

Fifth Story of Unit 1: Weaving a Good Story

Narrative nonfiction (memoir)

An American Childhood

Objectives:

SOL 7.5 TSW read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry

SOL 7.5a Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict

SOL 7.5b Identify conventional elements and characteristics of a variety of genres

SOL 7.5k Identify cause and effect relationships

Big Idea for the Week: When do you feel most Alive?

Focus: Setting in nonfiction, Cause and Effect structural pattern

Day 1

Quickwrite: Please turn to page 122 and read that page and then answer the Big Idea question: When do you feel most alive?

TSW discuss that we've been looking at plot, setting, character, conflict etc. in fiction (short stories, narrative poems, teleplays). You can have nonfiction writing that is written in a story form as well. One example is a memoir. A memoir is a form of autobiographical writing in which a writer shares his or her personal experiences and observations of significant events or people. Often informal or intimate in tone, memoirs usually give readers insight into the impact of historical events on people's lives.

Students will focus on the SETTING of this memoir.

TSW also be introduced to cause and effect on page 123 and the whole idea of a chain of events reaction where one thing causes something to happen which then causes something else to happen. SEE if I can get a copy of that advertisement which is perfect for teaching this. If not, make up one about not studying for a history test, flunking it, can't go to dance because flunked it, the girl you liked danced with someone else since you weren't there and later married that person, you become depressed and can't hold a job, so now you live on the streets – It all stems back to not studying for one simple history test.

Students will write vocabulary words and definitions on notecards today. Give definition from page 123 of teacher manual (bottom of page) I also used the Unit One Resource Manager for sentences that offered context clue information about each word. I read the context clue and then asked students to predict the word's meaning. Then, I typed the definition on Elmo and had students complete notecards.

As students read this memoir, they will complete a Cause/Effect Chain of events. The second group will do whole group with me, and the first group will read and complete the cause/effect chain in partners.

Students will be introduced to the word study words. First, have students cut them out and sort on desk according to the prefix. Next, discuss the meanings of the following word pairs: preseason, postseason – prewar, postwar – predate, postdate. This week we will just do pre and post.

Day 2

Quickwrite: Students will review their vocabulary words using the Vocabulary Practice worksheet (page 136 from the Unit 1 Resource Manager) Xerox (This was a great activity)

If students need more time today to finish reading from "An American Childhood" allow them to do so.

Discuss the cause and effect chain which will review the narrative nonfiction piece.

Students will next work on setting worksheet. (from Resource Manager) This also was a great activity. Students completed with partners.

Students will then work on review worksheet before taking test. (from page 139 Resource Manager) Again, a good activity.

Day 3:

Instead of a plot diagram this week, students will complete the following from the Resource Manager page 125:

Remind students that setting is often best understood by visualizing the author's small details and descriptions. Have students reread the memoir, keeping a running list of details that help the reader envision the setting and events.

Ask students to use these descriptive details to illustrate a cartoon strip depicting a key scene, or series of scenes, from the story. Encourage students to add thought and dialogue balloons disclosing the thoughts and feelings (either from the story or imagined) of the different characters. Have students compare and contrast the comics in small groups.

******I may modify this assignment. You are a cartoonist and you have been assigned the task of illustrating a cartoon strip depicting a key scene, or series of scenes, from the story.**

I may even modify this further to combine it with the following media literacy page 182 of the Resource Manager storyboard OR I may give students a choice of being a cartoonist or a movie director, turning the memoir into a movie and showing one scene.