

## 12.1.1

## Lesson 12

## Introduction

In this lesson, students develop their narrative writing skills through practice with standard W.11-12.3.b. Students use examples from *The Autobiography of Malcolm X* to explore different narrative techniques and then apply those techniques to their own narrative writing in response to one of the Common Application prompts. Students have the choice of expanding on their narratives from 12.1.1 Lesson 6 or choosing to respond to a new prompt. Student learning in this lesson is assessed via students' drafts.

For homework, students read chapter 11 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how individuals, ideas, or events interact and develop over the course of the text (RI.11-12.3).

## Standards

Assessed Standard(s)	
W.11-12.3.b	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.11-12.5	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.

## Assessment

### Assessment(s)

Student learning is assessed via an essay draft at the end of the lesson. Students respond to the following prompt, using techniques learned in the lesson to achieve a specific outcome.

- Draft a paragraph in response to the Common Application prompt, focusing on using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

 Student responses will be evaluated using the 12.1 Narrative Writing Rubric.

### High Performance Response(s)

A High Performance Response should:

- Demonstrate the use of two or more of the narrative techniques outlined in W.11-12.3.b (e.g., dialogue, pacing, description, reflection, multiple plot lines). (The example below contains dialogue, pacing, and description.)
- Ensure that the narrative techniques contribute to the development of experiences, events, and/or characters. (See example below.)

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was 14, my mom gave me an ultimatum: “Dad and I have been looking at the bills, and we decided that unless you would like to eat shoes, you will have to get a job.” I looked at the meticulously stacked shoeboxes towering over the rest of my room and made some quick calculations. “I see your point,” I replied.

So I spent my summer poolside, not lounging around with a tall lemonade, but standing over a deep fryer, slinging fries and onion rings at my community pool's snack bar. I faithfully saved half of every paycheck for college, and just as faithfully spent half on shoes. Pairs of slim metallic gold Air Max, orange filigree embossed Foamposites, and a rare tie-dyed mash up of fabrics branded as “What the Dunk” all made their way into my collection. By the end of that summer, I had enough stock in my collection that I decided to become a shoe entrepreneur, buying and selling shoes online at a handsome profit. I camped overnight in Center City Philadelphia to get a prime place in line to purchase highly coveted sneakers. I made some savvy investments, but I was also conned in an ill-advised Craigslist deal with an unscrupulous buyer. The challenges, rewards, and thrills of running a small business have fueled my decision to major in business.

A shared passion for shoes creates an instant connection with people I meet, whether in a suburban shopping mall, or a trendy neon-lit Los Angeles sneaker store. I have learned that in some places, shoes are not a fashion statement or a status symbol. Rather, shoes enable a child to make an arduous trek to school and surmount a potential barrier to an education. When I first

learned about the nonprofit organization In Ian's Boots, I knew I found a way to marry my shoe passion with my mission to contribute positively to the world around me. Ian's Boots collects used shoes for people in need around the world and was founded by the grieving parents of a fellow soccer goalie killed in a sledding accident. Doctors found a biblical message in his boots urging "perseverance," and this story and message spoke to me. Last year, I hosted a drive and collected over 600 pairs of shoes, some of which have been distributed to Honduras, Ghana, and Haiti.

## Vocabulary

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

\*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](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf).

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standard: W.11-12.3.b, W.11-12.3.f, W.11-12.5</li> <li>Text: <i>The Autobiography of Malcolm X</i> as told to Alex Haley, Chapters 1–10</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Writing Instruction: Narrative Techniques</li> <li>4. Drafting and Assessment</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 20%</li> <li>3. 20%</li> <li>4. 50%</li> <li>5. 5%</li> </ol>

## Materials

- Student copies of their personal narratives (refer to 12.1.1 Lesson 6)
- Student copies of the 12.1 Narrative Writing Rubric and Checklist (refer to 12.1.1 Lesson 2)

## 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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

5%

Begin by reviewing the agenda and the assessed standard for this lesson: W.11-12.3.b. In this lesson, students continue to develop their narrative writing skills, focusing on using narrative techniques to develop experiences, events, or characters. This work supports W.11-12.5, which asks students to 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.

- Students look at the agenda.

### Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Write a list of ideas about how you would respond to the following college interview question. Remember to keep in mind your task, purpose, and audience as they consider your response. What are your strengths and weaknesses?)

Instruct students to form pairs to ask and answer the college interview question. For this practice session, students should focus on using formal English.

- Students practice asking and answering the college interview question.

- ① Remind students to keep their interview preparation notes in a writing journal or folder as a portfolio of their interview preparation throughout the module.
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Instruct students to take out their responses to the second homework assignment. (Respond briefly in writing to the following prompt: How does the author of *The Autobiography of Malcolm X* use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters in chapter 10?) Instruct students to form pairs and share their responses to the homework prompt.

