

What Makes a Memoir Memorable? Grade 6



Collaboration ELA
ESElementary|English
Language Arts
|Sample A|2013-2014
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3:19PM*

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Unit: What Makes a Memoir Memorable? Grade 6 (Week 32, 5 Weeks) 

OVERVIEW:

Our students will investigate the nature of a memoir as a unique form of writing. Through the examination of great and accessible works by authors, we will contrast memoir from auto-biography and vignettes. During our examination, each student will begin drafting a short memoir and receive feedback through the writing process review process. From there, each student will draft a script to be made either into short film format using our digital video equipment. The class will review the films and compare them with the short story format.

Standards

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

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.

Key Ideas and Details

CCLS:English Language Arts 6-12, 6th Grade , Reading: Informational Text

Craft and Structure

- 4. 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.
 - 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6. Assess how point of view or purpose shapes the content and style of a text.
 - 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Big Ideas

A. Personal events can create pivotal turning points similar to those that occur in cultural history.

A. Narratives focus on real or imagined experiences.

B. By making connections to published authors of memoirs we will be able to generate ideas to write our own memoirs.

C. Key memories in specific situations provide insight into the individual's life experiences story.

Essential Questions

How can reading a memoir help me understand myself better?

How does looking at a model of a memoir help me write my own memoir better?

How does process shape the writer's product?

What makes a memory memorable?

Content

A. Narrative

- 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

B. Memoir

- **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.**

C. Writing Process

- writing process (e.g.,

Skills

A1. Determine the intended audience before writing

A2. Use specific experiences or events to create the narrative

A3. Uses key words and phrases to create smooth transitions

A4. Uses the characteristics of a well structured narrative to memorable narrative

B1. Connect memoir reading to personal experiences

B2. Generate ideas in notes for memoir based on readings

B3. Analyze characteristics of quality memoir in terms of setting, detail, evocative characters, and clear plot line.

B4. Outline the background, setting, character, dialogue and sequence of events

B5. Identify sensory details that make the memoir come alive for the reader

C1. Evaluate ideas for the intended audience

C2. Develop a voice in my writing

C3. Use quotation marks in simple dialogue

C4. Edit for periods, question marks, and exclamation points.

C5. Produce clear and coherent writing where style used is

<p>prewriting, drafting, revising, proofreading, and editing)</p> <ul style="list-style-type: none"> ▪ 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>D. Speaking & Listening Presentation</p> <p>E. Conventions and Language</p> <p><u>Sandra Cisneros' Famous memoir - "Eleven"</u></p>	<p>appropriate to the task (memoir) C6. Develop and strengthen writing as needed by planning, revising, and editing</p>
<p>Key Terms / Vocabulary</p> <ul style="list-style-type: none"> ▪ Memoir ▪ Voice ▪ Setting ▪ Author's purpose ▪ Entertain ▪ Inform ▪ Figurative Language ▪ Sensory images ▪ Sequence of Events ▪ Point of view <p><u>http://www.visualthesaurus.com</u></p>	
<p>Assessments A1-5 Memoirs of Others</p>	

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.

RUBRIC: [WRITING RUBRIC](#)

B1-2 C1-5 Script for Memoir Piece

Summative: Written: Narrative

Convert short story memoir form into a script for production. The script can be for either a documentary or a film. RUBRIC for script writing:

[SCRIPT WRITING RUBRIC](#)

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. **[STUDENT FILM RUBRIC](#)**

Class Examination Using Jeopardy Format

Formative: Test: Common

Using the Jeopardy Format online students will take the examination. We will review the results in reference to their personal narrative memoir.

SITE: [MEMOIR QUIZ - JEOPARDY LAB](#)

 **[Memoir - Katherina Wahi.docx](#)**

 **[Time Toast:Create a Timeline](#)**

Learning Activities

Resources

WEEK 1:

- Students will bring in photographs that capture a special moment in their lives and share it with their peers.
- We will examine the term memoir and contrast the genre with other forms of self-disclosure: autobiography and vignette.
- Read Polacco and Garza references and discuss difference.

WEEK 2:

- 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.
- Students will start draft of narrative

WEEK 3:

- In a workshop model, students will do "rounds" to get and to give feedback on drafts using our rubric.
- We will create class feedback blog on how 'process' writing helps each of us as individual writer.
- We will read Yolen, Nye, Greenfield and examine the notion of memoir and what

- Writing Kit - Memoir Unit
- Published Memoirs
- My Rotten Redheaded Older Brother - Patricia Polacco
- A Play - Eloise Greenfield
- Family Pictures - Carmen Lomas Garza
- Letting Swift River Go - Jane Yolen
- Sitti's Secrets - Naomi Shihab Nye

makes these works memorable.

WEEK 4:

- We will look at how we can shape our writing into more memorable work.
- We will look at what makes a film /documentary memorable and move to writing script formats of our memoirs.
- After viewing samples of simple documentary formats, groups will create their memoir-docs with an eye to the rubrics.
- Students will share our video-docs with the class and post on our web-site.

