

**Memoir** Curriculum Map **Grade: 7**

**School and Theme:** Edward Bleeker JHS 185: Engineering, Medicine,& Social Justice

**Teacher Name:** Nicole Patterson

Time Frame / Month	October (4 weeks) Lessons
Unit Title/ Microconcept	Memoirs: Students will write a memoir that expresses voice through a personal experience. Students will understand that... (micro) <ul style="list-style-type: none"><li>❖ Writing is an expression of a relationship with an object, people and/or environment.</li><li>❖ Personal experiences can be expressed through memoirs.</li><li>❖ We can make personal connections with others experiences.</li><li>❖ There are different ways in which a memoir can be written.</li></ul>
Macroconcept / connection to theme	Expression, Communication Students will understand that... (macro) <ul style="list-style-type: none"><li>❖ Memoirs can teach us and others life lessons for the future.</li><li>❖ Personal experiences can shape who we are as people but do not need to define who we are.</li><li>❖ A good memoir helps people visualize an experience. A memoir allows the reader to breath, feel, see, and empathize the experience.</li></ul>
Essential Questions	<ul style="list-style-type: none"><li>❖ Why is it important to communicate in more than one way?</li><li>❖ How would life be different if we all went through the same experiences?</li><li>❖ What can I learn from my own or others experiences?</li><li>❖ How does my story/experience contribute to a particular system (ex. Community, environment, relationships)?</li><li>❖ What is it about the truth that we feel compelled to tell stories?</li></ul>
Content	<ul style="list-style-type: none"><li>* Leads</li><li>* Connections</li><li>* Brainstorming</li><li>* Writing Process</li><li>* Free writes</li><li>* Sensory Details</li><li>* Point of View</li><li>* Lessons</li><li>* Moral</li><li>* Editorial</li><li>* Rubric</li><li>* Effective vs. Ineffective</li><li>* Imagery</li><li>* Visualization</li></ul>
Skills	Students will : <ul style="list-style-type: none"><li>❖ Recognize and use leads, sensory details, and conclusions in writing.</li><li>❖ Use different brainstorming methods in order to create a memoir topic.</li><li>❖ Make self, text, and/or real world connections based on an author's experience.</li><li>❖ Recognize the lesson in a memoir.</li><li>❖ Identify effective and ineffective memoirs.</li><li>❖ Identify characteristics of a memoir and use it in their own memoirs.</li><li>❖ Create a rubric based on an effective memoir.</li><li>❖ Define and identify point of view.</li><li>❖ Complete the writing process. Brainstorm, draft, revise, edit, and publish.</li></ul>
Assessments	Reading conferences, writing conferences, class discussions, checking of notebooks, exit cards, reading logs, self reflections notebooks, individual created rubric of memoir, drafts, GRASP, and published piece.  GRASP: You are an editor of a popular New York magazine. Recently you have been coming across the same issue. Many of your book reviewers have been reviewing memoirs unfairly. It is obvious that they might not have the background knowledge to effectively judge memoirs. You have scheduled a meeting with them where you will share your criteria for an effective memoir. To this meeting you will bring a rubric of how a memoir should be judged based on a scale of 1,2,3,4. You will include qualities of a good memoir and present it to your colleagues.

**Unit name:** Memoir

**Teacher/School:** Nicole Patterson, IS 185

Time Frame:

**Stage 1 Desired Result**

**Standards Based Learning Goals:**

1. Maintain a consistent point of view that enhances the message.
2. Write for a range of audiences, adjusting writing style and tone accordingly.
3. Use a variety of strategies to plan and organize ideas for writing such as keeping a list of topic ideas and a writer's notebook, using graphic organizers, etc...

**Concepts**

**Macro-concept: Big idea**

Expression  
Communication

**Micro-concept: content idea**

Students will produce a memoir that expresses voice through a personal experience.

**Macroconcept Understandings**

**Students will understand that...**

- Memoirs can teach us and others life lessons for the future.
- Personal experiences can shape who we are as people but do not need to define who we are.
- A good memoir helps people visualize an experience. A memoir allows the reader to breath, feel, see, and empathize the experience.

**Microconcept Understandings**

**Students will understand that...**

- Writing is an expression of a relationship with an object, people and/or environment
- Personal experiences can be expressed through memoirs.
- We can make personal connections with others' experiences.
- There are different ways in which a memoir can be written.

**Questions**

**Universal Essential Questions**

- Why is it important to communicate in more than one way?
- How would life be different if we all went through the same experiences?
- What can I learn from my own or others' experiences?
- How does my story/experience contribute to a particular system (ex. Community, environment, relationships)?

**Content Guiding Questions**

- What are the different structures for writing a memoir?
- How can I relate to another persons' experience?
- What lessons did the author and I learn from this experience?
- How could my experience affect others?
- What is the author's point of view?

**Knowledge and Skills**

**Know**

**Students will know that ...**

- The elements of an effective memoir.
- The different formats in which they can write their memoir.
- The different text connections.
- Effective characteristics of a memoir.
- What a rubric is and how to use it to assess work.

**Do**

**Students will be able to ...**

- Recognize and use leads, sensory details, and conclusions in writing.
- Use different brainstorming methods in order to narrow down a memoir topic.
- Make text connections.
- Create a good lead that hooks readers.
- Identify an effective memoir and compare it to other memoirs.
- Identify sensory details in writing.
- Create a rubric for an effective well written memoir.
- Complete the writing process.