💬 Student responses may include:

- In the second paragraph of chapter 10, the author includes dialogue and multiple plot lines; he includes the words that Shorty's mother repeats as he prepares for court: "'Son, read the Book of Revelations and pray to God'" (p. 154). This sentence is a reference to the Bible, and it shows that even Shorty's mother does not believe he will come through his trial successfully because she encourages him to "'pray'" (p. 154) and refers to the book of the Bible in which the world ends and people pay for their sins. This scene builds Shorty's character because it shows that no one, not even his mother, has faith in him. The author includes this second plot line to set the tone for the reading of the concurrent sentences.
- The author also uses dialogue to show how the judge sounded when he read out the "'concurrent[']'" (p. 154) sentences: "'Count one, eight to ten years'" (p. 154). This scene shows how easily Shorty, who "didn't know what the word 'concurrently' meant" (p. 154), could have believed that he was going to spend the rest of his life in prison for the crimes. His mother was "sobbing" (p. 154) and praying, and Shorty added the years in his head to find that he was going to prison for a long time. This scene develops some comic effect for the reader because the reader does know what concurrently means and knows that Shorty's sentence is not as bad as it appears to him.
- Once Shorty's sentence is read, the author slows down the pace by shortening sentences, some that comprise a given paragraph: "I got ten years" (p. 154). This pacing makes the reader slow down and pay attention to the fact that, despite the wild life Malcolm had been living, he "wasn't quite twenty-one" and "hadn't even started shaving" (p. 155). Up to now, the reader may have lost track of the years and may have forgotten that despite Malcolm's fast living, he is very young. This fact may make the sentence of "ten years" (p. 154) seem unfair and possibly even shocking to the reader.
- The author includes reflection in chapter 10, showing how Malcolm received the information about the "'true knowledge'" (p. 165). He stops the narrative to allow Malcolm to explain his "first reactions to all of this" (p. 166) to allow the reader to understand what was happening and how Malcolm X grew from this experience.

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Have students briefly share whether they would like to expand upon their personal narratives from 12.1.1 Lesson 6, or whether they would like to attempt to respond to a different Common Application prompt. Instruct students to explain their decisions to a peer.

- ▶ Students discuss their decisions regarding the Common Application essay.

① Common Application prompts were introduced in 12.1.1 Lesson 2.

### Activity 3: Writing Instruction: Narrative Techniques

**20%**

Inform students that today they will look more closely at the skills outlined in W.11-12.3.b and practice utilizing those skills as they continue to draft their responses to the Common Application.

- ▶ Students listen.

① **Differentiation Consideration:** Consider reminding students of the definitions for the narrative techniques outlined in W.11-12.3.b:

- *Pacing*: how the author handles the passage of time in a narrative, moving through events either more quickly or slowly to serve the purpose of the text
- *Dialogue*: refers to the lines spoken by characters in drama or fiction; conversation between two or more characters
- *Description*: details about a person, place, or thing in order to create an image in the reader's mind
- *Reflection*: when an author pauses to consider how an event or experience affected him or her at the time he or she is writing about or how it continues to affect their lives
- *Multiple plot lines*: more than one sequence of events happening at one time

① If necessary, remind students to punctuate dialogue using quotation marks to indicate what the speakers say.

Explain to students that the techniques listed in this standard are crucial in narrative writing to develop experiences, events, or characters. These techniques are tools that a writer uses to make a story more interesting or to convey the importance of certain moments or events. Inform students that they will look at an excerpt from pages 37–38, which they read in 12.1.1 Lesson 3, to learn how the author uses these narrative techniques to develop experiences, events, or characters.

- ▶ Students listen.

Instruct students to form small groups and reread pages 37–38 of *The Autobiography of Malcolm X* (from “Somehow, I happened to be alone in the classroom with Mr. Ostrowski” to “And they looked

surprised that I did”). Ask students to annotate for instances where the author uses the techniques listed above to develop the characters and the experience in this example. Explain to students that this part of the narrative describes a “moment” in which Malcolm X was changed for the rest of his life and is therefore instructive for their own purposes in crafting a narrative essay.

- ▶ Students reread the excerpt from pages 37–38 in groups and annotate for instances of the narrative techniques outlined in W.11-12.3.b and how the techniques develop a character, experience, or event in the excerpt.

Transition students to a whole-class discussion of the techniques they identified and their use in developing the characters, experiences, or events in the excerpt, including the effect of that particular stylistic choice.

🗨 Student annotations may include:

- **Dialogue:** from “He told me, ‘Malcolm, you ought to be thinking about a career. Have you been giving it thought?’” (p. 37) to “‘People like you as a person—you’d get all kinds of work’” (p. 38).
  - *Explanation:* When an author uses dialogue in a narrative, he or she is showing what the characters really said. Therefore the words have importance for the story as well as the development of the characters. In this example, the words Mr. Ostrowski says to Malcolm are important for how he comes to view himself and understand how the white world views him.
- **Description:** from “Somehow, I happened to be alone in the classroom with Mr. Ostrowski, my English teacher” to “why was he teaching in Mason instead of somewhere else, getting for himself some of the ‘success in life’ that he kept telling us how to get?” (p. 37).
  - *Explanation:* Mr. Ostrowski is an important character in this moment, so the author creates a clear picture of what Mr. Ostrowski looks like as well as how Malcolm relates to him to provide context for the harsh comments that Mr. Ostrowski says. Malcolm X does not depict Mr. Ostrowski as cruel or mean, but his description shows his teacher as pathetic, hypocritical, and small.
- **Reflection:** from “The more I thought afterwards about what he said, the more uneasy it made me” to “Yet nearly none of them had earned marks equal to mine” (p. 38).
  - *Explanation:* By pausing to consider what these words meant and how they affected Malcolm, the author demonstrates the importance of the moment and describes how it changes Malcolm. The author uses reflection to provide Malcolm’s point of view at that moment and also the point of view he has later in life when he is looking back on this moment and assessing its importance.

