

Theme: Narrative Writing

Objectives:

- 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.
- To understand the key components of the beliefs of Frederick.
- To recognize that autobiography can serve the purpose of argumentation
- To recognize the powers of parallel structures
- To appreciate the variety of possibilities available in narrative writing
- To generate for a final revision

Monday, 11/28 B 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

Tuesday, 11/29 A Day

DUE:

LO: SWBAT identify and utilize parallel structures in written responses.

DOL: Given an excerpt of Frederick Douglass' autobiography, students will write a reflection that includes two examples of parallel structures 2 out of 2 times for 100% accuracy.

Journal: What do you know about Fredrick Douglass? What would you like to know about Fredrick Douglass?

Handouts: Handouts 16, 17, 18

Lesson:

- **Activity 1: Frederick Douglass**

1. In 1818, an African-American baby was born on a plantation in Maryland; his mother, who he met only a few times in his life, was a slave, and his father was an unidentified white man. His grandmother took care of him until he was about six years old and then abandoned him. When he was eight, he was sent to be a house slave for a family in the city of Baltimore. There his owner found it amusing to begin to teach him to read. When she stopped, he pursued opportunities to learn whenever possible. After about seven years, he was sent back to the plantation to be a field slave, and when he was twenty, he escaped to the North.

- What would you expect this man's future would be like?
 - He was one of the great leaders of the abolition movement, a writer, and a powerful orator.

2. Distribute **handout 16**

3. Read the handout.

- Identify the audience and author's purpose

- **Activity 2: Handout 17 Focus on Frederick Douglass**

1. In table groups, complete the questions in handout 17.

- Share your responses with your table group.

- **Activity 3: Handout 18 The Power of Parallel Structure**

1. Distribute **handout 18**

2. Julius Caesar is famous for his boast: "Veni. Vidi. Vici." meaning, "I came, I saw. I conquered." This is an example of parallel structure, a device used in both speeches and writing.

3. Complete the handout on parallel structures in the Frederick Douglass autobiography.

- **Activity 4: DOL**

1. Write a one paragraph reflection to the excerpt from Frederick Douglass. Use parallel structures in your response. Underline your usage of parallel structures.

Homework: Narrative

Wednesday, 11/30 B Day

DUE:

LO: SWBAT identify and utilize parallel structures in written responses.

DOL: Given an excerpt of Frederick Douglass' autobiography, students will write a reflection that includes two examples of parallel structures 2 out of 2 times for 100% accuracy.

Journal: What do you know about Fredrick Douglass? What would you like to know about Fredrick Douglass?

Handouts: Handouts 16, 17, 18

Lesson:

- **Activity 1: Frederick Douglass**

1. In 1818, an African-American baby was born on a plantation in Maryland; his mother, who he met only a few times in his life, was a slave, and his father was an unidentified white man. His grandmother took care of him until he was about six years old and then abandoned him. When he was eight, he was sent to be a house slave for a family in the city of Baltimore. There his owner found it amusing to begin to teach him to read. When she stopped, he pursued opportunities to learn whenever possible. After about seven years, he was sent back to the plantation to be a field slave, and when he was twenty, he escaped to the North.

- What would you expect this man's future would be like?
 - He was one of the great leaders of the abolition movement, a writer, and a powerful orator.

2. Distribute **handout 16**

3. Read the handout.

- Identify the audience and author's purpose

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Thursday, 12/01 A Day

<p>DUE: Narrative Rough Drafts</p>	<p>LO: SWBAT refine their narrative writing.</p> <p>DOL: Given narrative writing pointers, students will refine their narratives in preparation for writing their final drafts by conducting peer editing sessions 1 out of 1 time with 100% accuracy.</p> <p>Journal: As a writer, why is it beneficial to have someone else look over your writing?</p> <p>Handouts: Handouts 19, 20, 21</p> <p>Lesson:</p> <ul style="list-style-type: none"> • Activity 1: Pointers for Narrative Writing <ol style="list-style-type: none"> 1. Distribute Handout 19. <ul style="list-style-type: none"> ▪ Review the handout with the students. • Activity 2: Narrative Rubric <ol style="list-style-type: none"> 1. Distribute Handout 20. <ul style="list-style-type: none"> ▪ Review the rubric with the students ▪ Emphasize what students need to do to score an “A” based on the rubric presented. • Activity 3: <i>The Voice from I Know Why the Caged Bird Sings</i> <ol style="list-style-type: none"> 1. Distribute handout 21 2. In <i>I Know Why the Caged Bird Sings</i>, Maya Angelou tells the story of her childhood and adolescence. She describes the effect that a woman named Mrs. Flowers had on her when she was deeply depressed. 3. Read the excerpt and complete the discussion questions in your table groups. • Activity 4: DOL <ol style="list-style-type: none"> 1. Peer Review: based on today’s narrative pointers, conduct a peer review session. Check a classmate’s paper for grammar, spelling, mechanics, and continuity. 2. After reviewing their paper, sign the paper you reviewed and return it to your classmate. 3. Begin revisions of your paper in preparations for your final draft. Be sure to ask for clarification if you don’t understand comments from your peer reviewer. <p>Homework: Narrative Final Draft</p>
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Friday 12/02 B Day

DUE:

Narrative Rough Drafts

LO: SWBAT refine their narrative writing.

DOL: Given narrative writing pointers, students will refine their narratives in preparation for writing their final drafts by conducting peer editing sessions 1 out of 1 time with 100% accuracy.

Journal: As a writer, why is it beneficial to have someone else look over your writing?

Handouts: Handouts 19, 20, 21

Lesson:

- **Activity 1: Pointers for Narrative Writing**
 1. **Distribute Handout 19.**
 - Review the handout with the students.
- **Activity 2: Narrative Rubric**
 1. Distribute Handout 20.
 - Review the rubric with the students
 - Emphasize what students need to do to score an "A" based on the rubric presented.
- **Activity 3: *The Voice from I Know Why the Caged Bird Sings***
 1. Distribute **handout 21**
 2. In *I Know Why the Caged Bird Sings*, Maya Angelou tells the story of her childhood and adolescence. She describes the effect that a woman named Mrs. Flowers had on her when she was deeply depressed.
 3. Read the excerpt and complete the discussion questions in your table groups.
- **Activity 4: DOL**
 1. Peer Review: based on today's narrative pointers, conduct a peer review session. Check a classmate's paper for grammar, spelling, mechanics, and continuity.
 2. After reviewing their paper, sign the paper you reviewed and return it to your classmate.
 3. Begin revisions of your paper in preparations for your final draft. Be sure to ask for clarification if you don't understand comments from your peer reviewer.

Homework: Narrative Final Draft