

NOTE: You will need to sign up for the computer lab for the following lessons: 6, 7, 12, 13, 14, 20, 21, 25, 26, 37, 39 and 42. Make sure to plan your dates accordingly and sign up for the lab in advance. You may choose to use a daily log (found in the student pages portion of this site) to have students keep track of their work for each day. This will help to keep absent students on the same page. Just refer students to their peers' daily log for missed assignments. You can use the daily logs to begin class every day. You post it on the chalkboard and have students copy it into their own photocopied version that they should keep in their binder. You may even want to initial daily logs or have parents sign them just to make sure that students are keeping them up to date.

TITLE OF LESSON

English 1 Unit 2 Lesson 1 – Autobiography, Hooks

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3; W1.0-2, 2.0-1, L/S1.0-1, 2.4

MATERIALS

Farewell to the Community – Reading from *I Rigoberta Menchu* by Rigoberta Menchu
Getting Hold of a Dictionary – Reading from *The Autobiography of Malcolm X* by Alex Haley
From a Native Daughter – Reading, anonymous
Unit syllabus or outline photocopied for each student

LESSON OBJECTIVES

- To introduce the definition of autobiography and its purpose as related to history
 - To understand motives for writing
 - To introduce hooks (the first literary device or story tool an author uses to create a piece of writing)
 - To become comfortable writing and reading with their peers
 - To work collaboratively
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EXPLANATION OF LESSON

Students will be working in groups today, as well as individually, so make sure they are seated in groups of four or five. You can decide whether you would like to choose the groups or let the students choose their own. Sometimes I like to choose the groups when I know that particular students need some extra help and guidance and sometimes I like to allow the students to choose when I want them to find ways to work together on their own. I always reserve the right to move them, if there are any problems or learning is just not happening.

Today, students will be working to uncover the reasons that people write by reading authors' explanations and brainstorming their own. They will also be studying the art of "hooking" the reader or grabbing the reader's attention. This is just an introduction to hooks. They will continue with hooks in Lesson 2. Be prepared to help students with the reading and circulate throughout the room, spending small amounts of time with each group. Your job will be to act as guide today, allowing students to become the teachers and discoverers of motives for writing. You will want to create a syllabus for this unit and have it ready to hand out to the students during class time. To view a sample syllabus, go to the list of additional materials portion of the ESubjects web site. You may want to allow extra time to review your syllabus and course expectations, unless you have included in your original syllabus the Unit 2 work and project.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY



- 1) **Daily Log/Agenda** – Post the Daily Log or Agenda that you have created for the class. Have students copy it.
- 2) **Journal 1** (10 Minutes or at least one page) – Write about a time when someone wrote about you. It could be they wrote about you in a positive way (ie. for the school paper, for the yearbook, for a report card grade, for a birthday) or in a negative way (ie. for a referral, for a report card).

