

12.1.1

Lesson 2

Introduction

In this lesson, students begin to develop their personal narratives, focusing on identifying a specific audience and purpose. Students first consider these elements and the impact they have on a text. Students discuss the task, audience, and purpose of *The Autobiography of Malcolm X*, chapter 1. Finally, students draft a statement of purpose that demonstrates an awareness of task and audience for one of the Common Application prompts. Student learning is assessed via the students' statement of purposes.

For homework, students read chapter 2 of *The Autobiography of Malcolm X*. Students also develop discussion questions focused on how the structure of the text makes points clear, convincing, and engaging. In the closing of the lesson, teachers may choose to introduce students to the practice of Accountable Independent Writing (AIW), which will carry throughout the module as an optional homework assignment intended to reinforce in-class writing instruction.

Standards

Assessed Standard(s)	
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Addressed Standard(s)	
W.11-12.3.f	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Assessment

Assessment(s)
<p>Student learning is assessed via a written response to the following prompt:</p> <ul style="list-style-type: none"> Draft a statement of purpose that demonstrates an awareness of task and audience for one of the Common Application prompts. <p>① Student responses will be evaluated using the 12.1 Narrative Writing Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Demonstrate an awareness of the task (e.g., As I write, I will maintain an awareness of the conventions of narrative writing and the maximum word count of 650 words.). Clearly state the purpose of the narrative essay (e.g., The purpose of my narrative essay is to distinguish myself from other applicants and demonstrate why I am an excellent applicant.). Demonstrate an awareness of the audience (e.g., Throughout my essay, I will use formal and vivid language and an interesting structure to catch and maintain the attention of an admission board member.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> None.*
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: W.11-12.5, W.11-12.3.f, W.11-12.4 Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapter 1 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Writing Instruction: Task, Purpose, and Audience 4. Drafting 5. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 20% 3. 35% 4. 30% 5. 5%

Materials

- Student copies of the 12.1 Common Core Learning Standards Tool (refer to 12.1.1 Lesson 1) (optional)
- Copies of the 12.1 Narrative Writing Rubric and Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.5. In this lesson, students consider the task, purpose, and audience for their personal narratives.

- ▶ Students look at the agenda.

① **Differentiation Consideration:** If students are using the 12.1 Common Core Learning Standards Tool, instruct them to refer to it for this portion of the lesson introduction.

Post or project standards W.11-12.3.f, W.11-12.4, and W.11-12.5. Instruct students to talk in pairs about how they think these standards apply to their writing. Lead a brief discussion about the standards.

💬 Student responses for W.11-12.3.f should include:

- The standard asks students to write with a specific group of people in mind.
- The standard asks students to use different language for different cultural contexts.

① **Differentiation Consideration:** If necessary, define *voice* as the combination of an author's stylistic choices in a text, including point of view and the use of language and syntax.

💬 Student responses for W.11-12.4 should include:

- Write using a style or way of writing that addresses a specific assignment, outcome, or group of people.
- Order paragraphs or sections so that the writing makes sense and is easy for the audience to follow.

① Throughout Unit 12.1.1, students will continually refer to the ideas of task, purpose, and audience but will pick up work with the remainder of standard W.11-12.4 in Unit 12.1.3.

💬 Student responses for W.11-12.5 should include:

- The standard asks students to continue to plan, draft, and revise their writing in order to achieve a purpose.
- The standard asks students to consider a specific group of people while planning, drafting, and revising their writing.

Explain to students that the writing process is iterative and recursive, which means that students frequently reassess and improve their work and their thinking through multiple drafts and revisions. Inform students they will draft, revise, peer review, and edit throughout this unit to create a well-crafted narrative essay.

- ① Remind students that the words *iterative* and *recursive* were taught in 11.4 and mean “repeating” and “doing again.”

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Read chapter 1 of *The Autobiography of Malcolm X* and develop 2–3 questions focused on how the structure of the text makes points clear, convincing, and engaging (RI.11-12.5). Prepare possible answers to your questions for discussion.)

Instruct students to talk in pairs about questions they developed for homework to support their analysis of chapter 1, specifically discussing how the structure was effective in engaging the reader and making points clear and convincing (RI.11-12.5).

- ☞ Student questions may include:

How does Malcolm X connect the past and present throughout the chapter?

- ☞ Malcolm X makes many references to his beliefs changing in the future. He uses phrases such as “My image of Africa, at that time” (p. 7) and “I know now” (p. 14) to indicate that these early views of the world would change as he grew older.