① Explain to students that they should provide the same level of information and vivid detail in their own personal narratives to develop their experiences or events. However, the scope of their

personal narratives may focus on a much shorter amount of time and the events may be less intense than Malcolm X's experiences.

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Explain to students that in order to choose which narrative techniques to use as they write their body paragraphs, they should consider the task, purpose, and audience. Instruct students to take out their statements of purpose from 12.1.1 Lesson 2 and consider whether they would like to revise their statements of purpose based on the work they have done over the past several days. Then instruct students to Think, Pair, Share about the following questions:

**How does your task inform your choice of narrative techniques to try?**

💬 Student responses may include:

- Because the task is to write a brief 650-word essay, the writer should pay attention to pacing. The events in the essay span several years, so the most words will be spent on the most important events.
- Dialogue can take up a lot of space. Therefore, the writer should include dialogue strategically to illustrate an exchange that represents a turning point in the writer's life, not to simply build the context for events.
- Reflection will help explain the significance of a story as it relates to the specific task. Although the events in the story answer the prompt, this connection may not be immediately apparent. Therefore, the writer can explain through reflection how the events connect to the prompt.

**How does your purpose inform your choice of narrative techniques to try?**

💬 Student responses may include:

- To stand out from the other essays, this essay will use narrative techniques that are engaging, but straightforward. Some dialogue is necessary to illustrate the turning point, and reflection will help explain the significance of the events to future career goals.
- Because the task is to show how important a specific failure was, the writer may use reflection. Without reflection, the events that describe the failure will not make sense. Reflection provides space for making connections between the failure and plans for the future.
- The purpose of the essay is to show a scene in which a person was being objectified and to describe what the writer said to stand up to that person. Therefore, dialogue will show exactly what the writer said during the exchange, and show how the writer successfully swayed the opinions of those in the crowd.

**How does your audience inform your choice of narrative techniques to try?**

☞ Student responses may include:

- Because the audience will be reading many essays, an unusual narrative technique like multiple plot lines is a good idea. At first, the writer could describe events about her mother and then describe events from the current time, drawing connections between them.
- The audience will be comprised of adults, and they may want to learn about ways in which the writer has grown from negative experiences and failures. Reflection on the writer's negative experiences and failures to demonstrate growth will make a compelling essay.
- The audience needs to learn a lot about the writer in a short space, so pacing is important. Every word counts, so the writer should only include information that shows strengths or development of character.

Lead a brief whole-class discussion of student responses. Remind students to be mindful of their task, purpose, and audience as they craft their body paragraphs.

**Activity 4: Drafting and Assessment****50%**

Inform students that they will be using the same techniques they analyzed in *The Autobiography of Malcolm X* to continue drafting their responses to one of the Common Application prompts. Students may expand on the personal narrative they wrote in 12.1.1 Lesson 2 or choose a new prompt. The drafts from this lesson should incorporate at least two of the narrative techniques from W.11-12.3.b:

- Dialogue
- Pacing
- Description
- Reflection
- Multiple plot lines

Instruct students to respond in writing to the following prompt:

**Draft a paragraph in response to the Common Application prompt, focusing on using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.**

Remind students to use the 12.1 Narrative Writing Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the writing prompt.

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

- ① Consider drawing students' attention to their work with W.11-12.3.f as they adapt voice and language use to reflect an awareness of audience.

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 personal narratives in a writing journal or folder as a portfolio of their narrative writing throughout the module.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate chapter 11 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how individuals, ideas, or events interact and develop over the course of the text (RI.11-12.3). Instruct students to prepare possible answers to their questions for discussion.

- ① Students may also use the code WT to annotate for writing techniques that they identify in *The Autobiography of Malcolm X* and may use in their own writing.
  - ▶ Students follow along.
- ① For Accountable Independent Writing homework, instruct students to continue drafting their personal narratives. Students may continue the draft they worked on during this lesson or choose to respond to a new Common Application prompt. Remind students to focus on using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters. Also, remind students to practice sentence combining and splitting in their drafts. If possible, consider establishing an online writing community (if you have not already established one), so that students can post their drafts for peer review.
- ① If necessary, explain to students that to establish or vary the pace in their personal narratives, they may vary their use of syntax by including multiple short sentences or multiple long sentences in a row. Students should consider how combining short sentences or breaking up long ones could improve the pacing in their personal narratives, or help them to achieve a desired effect.

## Homework

Read and annotate chapter 11 of *The Autobiography of Malcolm X* and develop 2–3 discussion questions focused on how individuals, ideas, or events interact and develop over the course of the text (RI.11-12.3). Prepare possible answers to your questions for discussion.