Students write for ten minutes without stopping to think. Spelling, punctuation and grammar do not count. If they can not think of anything to write about, they should write something like "I don't know" over and over again so as to keep the writing portion of this assignment going. Often students get bored and will think of something to write. All of the journals throughout this unit can be used as first drafts for students' writing assignments. Therefore, students should NEVER THROW AWAY any of their writing. It should be kept in their notebooks. No matter how bad a piece may seem to them, they must keep it because they will receive credit for all drafts and they can always change it to make it better.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Individual **Brainstorm** (2 minutes) – On the back side of students' journals, have them list all of the reasons people write. Give them only 2 minutes. Then have them put a star next to their top two reasons.
2. Group **Brainstorm** (5 minutes) – Have students choose a recorder and a reporter for their group. The recorder will write down all the ideas the group comes up with. The reporter will report back to the class. Have the recorder write each students' name in the group in the top right hand corner of the paper. Then have them take the top two ideas from each person, putting the negative reasons people write in one column and the positive reasons in another column.
3. Presentations – As this will be the foundation for all the work to come, take your time with these presentations and allow room for discussion as students are presenting. On a piece of butcher paper or poster board, keep a running list of the reasons the students come up with. You may refer back to this as students begin to read different authors. Take a volunteer from the class to write while you facilitate the discussion. If students do not come up with it on their own, add to the list TRUTH. Remind them that if they do not tell their story(s), their history, someone else may tell it for them. Help them to make the connection between autobiography, personal history and the histories the world has created from these personal anecdotes or the way history uses personal anecdotes to corroborate itself. Remind them that if someone else tells their story, it may not be true or details may be altered which may cause the alteration of history. Keep the list posted in the room and let students know they may add to the list, as new reasons may come up over the course of the next nine weeks.
4. Introducing Theme – Tell students they will be studying the idea/concept of journey. Ask them what a journey is. Take a few answers for today as you will come back to this concept over and over again. Tell them that journeys can be external and internal, physical, mental and emotional. Ask them, "If you had to decide what kind of journey writing is, what would it be?" Tell them all of their writings will map the journey of some of the important parts of their lives. They will be using autobiography as a method of communicating their journey to others.
5. **Jigsaw** – Divide the class into six groups. Give each student a number one through six. Have all the ones sit together, all the twos sit together, all the threes sit together and so on. Pass out a copy of "Farewell to the Community", Rigoberta Menchu to two groups. "Getting a Hold of A Dictionary", Malcolm X to two groups and "From a Native Daughter" to the last two groups. Tell them these new numbered groups will be returning to their original group to teach the materials they are about to read. On a separate sheet of paper, each student should...
 - a) highlight the main idea in their autobiographical piece.
 - b) write a brief summary (one to two lines).
 - c) highlight the golden line (this is their favorite line-one or two sentences-from the piece).
 - d) write out why they believe this person is writing.
 - e) tell what kind of journey this author is trying to convey-could be more than one kind

6. Teaching A Group – After reading, students should return to their original groups. Students should share with each other their findings. Ideally, you may want to set a time limit to individual sharing. Ask for volunteers in each group to report back first. Then let those students go first. Give them two minutes and time them. Then have the person sitting to their right go next and so on until every person in the group has gone. Remind students that there may be more than one person in each group who read the same story, but their ideas and findings may be different. Ask them to listen closely to the similarities and differences. Ask the students if they found any new reasons for writing. If so, have them add those to their class list which should be posted in the room. Then ask if anyone in the group found another piece besides the one they read interesting. If so, tell them they may take a copy home to read.
 7. Golden Lines – Have each student write the golden line they chose from the piece they read on the chalkboard. Ask students to also write the golden line in their notebooks. Tell them good writers keep words, phrases and passages they love with them and that they will be doing this too every day. Have them make a page that says Golden Lines at the top. Tell them this is the page on which they will list all of the Golden Lines they find. Tell them they may even choose to use these lines in their own pieces of writing. Good authors often borrow. And they will be good authors, if they are not already.
 8. Hooks – Ask students if they know what a hook is. Take volunteers. See if they can come up with the idea that a hook is the opening lines of a piece of writing that hooks the reader’s attention, lines that make you want to continue reading. Tell them that sometimes the hook can be the golden line in a piece. Then ask them to choose one golden line from the chalkboard that they would like to start their homework with tonight. It can be their own or it can be one that someone else chose. Write their homework assignment on the board (see below). Have students copy it into their notebooks. Tell students that they will be studying how to hook the reader throughout this unit. Tonight will be the start.
 9. Class Expectations – Now would be a good time to quickly hand out their Unit Outline or the syllabus you have created for Unit 2. Briefly review it with the students. Ask them to take it home, read it over with their parents, and return it tomorrow signed. Remind students that they can always access the web site if they would like to keep up to date on their assignments and the lessons for Unit 2. Ultimately, it will be their responsibility to make sure all assignments are complete.
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HOMEWORK

Journal 2 – Using your story starter or golden line that you chose from the list on the chalkboard, explain why you write. Be creative with your hook/opening line or two and make sure you grab the reader's attention with it.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Final Exam Unit 1
Hero Myth
Trickster Myth
Monster Myth
Creation Myth

Unit 2

None

NOTE: Students will only be placing their formal pieces of writing in their portfolio (those are the pieces of writing they take through the whole writing process to turn in for a letter grade) their formal projects, and their final exams, all of which should be a demonstration of their mastery of the skills you have been teaching them. Their portfolio is cumulative, that is all of their formal assignments should be kept in their portfolio for the rest of the school year. They should never be thrown away and portfolios should never leave the room. From now on, you will note there is a running list of what should be in their portfolios so that you can help students to keep track of what is being placed in them.

