

# Memoir Unit



***Big Idea:** The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.*

The unit focus on the art of story telling. Students will learn to write a personal narrative focused on a specific moment in time. The unit emphasises concise and detailed writing, with a focus on specific narrative techniques.

### **Essential Questions:**

- How do specific, self-defining memories shape personal identity?
- How can I use language and story telling to make meaning of my memories?

**Students will KNOW:** what a personal narrative is by reading and analysing both student and published examples of personal narratives.

**Students will LEARN:** about the qualities of a personal narrative. They will also learn about specific writing techniques including but not limited to the use of dialogue, literary devices, sentence structures such as adjectives shifted out of order, appositives etc..

**Students will DO:** a variety of pre- writing and skill building activities before writing three drafts of the memoir. They will also participate in self and peer assessment.

**Time Frame:** 9- 10 Lessons, approximately 80 minute blocks.

# Memoir Unit Assessment

## Competencies:

- Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
- Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages
- Respond to text in personal, creative, and critical ways
- Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
- Assess and refine texts to improve their clarity, effectiveness, and impact
- Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
- Transform ideas and information to create original texts, using various genres, forms, structures, and styles

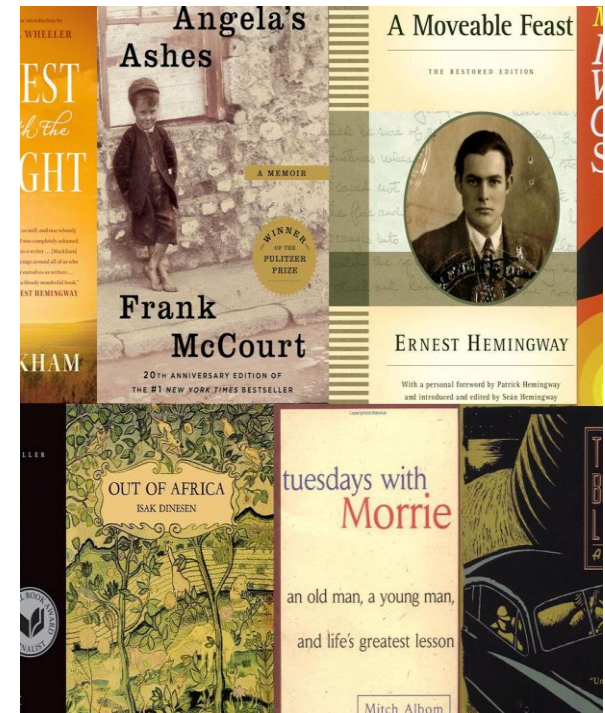


# Materials

- TED Talk: “Who Am I? Think Again”

[https://www.ted.com/talks/hetain\\_patel\\_who\\_am\\_i\\_think\\_again?language=en#t-519734](https://www.ted.com/talks/hetain_patel_who_am_i_think_again?language=en#t-519734)

- Article “What Your Most Vivid Memories Say About You: How elf-defining memories shape your identity” by Susan Whitebourne
- “Inside Out” Clip  
<https://www.youtube.com/watch?v=AXGhfYVAOKE>
- Memoirs:
  - “The Chase” (Annie Dillard)
  - “Eleven” (Cisneros)
  - Fish Cheeks” (Tan)
  - “The Jacket” (Soto)
  - “Momma, the dentist, and me” (Angelou)
  - “Only Daughter” (Cisneros)



# Memoir Writing Revision Peer Check List and Feedback Example

- I. Read through the memoir and highlight anything that may be unclear. In the margin describe why it is unclear and what the writer needs to add.
- II. Read through the memoir and highlight at least 5 places that the writer has used Rhetorical or Literary Devices. If they do not have at least 5, make note of that for them. If they do comment on the quality in the margins.
- III. Read through and identify at least 5 places where the writer has included sensory details. If not suggest where they could add them.
- IV. Highlight any places where the writer has “told” the story rather than “shown” the story. They will need to make revisions here.
- V. Identify the plot points below. The writer will then check to see if you were able to identify them correctly. If not the writer has revisions to make in relation to clarity of plot points.
  - Introduction
  - Conflict
  - Rising Actions (3)
  - Climax
  - Falling Actions (2)
  - Resolution/Lesson
- VI. Indicate if they have used internal (italics) and external (quotations) dialogue. Comment on the integration and if they did not include dialogue suggest where it could be added.
- VII. Correct any grammatical/formatting errors.
- VIII. Comment on the title: is it original and thoughtful?
- IX. Comment on the MLA format. Is it correct?

