

Theme: Narrative Writing

Objectives:

- To understand the meaning of the word “narrative.”
- To recognize various ways to structure a narrative.
- To being work on an original biographical, autobiographical, or fictional narrative.
- To consider the factors that prompt people to write full length autobiographies.
- To recognize the amazing array of Benjamin Franklin’s achievements.
- To read and analyze a section of Benjamin Franklin’s autobiography.

Monday, 11/14 A Day

DUE:	<p>LO: SWBAT generate an original narrative.</p> <p>DOL: Given a selection of writing prompts, students will begin to generate an original narrative by writing a 3-5 page response 1 out of 1 time with 100% accuracy.</p> <p>Journal: What is a narrative? What types of narratives do you think exist?</p> <p>Handouts: Handouts 11 & 12</p> <p>Lesson:</p> <ul style="list-style-type: none">• Activity 1: Focus on Narratives<ol style="list-style-type: none">1. Narrative: is a story that involves characters and events.2. Fiction: is a narrative created from the author’s imagination.3. Autobiography: is a story that a person tells about his or her own life. A memoir is a form of autobiography.4. Biography: When a person write’s about another person’s life.5. Chronology: when events are presented in the sequence in which they occurred. They are in chronological order.6. Frame Story: one general narrative includes one or more additional stories.7. Flashback: occurs when the narrator breaks chronology to describe something that has happened in the past.8. Foreshadowing: the narrator hints at something to come in the future.9. Protagonist: the main character, sometimes referred to as the hero. The antagonist is the force(s) opposed to the main character.10. Stream of Consciousness: events are presented as they come into the narrator’s mind, not necessarily the order in which they occurred.• Activity 2: Your Narrative<ol style="list-style-type: none">1. Distribute Handout 112. Explain the narrative writing assignment<ul style="list-style-type: none">▪ Emphasize that students are free to develop their own ideas and that events need not be presented in chronological order.3. Brainstorm possible story ideas4. Once students have selected a topic for their writing, they will use the graphic organizer to begin planning their narratives. <p>Homework: Rough Draft of Narrative</p>
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Tuesday, 11/15 B Day

DUE:	<p>LO: SWBAT generate an original narrative.</p> <p>DOL: Given a selection of writing prompts, students will begin to generate an original narrative by writing a 3-5 page response 1 out of 1 time with 100% accuracy.</p> <p>Journal: What is a narrative? What types of narratives do you think exist?</p> <p>Handouts: Handouts 11 & 12</p> <p>Lesson:</p> <ul style="list-style-type: none">• Activity 1: Focus on Narratives<ol style="list-style-type: none">1. Narrative: is a story that involves characters and events.2. Fiction: is a narrative created from the author’s imagination.3. Autobiography: is a story that a person tells about his or her own life. A memoir is a form of autobiography.4. Biography: When a person write’s about another person’s life.5. Chronology: when events are presented in the sequence in which they occurred. They are in chronological order.6. Frame Story: one general narrative includes one or more additional stories.
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Wednesday, 11/16 A Day

<p>DUE: Narrative Rough Draft</p>	<p>LO: SWBAT analyze and discuss a narrative. DOL: Given John Cheever's short story "Reunion," students will analyze and discuss the story by correctly responding to 8 out of 10 questions for 80% accuracy. Journal: What do you predict a narrative entitled "Reunion" will be about? Handouts: Handouts 12 Lesson:</p> <ul style="list-style-type: none"> • Activity 1: John Cheever's "Reunion" <ol style="list-style-type: none"> 1. Read John Cheever's "Reunion" 2. Complete the analysis questions 3. Review analysis questions with your table group 4. Be prepared to share with the class. • Activity 2: Your Narrative <ol style="list-style-type: none"> 1. Use the remaining class time to finish construction of the rough drafts of your narratives 2. Rough drafts should be submitted by the end of class. • Activity 3: DOL <ol style="list-style-type: none"> 1. Adjust Submit graded responses to the "Reunion" story discussion questions. <p>Homework: Find a biographical OR autobiographical article about Benjamin Franklin. Print the article, write a summary of the article, attach the two together and submit at the beginning of the next class.</p>
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Thursday, 11/17 B Day

<p>DUE: Narrative Rough Draft</p>	<p>LO: SWBAT analyze and discuss a narrative. DOL: Given John Cheever's short story "Reunion," students will analyze and discuss the story by correctly responding to 8 out of 10 questions for 80% accuracy. Journal: What do you predict a narrative entitled "Reunion" will be about? Handouts: Handouts 12 Lesson:</p> <ul style="list-style-type: none"> • Activity 1: John Cheever's "Reunion" <ol style="list-style-type: none"> 1. Read John Cheever's "Reunion" 2. Complete the analysis questions 3. Review analysis questions with your table group 4. Be prepared to share with the class. • Activity 2: Your Narrative <ol style="list-style-type: none"> 1. Use the remaining class time to finish construction of the rough drafts of your narratives 2. Rough drafts should be submitted by the end of class. • Activity 3: DOL <ol style="list-style-type: none"> 1. Adjust Submit graded responses to the "Reunion" story discussion questions. <p>Homework: Find a biographical OR autobiographical article about Benjamin Franklin. Print the article, write a summary of the article, attach the two together and submit at the beginning of the next class.</p>
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Friday 11/18 A Day

DUE:

Benjamin Franklin
Articles/Summaries

LO: SWBAT annotate and analyze a given text.

DOL: Given an excerpt from Benjamin Franklin's Autobiography, students will annotate the text and complete an analysis by correctly answering 6 out of 7 open ended response questions for 86% accuracy.

Journal: As a reader, why is it important to be able to distinguish the author's purpose?

Handouts: Handouts 13, 14

Lesson:

• **Activity 1: Reading Between and Beyond the lines**

1. Famous people often write their autobiographies and sometimes make quite a lot of money for doing so. Best-Seller lists often include memoirs by political figures, entertainment celebrities, athletes, and even criminals.
 - What challenges do these autobiographers face?
 - They cannot include everything that ever happened or that they ever did.
 - They want to avoid lawsuits by other people they include
 - There may be some events that they wish to keep entirely private
 - They have to decide what really matters and what is incidental.
2. Distribute **handout 13**
3. **Model the first scenario.**
 - Delaney's topic choice reveals a lot about her. She likes to be a member of team, and she is capable of disciplined work and cooperation over a period of time. She is probably in excellent physical condition, and she places a high value on competition and winning.

• **Activity 2: Benjamin Franklin**

1. Using the articles and the internet, in your table groups, discuss the achievements of Benjamin Franklin.
2. Be ready to share some of the accomplishments that you've discovered.
 - Popularity of *Poor Richard's Almanack*
 - Invention of the Franklin stove and bifocal lenses
 - Experimentation with lightning
 - Long term diplomat
3. Franklin's autobiography, unlike those of other founding fathers, does not emphasize his involvement in bringing about the American Revolution. He wrote it intending to share his story with his son, but it was soon evident that the work would interest more than just a private audience.

• **Activity 3: Excerpt from Benjamin Franklin's Autobiography**

1. Distribute **handout 14**
2. Independently, read the excerpt. You should annotate the article as you read.
3. Share your annotations with the class.

• **Activity 4: DOL**

1. Distribute **handout 15**
2. Students will respond to analysis questions (6/7 = 86%) on handout 15

Homework: Narrative