

12.1.3

Lesson 1

Introduction

In this first lesson of the unit, students continue the process of drafting a narrative essay. Students draw upon the material they wrote during 12.1.1 Lessons 2, 6, 12, 18, 24, and 28 to develop their personal narratives using the techniques they explored in *The Autobiography of Malcolm X* and “Yellow Woman and a Beauty of the Spirit.” If applicable, students should also use the ideas and drafts they developed during Accountable Independent Writing in Module 12.1.1.

The lesson begins with a review of the 12.1 Narrative Writing Rubric. Students discuss how the components of W.11-12.3.a-f will be addressed in an essay in response to one of the Common Application prompts. Finally, students compose a draft of their essays. Student learning is assessed via the first draft of the essay.

For homework, students continue to practice for the Performance Assessment task, a practice college interview at the end of the module. Students review their notes from their brief online searches about a particular college and draft questions that they could ask a college interviewer. Also for homework, students begin reading their Accountable Independent Reading (AIR) texts through the focus lens of W.11-12.3.a in preparation for the following lesson.

- ① Students who are just beginning their work on their narrative essays may consider completing the writing activities in 12.1.1 Lessons 1 and 2 to deconstruct the Common Application prompts and draft statements of purpose before beginning work on their essays in this lesson.

Standards

| Assessed Standard(s) | |
|----------------------|--|
| W.11-12.3.a-f | <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to |

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| | <p>create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. 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>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p> |
| Addressed Standard(s) | |
| 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 finished draft of the narrative essay. Students write a multi-paragraph response to the following prompt.</p> <ul style="list-style-type: none"> In response to one of the Common Application prompts, draft a narrative that develops real experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>① Students practice implementing W.11-12.3.a-f in this lesson as they draft complete essays. Then, in Lessons 2–6 of this unit, students will revise their drafts in stages, focusing on each individual substandard.</p> <p>① The narrative essay 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"> Develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (See attached Model Narrative Essay.) Adhere to the criteria in the 12.1 Narrative Writing Rubric and Checklist. (See attached Model Narrative Essay.) | |

Vocabulary

| Vocabulary to provide directly (will not include extended instruction) |
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| <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 discussing the standards, 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: <ul style="list-style-type: none"> Standards: W.11-12.3.a-f, W.11-12.4 | |
| Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Writing Instruction: Narrative Essays Drafting Closing | <ol style="list-style-type: none"> 10% 15% 20% 45% 10% |

Materials

- Student copies of their personal narratives from 12.1.1 Lessons 6, 12, 18, 24, and 28
- 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. |
| | 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 lesson agenda and the assessed standard for this lesson: W.11-12.3.a-f In this lesson, students learn how to draft a narrative essay that describes a real experience or event using narrative techniques, deliberately-sequenced events, and well-chosen details. This work also supports W.11-12.4, which asks students to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to form pairs and take out their responses to the previous lesson's homework assignment. (Respond briefly in writing to the following prompt: Analyze how Silko uses voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.)

💬 Student responses may include:

- Silko demonstrates an awareness of a multicultural audience and does not make accusatory statements even when she does not agree with their values or actions. She writes that there is “something about [my] appearance [that] was not acceptable to some people, white and Indian” (par. 2). She describes differences between cultures in contrasts rather than by asserting right and wrong ways to live.
- Silko's voice in this essay is reflective and thoughtful. She uses words like “sensed” (par. 2), “seemed” (par. 3), and “believed” (par. 3) to describe her observations about people, rather than using more definitive terms such as “were” or “are.” Her word choice softens the tone, cushioning the difficult contrasts she draws between the values and perspectives in the cultures.

Instruct students to form new pairs to share their responses to the second homework assignment. (Review your statement of purpose and narrative writing from 12.1.1 and identify ideas, phrases, or sequences you would like to include in your final narrative essay. Also determine which Common Application prompt you think best allows you to fulfill your statement of purpose.)

- ▶ Students share the ideas, phrases, and sequences they identified and the Common Application prompt they have chosen.

Explain to students that as they draft their narrative essays in this lesson, they should draw upon and revise the ideas, phrases, and passages they identified from their work in 12.1.1, rather than just copying the drafts into one narrative. Inform students that they will continue revising their essays in the following lessons.

Activity 3: Writing Instruction: Narrative Essays

20%

Explain to students that writers develop narratives with a specific task, purpose, and audience in mind. The task of a college application narrative essay is contained in the prompt (e.g., “Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?”).

Instruct students to briefly review standards W.11-12.3.a-f on the 12.1 Narrative Writing Rubric, focusing on the components that apply to the Common Application prompts.