How does the author use the story of Malcolm X’s mother’s mental breakdown to introduce the reader to Malcolm X?

- ☞ The story of Malcolm X’s mother gives a number of important insights into his character. The long harassment of his family by the “state Welfare people” (p. 17), whose visits “began to plant the seeds of division” (p. 17) in the minds of his family, shows how Malcolm X’s negative opinions of American government might have started. It also demonstrates Malcolm X’s deep love and compassion for his mother. He goes so far as to say that he is “capable of killing a person” (p. 22) who spoke badly about his mother.

Instruct students to take out their writing homework from the previous lesson. (Reread the Common Application prompts and choose a prompt that will enable you to write the most compelling story about yourself. Then write brief responses to the following questions, explaining your choice of prompt.)

What do you want to communicate about yourself to a college admission board?

Which prompt will allow you to communicate this information best?

Which prompt will allow you to distinguish yourself from thousands of other applicants? How?

Instruct students to talk in pairs about the prompts they are considering.

- ▶ Students talk in pair about their prompts.

Explain to students that the prompt they selected for homework will be the focus of a statement of purpose they compose in this lesson. Students will have opportunities to work with different prompts in future lessons if they identify another prompt they prefer. Explain to students that for the purposes of this lesson they should select a prompt that they feel will provide them an opportunity to write the most interesting and compelling story.

- ▶ Students select a prompt.

Activity 3: Writing Instruction: Task, Purpose, and Audience

35%

Instruct students to consider what they have learned about the Common Application Essay in 12.1.1 Lesson 1, and then Think, Pair, Share about the following questions:

Describe the task of the Common Application Essay. What are applicants asked to do?

- The task of the Common Application Essay is to write a narrative essay of no more than 650 words.

Who is the audience for a college application essay?

- The audience is an admissions board of a college or university.

Given the audience, what are the purposes of the college application essay?

- Student responses may include:
 - The purpose of a college application essay is to allow the admission board to get to know the applicant.
 - The purpose is to demonstrate the applicant's writing abilities.
 - The purpose is to distinguish the applicant from other applicants.
 - The purpose is to be interesting and memorable to the admission board.

Remind students that college boards read thousands of application essays each year. Understanding how to use purpose, voice, and awareness of audience will allow students' work to reach their intended audience in the most effective way. Students should keep these ideas in mind as they work to draft and revise their narrative essays over the course of this module.

Instruct students to read the title of *The Autobiography of Malcolm X* and consider the author's task and audience. Direct students to consider the title of the text and Think, Pair, Share about the following question.

Given the title of the text, what is the author's task?

- ☞ To narrate the life of Malcolm X.

Lead a brief whole-class discussion of student responses.

Instruct students to turn to the first paragraph of the first chapter of *The Autobiography of Malcolm X* and consider the author's purpose and audience. Direct students to Think, Pair, Share about the following questions.

"When my mother was pregnant with me, she told me later, a party of hooded Ku Klux Klan riders galloped up to our home in Omaha, Nebraska, one night."

How does the first sentence of the text suggest the author's purpose?

- ☞ The first sentence of the text describes the Ku Klux Klan riders violently threatening Malcolm X's family. This honest description of racial violence suggests that one of the author's purposes is to vividly and honestly convey the racial injustices and tensions that affected him from the very beginning of his life.

Instruct students to reread the rest of the first paragraph.

① **Differentiation Consideration:** Consider asking the following questions to aid student understanding.

How does the author portray the Klansmen in this paragraph?

- ☞ The author describes the Klansmen as violent men who are "[s]urrounding the house" and "brandishing their shotguns and rifles" (p. 1). Even when they see that there is only a pregnant woman and her small children in the house, they continue to shout "threats and warnings" (p. 1) at Malcolm X's mother, suggesting that they are not only violent but unfeeling toward defenseless people.

How does the author portray Malcolm X's parents?

- ☞ Student responses may include:
 - The author describes Malcolm X's mother bravely going "to the front door" and opening it even though she knows that men are "[s]urrounding the house" and "brandishing their shotguns and rifles" (p. 1). She is also not afraid to show the men "her pregnant condition"

or reveal the facts that she is “alone with her three small children” and that her husband is “away, preaching, in Milwaukee” (p. 1).

- The author describes Malcolm X’s father as a man who is committed to traveling far distances in order to teach the “preachings of Marcus Garvey” which include a “back to Africa” movement for African Americans, suggesting his pride in his African roots (p. 1).

