

**LESSONS FROM LIFE AND LITERATURE**  
**TERM ONE – GRADE 9 LITERATURE AND COMPOSITION**  
**ELA DEPARTMENT, WESTFIELD PUBLIC SCHOOLS, WESTFIELD, MA**

**MEMOIR UNIT**

**Grade: 9**

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**Stage 1 - Desired Results**

**ESTABLISHED GOALS**

**G**  
 (G1) W.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  
 (G2) W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  
 (G3) W.10 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.  
 (G4) RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  
 (G5) L.1.b.9-10 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.  
 (G6) L.2.9-10 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
 a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
 b. Use a colon to introduce a list or quotation.

**Transfer**

*Students will be able to independently use their learning to* **T**  
 (T1) Use their learning to adapt their communication in relation to audience, task, purpose, and discipline.  
 (T2) Set and adjust purpose for writing as warranted by task.

**Meaning**

<p><b>U</b>  <b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>          (U1) Examining literature provides us with examples of life lessons and how to deal with them.          (U2) Personal reflection of key moments of one's life enables psychological grounding and personal growth.</p>	<p><b>Q</b>  <b>ESSENTIAL QUESTIONS</b>          (Q1) What have we learned from our life experiences?          (Q2) How important is life experience to our growth as individuals?          (Q3) What distinguishes memoir from autobiography?</p>
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**Acquisition**

<p><b>K</b>  <b>KNOWLEDGE</b>  <i>Students will know...</i>            (K1) Identify the elements of dramatic structure (i.e. plot diagram), including key terms: exposition, inciting incident, conflict, rising action, climax, falling action, and resolution/ denouement.            (K2) How a plot diagram works and how it applies to the readings.            (K3) Key elements of memoir versus autobiography</p>	<p><b>S</b>  <b>SKILLS</b>  <i>Students will be skilled at/ will know how to...</i>            (S1) Apply knowledge of the plot arc to construct meaning of several texts, including works of literature from outside the United States.          (S2) Reflect on their own life experiences and use precise words and phrases to convey a vivid picture of those experiences.          (S3) Write using conventions of standard English grammar and usage (specifically using phrases, clauses, and semicolons correctly).</p>
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