**Memoir Rubric**

Topic: \_\_\_\_\_

Name: \_\_\_\_\_

Block: \_\_\_\_\_

☐ Self ☒ Peer ☐ Teacher

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Criteria Category	Competencies I Am Still Developing (Provide Examples)	Proficient	Competencies I Am Extending In (Provide Examples)
<b>Constructing &amp; Creating</b>		<ol style="list-style-type: none"><li>1. I can use the conventions of Canadian spelling, grammar, and punctuation <b>proficiently</b> and as <b>appropriate</b> to the context</li><li>2. I can transform ideas and information to create <b>meaningful</b> original texts</li><li>3. I can <b>clearly</b> maintain <b>focus</b> on a <b>specific event</b> or experience and present an <b>engaging</b> picture of the action and people involved</li><li>4. I can <b>proficiently</b> incorporate internal and external dialogue where <b>appropriate</b> to develop plot.</li><li>5. I can write a memoir of an experience that uses an appropriate <b>combination of action, description, and/or dialogue proficiently</b></li><li>6. The Memoir proficiently uses <b>several</b> instances of sensory detail, description, and/or figurative language <b>throughout</b> the scene.</li><li>7. Either the conclusion <b>OR</b> the memoir overall conveys a specific emotion, lesson, or message to the reader. (Conclusion MAY be implied.)</li></ol>	

Provide Feedback and steps to be followed to improve writing.

# Memoir Rubric

Name: \_\_\_\_\_

Check assessment type: ☐ Self ☐ Peer ☐ Teacher

Topic: \_\_\_\_\_

Criteria Category	Emerging	Developing	Proficient	Extending
<b>Constructing &amp; Creating</b>	<ol style="list-style-type: none"> <li>1. I can <b>use</b> the conventions of Canadian spelling, grammar, and punctuation</li> <li>2. I can <b>simplify</b> ideas and information to create original texts</li> <li>3. I can maintain <b>focus</b> on a <b>idea</b> or experience and present a picture of the action and people involved</li> <li>4. I can <b>incorporate</b> internal and external dialogue</li> <li>5. I can write a memoir of an experience that uses <b>either action, description, and/or dialogue adequately</b></li> <li>6. The Memoir uses instances of sensory detail, description, and/or figurative language <b>at some point</b>.</li> <li>7. Either the conclusion <b>OR</b> the memoir overall conveys a specific emotion, lesson, or message to the reader. (Conclusion MAY be implied.)</li> </ol>	<ol style="list-style-type: none"> <li>1. I can <b>sometimes</b> use the conventions of Canadian spelling, grammar, and punctuation <b>correctly</b></li> <li>2. I can <b>adapt</b> ideas and information to create original texts</li> <li>3. I can maintain <b>focus</b> on a <b>specific event</b> or experience and present a picture of the action and people involved</li> <li>4. I can incorporate internal and external dialogue where to develop plot</li> <li>5. I can write a memoir of an experience that uses <b>combination of action, description, and/or dialogue adequately</b></li> <li>6. The Memoir uses instances of sensory detail, description, and/or figurative language <b>throughout</b> the scene.</li> <li>7. Either the conclusion <b>OR</b> the memoir overall conveys a specific emotion, lesson, or message to the reader. (Conclusion MAY be implied.)</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use the conventions of Canadian spelling, grammar, and punctuation <b>proficiently</b> and as <b>appropriate</b> to the context</li> <li>2. I can transform ideas and information to create <b>meaningful</b> original texts</li> <li>3. I can <b>clearly</b> maintain <b>focus</b> on a <b>specific event</b> or experience and present an <b>engaging</b> picture of the action and people involved</li> <li>4. I can <b>proficiently</b> incorporate internal and external dialogue where <b>appropriate</b> to develop plot.</li> <li>5. I can write a memoir of an experience that uses an appropriate <b>combination of action, description, and/or dialogue proficiently</b></li> <li>6. The Memoir proficiently uses <b>several</b> instances of sensory detail, description, and/or figurative language <b>throughout</b> a scene.</li> <li>7. Either the conclusion <b>OR</b> the memoir overall conveys a specific emotion, lesson, or message to the reader. (Conclusion MAY be implied.)</li> </ol>	<ol style="list-style-type: none"> <li>1. I can use the conventions of Canadian spelling, grammar, and punctuation <b>with strong control</b> and as <b>appropriate</b> to the context</li> <li>2. I can <b>transform</b> ideas and information to create <b>meaningful</b> and <b>insightful</b> original texts</li> <li>3. I can <b>clearly</b> maintain <b>focus</b> on a <b>specific event</b> or experience and present an <b>engaging</b> picture of the action and people involved</li> <li>4. I can <b>proficiently</b> incorporate internal and external dialogue where <b>appropriate</b> to develop plot <b>insightfully</b></li> <li>5. I can write a memoir of an experience that uses <b>combination of action, description, and/or dialogue effectively and with insight</b></li> <li>6. The Memoir uses instances of sensory detail, description, and/or figurative language <b>throughout</b> the writing.</li> <li>7. Either the conclusion <b>OR</b> the memoir overall conveys a specific emotion, lesson, or message to the reader. (Conclusion MAY be implied.)</li> </ol>

Holistic Range

## **Formative Assessment:**

- Identity Wheel
- Self Defining Memory
- Photo Memory
- Micro Memory Plot Chart
- Draft #1 of Memoir
- Draft #2 of Memoir

## **Summative Assessment:**

- Final Copy of Memoir
- Rhetorical and Literary Device Quiz