What do the portrayals of the Klansmen and Malcolm X’s parents further suggest about the author’s purpose?

- The portrayal of the Klansmen as violent and unfeeling individuals contrasts starkly with the portrayal of Malcolm X’s parents as people who are brave, proud, and committed to their beliefs. This contrast of portrayals suggests that one of the author’s purposes is to depict how violent racism affects African Americans but also how they combat it.

What information does the author convey in the first paragraph?

- The author describes the Ku Klux Klan’s actions and explains the “preachings of Marcus Garvey” as having something to do with African Americans going “back to Africa” (p. 1).

What does this information suggest about the audience of the text?

- The fact that the author does not assume the readers know how the Ku Klux Klan members would act or what Marcus Garvey preached suggests that the audience is a wide readership that extends over time, place, generation, and race.

Explain to students that like the author of *The Autobiography of Malcolm X*, they should be aware of their task, purpose, and audience as they prewrite and plan for their narrative essays.

Remind students as they prewrite and plan for their narrative essays to be mindful of their use of voice and language as it pertains to their potential audience. This means that the writer’s voice and use of language should be appropriate for their audience. Direct students to Think, Pair, Share about the following question:

What kind of voice and language should a writer use for a college application essay?

- Student responses may include:
 - A writer may adopt a style that is formal but approachable or natural.
 - A writer may use language that is precise, engaging, and sophisticated, while still sounding natural or not forced.

- A writer may establish a strong voice and a compelling tone to make him/herself engaging to a college admissions board.

Lead a brief whole-class discussion of student responses. Inform students that throughout 12.1.1 and 12.1.3, they will revisit the use of voice and language in their narrative essays.

Activity 4: Drafting

30%

Inform students that this lesson will be assessed on their ability to draft a statement of purpose for one of the Common Application prompts. Explain to students that the statement of purpose should include statements about their awareness of task, purpose, and audience.

- ▶ Students listen.

Distribute the 12.1 Narrative Writing Rubric and Checklist. Briefly explain the purpose of the rubric and checklist: to help students develop and hone their personal narrative writing. Inform students that they should use the rubric and checklist to guide their own writing, and that they will be using the same rubric for all of their personal narrative writing in this module.

Lead a brief discussion of the rubric and checklist categories: W.11-12.3.f and W.11-12.5. Review the components of high-quality responses.

Instruct students to respond briefly in writing to the following prompt.

Draft a statement of purpose that demonstrates an awareness of task and audience for one of the Common Application prompts.

- ▶ Students listen and read the writing prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent writing.

- ▶ Students independently answer the prompt using evidence from the text.

☛ See the High Performance Response at the beginning of this lesson.

① Instruct students to keep their statements of purpose in a writing journal or folder as a portfolio of their personal narrative writing throughout the module.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate chapter 2 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused

on how the structure of the text makes points clear, convincing, and engaging (RI.11-12.5). Instruct students to prepare possible answers to their questions for discussion.

► Students follow along.

- ① Explain to students that part of the daily homework expectation is to write outside of class. Accountable Independent Writing (AIW) expects that all students engage in some aspect of the writing process regularly outside of class. The purpose of AIW is to encourage students to practice and improve writing skills and to enable them to learn through writing.

In addition to class work, developing independent writing and peer reviewing skills, consider other methods of facilitating writing and reviewing work outside of class. Ideas for creating online writing communities for your students include blogs, Google Docs, or other online sharing sites.

- ① For AIW homework, instruct students to continue planning their response to a Common Application prompt. Students can use their statements of purpose to revisit their choice of prompt. Then students should begin brainstorming ideas in response to one or more prompt. If necessary, explain to students that brainstorming is writing a list of ideas without stopping to correct, refine, or evaluate them.

Homework

Read chapter 2 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how the structure of the text makes points clear, convincing, and engaging (RI.11-12.5). Prepare possible answers to your questions for discussion.

