

Unit 4: Memory and Being

Unit #:	APSDO-00017583	Duration:	7.0 Week(s)	Date(s):	
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Team:
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Grades:
 12

Subjects:
 English Language Arts

Unit Focus

In this unit, students will explore how memory and being are interrelated. Students will investigate the dynamic and permeable nature of memory while researching how individuals in society develop in response to their own memories in their own narratives as well as those chronicled in the narratives of others. Summative assessments may include a thesis-driven essay, interpretive project or dramatic performance. Primary instructional materials supporting learning in this unit will be selected from the following: *Poisonwood Bible* (Barbara Kingsolver), *Song of Solomon* (Toni Morrison), *The Things They Carried* (Tim O'Â'Brien), and *In the Lake of the Woods* (Tim O'Â'Brien).

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>English Language Arts: 12</i></p> <ul style="list-style-type: none"> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <i>CCSS.ELA-LITERACY.RL.11-12.1</i> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <i>CCSS.ELA-</i> 	<p>T1 (T20) Student Lens: Active readers think critically about what they read. T2 (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers. T3 (T21) Student lens: Powerful writers think critically about what they write. T4 (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks. T5</p> <p>Thematic: Analyze how individuals search for meaning, identify and consciousness in a constantly changing world.</p>	
	Meaning	
	Understandings	Essential Questions
	U1	Q1

<p><i>LITERACY.RI.11-12.1</i></p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>CCSS.ELA-LITERACY.L.11-12.1</i> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <i>CCSS.ELA-LITERACY.SL.11-12.1</i> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>CCSS.ELA-LITERACY.W.11-12.1</i> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>CCSS.ELA-LITERACY.L.11-12.2</i> • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <i>CCSS.ELA-LITERACY.RI.11-12.2</i> • Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <i>CCSS.ELA-LITERACY.RL.11-12.2</i> • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of 	<p>Memory is dynamic and permeable.</p> <p>U2</p> <p>We are shaped not only by our memories but by others' memories of us.</p> <p>U3 (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.</p> <p>U4 (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers analyze and comprehend the text.</p> <p>U5 (U703) To be effective, written and spoken text (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p>U6 (U600) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U7 (U600) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U8 (U600) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p>U9 (U600) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p>	<p>What does conflict between what we remember about ourselves and what others remember reveal about human nature?</p> <p>Q2 (Q302) What does this text mean to me? What connections can I make? (K-12)</p> <p>Q3</p> <p>How does memory shape our present lives?</p> <p>Q4 (Q602) How do I make my writing easy to understand? (K-2) How do I make my writing interesting, engaging, and effective given my audience and purpose? (3-12)</p> <p>Q5 (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)</p> <p>Q6 (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skills
	<p>S1</p> <p>Identify and describe memories that had a significant impact on your life</p> <p>S2</p> <p>Understand how authors use flashback</p>	

<p>the text. <i>CCSS.ELA-LITERACY.RI.11-12.3</i></p> <ul style="list-style-type: none"> • Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). <i>CCSS.ELA-LITERACY.RL.11-12.3</i> • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <i>CCSS.ELA-LITERACY.L.11-12.3</i> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <i>CCSS.ELA-LITERACY.W.11-12.3</i> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>CCSS.ELA-LITERACY.L.11-12.5</i> • Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <i>CCSS.ELA-LITERACY.RI.11-12.6</i> • Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <i>CCSS.ELA-LITERACY.W.11-12.6</i> • Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.W.11-12.9</i> • By the end of grade 11, read and comprehend literary nonfiction in the grades 11CCR text complexity band 		<p>technique to build complex meaning in text</p> <p>S3</p> <p>Understand how authors use context to shape narrative line</p> <p>S4</p> <p>Developing a thoughtful, reflective writing process through planning, revising, and editing drafts before finalizing</p>
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<p>proficiently, with scaffolding as needed at the high end of the range. <i>CCSS.ELA-LITERACY.RI.11-12.10</i></p> <ul style="list-style-type: none">• By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>CCSS.ELA-LITERACY.RL.11-12.10</i>• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <i>CCSS.ELA-LITERACY.W.11-12.10</i>		
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