- ▶ Students briefly review the elements of the standards and the Common Application prompts.

Select one of the 2014–2015 Common Application prompts. How would the components of standard W.11-12.3.a-f apply to that prompt?

💬 Student responses may include:

- For the prompt: “Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story,” the standards apply directly because the prompt asks the applicant to identify real experiences that changed him or her. Even a powerful background or story would be boring if the writer did not choose the right details. If the events were out of sequence, the story would be hard to follow.
- For the prompt: “Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?” the details must be well-chosen because the writer does not want to look like a troublemaker or even a bully, so the story has to be structured in such a way that the choice to challenge the belief or idea is a difficult

and significant one. The writer needs to answer the whole prompt by describing what happened as well as whether he or she would make the same choice and why.

- ① Consider reading through the remaining Common Application prompts with students and repeating the activity for each, if necessary.

Lead a brief whole-class discussion of student responses.

- ① If necessary, display the 12.1 Narrative Writing Rubric and Checklist for students. Instruct students to read the rubric and note any questions they have about it.

Activity 4: Drafting

45%

Instruct students to write a multi-paragraph response to the following prompt:

In response to one of the Common Application prompts, draft a narrative that develops real experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

- ① Display the prompt for students to see, or provide the prompt in hard copy.
- ① Remind students to draw upon the narrative writing they did in 12.1.1 as they draft their essays.

Instruct students to use the remaining class period to write their essays.

- ▶ Students independently answer the prompt.

🗨 See the High Performance Response at the end of the lesson.

- ① The process of writing a narrative essay involves drafting, peer review, editing, and revising. If access to technology is available, consider using a cloud or electronic storage system (MS Word, Google Drive, etc.) that allows each student to write and track changes using a word processing program. If technological resources are not available, use the established classroom protocols for drafting, editing, and revising hard copies.
- ① **Differentiation Consideration:** Students who require more time can complete their drafts for homework. These drafts can be assessed in 12.1.3 Lesson 2.

Activity 5: Closing

10%

Display and distribute the homework assignment. For homework, instruct students to review their notes from their brief online searches about a particular college and draft questions that they could ask a college interviewer.

Also for homework, instruct students to complete their narrative essay drafts if necessary.

Additionally, students should continue to read their AIR texts through the lens of standard W.11-12.3.a. Introduce this as the focus standard, and model what applying a focus standard looks like.

For example, W.11-12.3.a asks students to focus on how writers “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.” Students who read Leslie Marmon Silko’s “Yellow Woman and a Beauty of the Spirit” might say, “Silko engages the reader in the first paragraph by sharing a personal and intriguing statement: ‘From the time I was a small child, I was aware that I was different.’ This statement not only gets the reader’s attention, but also introduces the narrator and the problem: the narrator is a person who is different from those around her. The statement also reveals the significance of the problem: she has been aware of this difference since she ‘was a small child,’ so clearly it is important to her to still be discussing it now.”

Instruct students to prepare for a 3–5 minute discussion of the text based on standard W.11-12.3.a.

- ▶ Students follow along.

Homework

Review your notes from your brief online search about a particular college and draft questions that you could ask a college interviewer.

Also, complete your narrative essay draft.

Additionally, begin reading your Accountable Independent Reading text through the lens of the assigned focus standard (W.11-12.3.a) and prepare for a 3–5 minute discussion of your text based on that standard.

Model Narrative Essay

Prompt: Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

If my life to date were a novel, the motif would be *shoes*. Shoes have made a huge impact on my life in ways varied and unexpected. In fact, a passion for shoes is a family trait. My father was a long-distance runner and an early athletic shoe aficionado. He later became the CFO of an athletic shoe manufacturer where he helped develop some of the first high-tech running shoes. Following in my father's footsteps, I acquired a great passion for learning about athletic shoes and I now have an impressive collection to match. Shoes have shaped my college and career plans, but their impact goes even deeper.

Studying and collecting athletic shoes has taught me the value of a hard-earned dollar. When I was fourteen, my mom gave me an ultimatum: "Dad and I have been looking at the bills, and we have 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 glass of 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 the other 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 self-employed 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 education barrier. When I first learned about the nonprofit organization, In Ian's Boots, I knew I found a way to unite my shoe passion with my mission to contribute positively to the world around me. Founded by the grieving parents of a fellow soccer goalie killed in a sledding accident, In Ian's Boots collects used shoes for people in need around the world. 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.

I am eager to continue my life's journey at a college where my passion, entrepreneurial spirit, and desire to effect social change can be ignited by a powerful educational experience. I can only imagine all the places my shoes will take me next.