12.1 Narrative Writing Rubric

____ / ____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Coherence, Organization, and Style</p> <p>The extent to which the response engages and orients the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; and creates a smooth progression of experiences or events.</p> <p>CCSS.ELA-Literacy.W.11-12.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-Literacy.W.11-12.3.a</p> <p>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>The extent to which the response uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CCSS.ELA-Literacy.W.11-12.3.b</p>	<p>Skillfully engage and orient the reader by thoroughly and clearly setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; skillfully create a smooth progression of experiences or events. (W.11-12.3.a)</p> <p>Skillfully use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, thoroughly developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Skillfully use a variety of techniques to sequence events so that they build on one another to create a coherent whole and clearly build toward a particular tone and outcome. (W.11-12.3.c)</p> <p>Skillfully use precise words and phrases, telling details, and sensory language, conveying a complete and vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that clearly follows from and skillfully reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p> <p>Skillfully adapt voice, awareness of</p>	<p>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (W.11-12.3.a)</p> <p>Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (W.11-12.3.c)</p> <p>Use precise words and phrases, telling details, and sensory language, conveying a vivid picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (W.11-12.3.e)</p> <p>Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. (W.11-12.3.f)</p>	<p>Somewhat effectively engage or orient the reader by partially setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an unclear progression of experiences or events. (W.11-12.3.a)</p> <p>Somewhat effectively use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, partially developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Somewhat effectively use techniques, or use unvaried techniques to sequence events so that they insufficiently build on one another to create a loosely connected whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Somewhat effectively use precise words and phrases, telling details, and sensory language, conveying a clear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that loosely follows from and partially reflects on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p>	<p>Ineffectively engage or orient the reader by insufficiently setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a disorganized collection of experiences or events. (W.11-12.3.a)</p> <p>Ineffectively or rarely use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, insufficiently developing experiences, events, and/or characters. (W.11-12.3.b)</p> <p>Ineffectively use techniques, creating a disorganized collection of events that fail to build on one another to create a coherent whole or a particular tone and outcome. (W.11-12.3.c)</p> <p>Ineffectively use precise words and phrases, telling details, and sensory language, conveying an unclear picture of the experiences, events, setting, and/or characters. (W.11-12.3.d)</p> <p>Provide a conclusion that does not follow from or reflect on what is experienced, observed, or resolved over the course of the text. (W.11-12.3.e)</p> <p>Ineffectively adapt voice, awareness</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>The extent to which the response uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p>CCSS.ELA-Literacy.W.11-12.3.c</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>The extent to which the response uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CCSS.ELA-Literacy.W.11-12.3.d</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>The extent to which the response provides a conclusion that follows from and reflects on what is experienced, observed, or resolved</p>	<p>audience, and use of language to thoughtfully accommodate a variety of cultural contexts. (W.11-12.3.f)</p>		<p>Somewhat effectively adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts. (W.11-12.3.f)</p>	<p>of audience, and use of language, rarely accommodating a variety of cultural contexts. (W.11-12.3.f)</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p>over the course of the narrative.</p> <p>CCSS.ELA-Literacy.W.11-12.3.e</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>The extent to which the response adapts voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p> <p>CCSS.ELA-Literacy.W.11-12.3.f</p> <p>Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>				
<p>Coherence, Organization, and Style</p> <p>The extent to which the response develops and strengthens writing during the writing process, addressing what is most significant for the specific purpose and audience.</p> <p>CCSS.ELA-Literacy.W.11-12.5</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	Thoroughly develop and strengthen writing during the writing process, skillfully addressing what is most significant for the specific purpose and audience.	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience.	Partially develop and strengthen writing during the writing process, somewhat effectively addressing what is most significant for the specific purpose and audience.	Insufficiently develop and strengthen writing during the writing process, ineffectively addressing what is most significant for the specific purpose and audience.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

12.1 Narrative Writing Checklist

Assessed Standards: _____

	Does my response...	✓
Coherence, Organization, and Style	Engage and orient the reader by setting out a problem, situation, or observation and its significance? (W.11-12.3.a)	<input type="checkbox"/>
	Establish one or multiple point(s) of view? (W.11-12.3.a)	<input type="checkbox"/>
	Introduce a narrator and/or characters? (W.11-12.3.a)	<input type="checkbox"/>
	Create a smooth progression of experiences or events? (W.11-12.3.a)	<input type="checkbox"/>
	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters? (W.11-12.3.b)	<input type="checkbox"/>
	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome? (W.11-12.3.c)	<input type="checkbox"/>
	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters? (W.11-12.3.d)	<input type="checkbox"/>
	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative? (W.11-12.3.e)	<input type="checkbox"/>
	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts? (W.11-12.3.f)	<input type="checkbox"/>
	Develop and strengthen writing during the writing process, addressing what is most significant for the specific purpose and audience? (W.11-12.5)	<input type="checkbox"/>