experience come alive for the reader (Keep in mind that a memoir is about one special moment in time) ● Identify characteristic of a meaningful memory that leads to a life lesson. <p>B. Narrative</p> <ul style="list-style-type: none"> ● real or imagined experiences or events (Memoir) ● details: (dialogue and description), concrete words and phrases and sensory details ● event sequences ● narrator and/or characters ● transitional words and phrases ● conclusion <p>C. Writing Process</p> <ul style="list-style-type: none"> ● writing process (e.g., prewriting, drafting, revising, proofreading, and editing) ● Voice ● Punctuation <ul style="list-style-type: none"> ○ periods, exclamation points, and question marks ○ quotation marks in simple dialogue ● Revision Strategies (conferring with teachers and peers, and cutting and pasting) <p> <u>Sandra Cisneros' Famous memoir -</u></p>	<p>A1. Connect memoir reading to personal experiences</p> <p>A2. Generate ideas in notes for memoir based on readings</p> <p>A3. Analyze characteristics of quality memoir in terms of setting, detail, evocative characters, and clear plot line.</p> <p>A4. Outline the background, setting, character, dialogue and sequence of events</p> <p>A5. Identify sensory details that make the memoir come alive for the reader</p> <p>B1. Determine the intended audience before writing</p> <p>C1. Evaluate ideas for the intended audience</p> <p>C2. Develop a voice in my writing</p> <p>C3. Use quotation marks in simple dialogue</p> <p>C4. Edit for periods, question marks, and exclamation points.</p> <p>C5. Produce clear and coherent writing where style used is appropriate to the task (memoir)</p> <p>C6. Develop and strengthen writing as needed by planning, revising, and editing</p>

"Eleven"**Key Terms / Vocabulary**

- Memoir
- Voice
- Setting
- Author's purpose
- Entertain
- Inform
- Figurative Language/ Sensory images
- Sequence of Events
- Point of view

 <http://www.visualthesaurus.com>
Assessments**A1-5 Memoirs of Others****Formative: Written: Narrative**

Students will read a selected memoir and use timetoast (see link) to layout the key events in history that were the context for the different events that which author refers to.

The student will identify evidence from the author's text which infer specific and telling details and that give meaning and power to the story. These details can be displayed in either a visual or written format using multiple media. The plot structure of the memoir will shown in a mind map with the turning point of the story being displayed and supported with specific text references.

B1-2 C1-5 Script for Memoir Piece**Summative: Written: Narrative****D 1-2 Memoirs of Me: A Documentary****Summative: Project: Technology**

EQ number 1 and EQ number 2

Using the qualities identified in the class rubric for Memoirs, each student will use iMovie or Moviemaker to create a personal memoir regarding one key memory that made a difference in their lives. They will use images, interviews, or video clips and include their voice over.

Students will critique a memoir, identify elements to either reflect or avoid in my own memoir.

Class Examination**Formative: Test: Common**
 [Memoir - Katherina Wahi.docx](#)
 [How to Make a Documentary on Your Laptop](#)
 [Time Toast:Create a Timeline](#)

Learning Activities	Resources
<ul style="list-style-type: none">• Students will bring in photographs that capture a special moment in their lives and share it with their peers.• Students will write about a special relationship they have with a friend or relative.• Students will complete a graphic organizer outlining the background, setting, characters, dialogue, and sequence of events	<ul style="list-style-type: none">• Writing Kit - Memoir Unit• Published Memoirs• <u>My Rotten Redheaded Older Brother</u> - Patricia Polacco• <u>A Play</u> - Eloise Greenfield• <u>Family Pictures</u> - Carmen Lomas Garza• <u>Letting Swift River Go</u> - Jane Yolen• <u>Sitti's Secrets</u> - Naomi Shihab Nye <p data-bbox="831 613 1107 655"> Excellent resource</p>

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