# Unit Plan #1: Narrative Experience

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| Unit Author |
| First and Last Name  | Anna McNamer |
| Author's E-mail Address | Speedyfly45@gmail.com |

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| Unit Overview |
| Unit Plan Title | Narrative Experience Project |
| Essential Question(s) | What can my experience teach me? How might I use my own experiences to teach others? How do the things people say define a person’s identity? Why is story telling important to passing on life lessons on to others? |
| Unit Summary | Students will explore the elements of a nonfiction narrative essay by reading personal narratives of others as well as writing their own personal narrative. Students will practice using dialogue appropriately.  |
| Subject Area(s) | English/Language Arts |
| Grade Level | 8-10 Grade |
| Desired Results and Understandings | Students will be able to identify and create correct plot structure within a non-fiction narrative essay. Students will be able to correctly use and punctuate dialogue. Students will be able to identify different perspectives of writing when writing a personal narrative. Students will be able to revise and edit work and give appropriate feedback to peers. Students should explore the meaning of storytelling and be able to determine the purpose of a piece of narrative nonfiction even if the moral is not clearly stated. Students should be able to draw on events in their own lives and explore what they learned from those experiences.  |
| Standards and Benchmarks | **Writing Standard 3**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**a.**Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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**b.**Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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**c.**Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

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**d.**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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**e.**Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**Reading: Literature Standard 2**Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**Reading: Literature Standard 5**Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.**Reading: Literature Standard 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.**Language Standard 2**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.

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**b.**Use a colon to introduce a list or quotation.

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**c.**Spell correctly. |

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| Assessment Evidence |
| Performance Tasks | Short quizzes to show knowledge of punctuation, journal entries, three rough drafts, peer review, various discussions, and final narrative essay.  |
| Approximate Time Needed for Unit(Minutes, Days, Hours, etc) | 3-4 Weeks |
| Prerequisite Skills Needed | Ability to write for an extended period of time and a general understanding of plot structure.  |
| Materials and Resources Required for Unit | * Computers (to type final draft)
* Classroom copies of “The Truth About the World’ by Lloyd Alexander and “My Maturity in Flames” by M.T. Anderson, “Gondwanaland” by Tony Diterlizzi, “The Death of a Writer” by David Rice, “Thwacked” by David Granger, “The Necklace” by Guy de Maupassant, and “The Sniper” by Liam O’Flaherty
* Journal Prompts
* Short Quizzes to reinforce punctuation
* Classroom Copies of Peer Review Sheets
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| Final Project | * Attached Below
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**Narrative Experience**

 **Assignment Details**

**I received this assignment \_\_\_\_\_\_\_\_\_\_\_. This assignment is due \_\_\_\_\_\_\_\_\_\_\_\_\_.**

**This assignment is worth \_\_\_\_\_\_\_\_\_\_\_.**

**Purpose:** To complete my first unit in Mrs. McNamer's Language Arts class I will write a narrative essay about a true personal experience.

**Topic:** I am choosing to write one story about (circle one) a time I learned a lesson.

a time I disobeyed a rule.

**Self-Instructions:** In order to receive an A, I will use excellent diction choices to describe my setting, characters, and plot. I will describe specific imagery and use varied vocabulary to keep my story flowing. I will properly use dialogue, grammatical marks, and punctuation. I will use a dramatic opening sentence and creative language to keep my story lively and interesting. I will characterize myself as the protagonist. I will use an interesting and engaging title. My story will be over two pages typed and double spaced with 12 point, Times New Roman Font. I will remember to include my name, class period, date of completion, and course title in a single spaced format in the upper left side of my paper. I will receive ten points of extra credit for conducting an interview with a real person who will appear as a character in my story and using portions of this interview in my story. In order to receive this credit, my interviewee must fill out an interview completion form from Mrs. McNamer.

**To receive full credit for this project I need to complete in the following pieces:**

**□** Rough Draft #1 10 points Due: Before September 12th Completed In-Class

□ Revision 10 points Due: Before September 19 Completed as Homework

□ Peer Edit 20 points Due: September 21th Completed In-Class

□ Final story 60 Points Due: September 28