**Unit Plan:** Literary Nonfiction-Reflection (the Memoir, the Essay, and the Speech)

**Length of Unit:** 6 weeks

**Grade Level:** 9th

**Teacher:** Mrs. Carlson

Summary: This unit focuses on three kinds of literary nonfiction: the memoir, the essay, and the speech, with “reflection” as the common aspect of these genres. The unit allows students to recognize and appreciate the effective use of literary devices in nonfiction. Students are exposed to memoirs from various cultures and look for common techniques, such as the emphasis on a particularly significant event or time period in the author's life. Works of art that address similar goals, such as self-portraits, are also examined to compare presentation. Students also consider the ways in which essays and speeches may exhibit the same reflective qualities, whereby the authors or orators engage readers or listeners to think carefully about literature, events, or ideas in a new way.

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| **Stage 1 –Desired Results** | | |
| **Iowa Core**  **RL.9–10.4**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of several word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  **RI.9–10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **RI.9–10.9**: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's “Letter from a Birmingham Jail”), including how they address related themes and concepts.  **W.9–10.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  **SL.9–10.3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.  **L.9–10.1**: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | **Transfer** | |
| Students will be able to independently use their learning to…  Unit Objectives   * Identify and explain the characteristics of a memoir * Distinguish between an autobiography and a memoir. * Identify and explain the effect of stylistic devices used in memoirs. * Identify and explain the characteristics of various types of essays (e.g., literary and narrative). * Identify and analyze the effect of rhetorical strategies in speeches such as alliteration, repetition, and extended metaphors. * Apply rhetorical strategies learned in this lesson to essay writing projects of their own. | |
| **Meaning** | |
| **Understandings**  Students will understand that… | **Essential Questions**  Students will keep considering…   * How is reflecting different from remembering? |
| **Acquisition of Knowledge and Skill** | |
| **KNOWLEDGE**  Students will know… | **SKILLS**  Students will be skilled at… |

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| **Stage 2 – Evidence of Understanding** | |
| **Evaluative Criteria** | **Students will show their understanding by…** |
|  | Performance Task(s): |
|  | Other Evidence: |

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| **Stage 3- Learning Plan** |
| Summary of Key Learning Events and Instruction |
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UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe