

UNIT OVERVIEW

Unit Length	Three weeks (75-minute class periods)
Grade Level(s)/Subject(s)	English Language Arts/9th grade
Unit Overview	<p>This unit will focus on reviewing modes of writing, identifying specific components of a narrative essay, and practicing narrative writing in an untimed format. Students will analyze news stories, autobiographies and nonfiction texts focused on the experiences of individuals who have been forced to migrate throughout the world, and then practice the skills of storytelling and empathy-building by creating narrative essays that take the perspectives of the migrants whose stories they analyzed. Throughout the unit, students reflect on how narrative essays and underreported news stories can challenge bias and stereotypes. They also evaluate the way that writers can apply various writing techniques and structures to convey narratives that challenge “single stories” about groups of people and cultivate empathy.</p> <p>NOTE: This unit will be taught after reviewing the different writing modes and will be part of a semester focusing on international voices. This unit is also written to be taught after students read the book <i>Born a Crime</i> by Trevor Noah, but it includes modifications for students who have not read that book.</p>
Objectives & Outcomes	<p>By the end of the unit, the student will be able to...</p> <ul style="list-style-type: none"> ● Cite specific details from the text that support how an author organizes a text. ● Discuss how an author develops a central idea over the course of a text. ● Analyze how an author intentionally unfolds a series of events ● Determine an author’s point of view in a text and analyze how an author uses rhetoric to advance the purpose or point of view. ● Identify the specific characteristics found in a narrative essay. ● Write a narrative essay or memoir from another person’s perspective.
Standards	<p>Common Core Standards:</p> <p>Standards RI 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8</p> <p>CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

	<p>CCSS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze 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.</p> <p>CCSS.ELA-LITERACY.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CCSS.ELA-LITERACY.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.ELA-LITERACY.RI.9-10.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>CCSS.ELA-LITERACY.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CCSS.ELA-LITERACY.RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CCSS.ELA-LITERACY.RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Writing standards 9.3, 9.3a, 9.3b, 9.3c, 9.3d, 9.3e</p> <p>CCSS.ELA-LITERACY.W.9-10.3.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.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.B: Use 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.9-10.3.C: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CCSS.ELA-LITERACY.W.9-10.3.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>CCSS.ELA-LITERACY.W.9-10.3.E: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
<p>Unit Resources</p>	<p>Texts:</p> <p>"Three Views on a Tragedy: Remembering Katrina" by Kathy Lohr, Greg Allen, and John Burnett for <i>NPR</i></p> <p>"OUR TSUNAMI," The Sun Herald's Pulitzer Award Winning Coverage of Hurricane Katrina</p> <p>"HURRICANE KATRINA – SURVIVOR'S STORY, FIRST PERSON" by Sheila St. Etienne for <i>Florida Courier</i></p> <p>Chapter 18--<i>Born a Crime</i> by Trevor Noah or Excerpt: Trevor Noah's "Born a Crime" - CBS News</p> <p>Transcript: Danger of a Single Story by Chimamanda Ngozi Adichie</p>

	<p> “South African Apartheid” by Mike Kubic for Commonlit article Sample narrative “Return to July” from Engage NY “Notes on Grief” by Chimamada Ngozi Adichie for <i>The New Yorker</i> “Behind the Story: Imran Mohammad Fazal Hoque on Rohingya People’s Struggles in U.S.” by Imran Mohammad Fazal Hoque for <i>Pulitzer Center</i> Musician Profile: Soyedul Amin by <i>Sasha Ingber</i> for <i>Music in Exile</i> *Rohingya Diaspora in the U.S. - narratives by Imran Fazal Hoque on his experience and the experiences of other Rohingya youth “Writing Saved Me” by Imran Mohammad Fazal Hoque for <i>Pulitzer Center</i> United Nations High Commissioner for Refugees (UNHCR) - Refugee Statistics Words Matter resource defining the differences between the terms refugee, migrant, internally displaced person (IDP), and asylum-seeker UNHCR stories </p> <p>Videos: TEDTALK: The Danger of a Single Story by Chimamada Ngozi Adichie What are Underreported Stories?: Pulitzer Center </p> <p>Teaching Resources: PLOT diagram </p> <p>Optional Resources: Teacher-generated background information on Rohingya communities, which may include the following resources: Newsela Myanmar: Who are the Rohingya? An educator from your school “Who are the Rohingya and why are they fleeing?” by Angela Dewan for CNN “Explainer: Who Are Myanmar's Rohingya?” for <i>Voice of America</i> “Safe in School” by Jaime Joyce for <i>Time for Kids</i> </p>
<p>Performance Task</p>	<p>Students will research, brainstorm, write, and revise a narrative essay written from a cultural perspective that is different from his/her own. The essay should use details from the informative texts explored and researched in the unit. The essay should also demonstrate mastery of the narrative writing techniques explored throughout the unit.</p>
<p>Assessment/Evaluation</p>	<p>The following rubric provided for the Mississippi state writing assessments will be used to grade the essay: MAAP Writing Rubric</p>

UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 1</i> <i>Listening to the voices of others and analyzing the differences between informative, persuasive/argumentative, and narrative texts</i></p>				
<p>Day 1</p>	<p>Three Views on a Tragedy: Remembering Katrina by Kathy Lohr, Greg Allen, and John Burnett for NPR</p> <p>OUR TSUNAMI: The Sun Herald's Pulitzer Award Winning Coverage of Hurricane Katrina</p> <p>HURRICANE KATRINA - SURVIVOR'S STORY, FIRST PERSON by Sheila St. Etienne for <i>Florida Courier</i></p> <p>Optional: Chapter 18 of <i>Born a Crime</i> by Trevor Noah</p>	<p>What is the difference between informative, persuasive/argumentative, and narrative texts?</p>	<p><u>WARM UP JOURNALING USING ONE OF THE FOLLOWING PROMPTS:</u></p> <ul style="list-style-type: none"> • If you came back to a house that was leveled from a tornado or hurricane, what item of yours or your family's would you want to find? Why? • How would you feel if you had to stay in another state or city while your home was being cleaned up from a hurricane/tornado/natural disaster? • If there was a hurricane or tornado where you live, what actions do you think should be taken to protect your family and community, and by who? <p><u>Reviewing elements of informative, persuasive, and narrative writing</u> Students share journal entries with their classmates, and then review the following terms (Here is a resource from Lancaster Schools that offers some language for describing these three types of writing):</p> <ul style="list-style-type: none"> • Informative writing 	<p>Three Types of Writing Narrative: To Entertain</p>

			<ul style="list-style-type: none">● Persuasive/Argumentative Writing● Narrative writing <p>Exploring narrative writing: They then identify which of the categories above they used for their journals.</p> <p>Students then work in small groups on the following activities:</p> <ol style="list-style-type: none">1. The students will (TSW) review various stories regarding Hurricane Katrina and categorize whether the writing is informative, persuasive/argumentative, or narrative by highlighting the key words in the stories that signal the mode.2. The teacher will (TTW) instruct the class on the terms used in narrative writing.<ol style="list-style-type: none">a. Dialogueb. Pacingc. Description/Dictiond. Reflectione. Themef. Tone and purposeg. Story Elements: Exposition, Rising action, Climax, Falling Action, Resolution3. TSW turn in an exit ticket identifying at least three of the elements discussed in the lesson from Chapter 18 of <i>Born a Crime</i>, or another narrative text they have explored earlier in the year.	
--	--	--	--	--

			a. Alternative: Students can use the text by Sheila St. Etienne to identify these elements.	
Day 2-3	Chapter 18-- <i>Born a Crime</i> by Trevor Noah or Excerpt: Trevor Noah's "Born a Crime" - CBS News Transcript: Danger of a Single Story by Chimamanda Ngozi Adichie "South African Apartheid" by Mike Kubic for Commonlit article	What are the differences between a persuasive, a narrative, and an informative text?	<p>The class will review the differences between informative, persuasive/argumentative, and narrative texts by reviewing the following citing articles read in class:</p> <ul style="list-style-type: none"> • <i>Born a Crime</i>--narrative • <i>The Danger of a Single Story</i>--persuasive • CommonLit Apartheid article--informative). <p>As students review the articles, and the components of the three types of texts, students will build a three-circle VENN Diagram to compare similarities and differences between information, persuasive/argumentative, and narrative texts.</p> <p>After reviewing the resources, and completing their VENN diagrams, students will analyze and discuss the major differences between the three modes of writing?</p>	Links/copies of all texts Highlighters Venn Diagram or similar graphic organizer Chromebooks
Days 4-5	Sample narrative "Return to July" from Engage NY	<p>What are the key components of a narrative text?</p> <p>How does an author use storytelling elements in a narrative essay?</p>	<p>The students will pair up and review a sample narrative essay for the following items. As they review, they will make note of the following narrative writing strategies by highlighting/circling/marking:</p> <ul style="list-style-type: none"> • Dialogue • Pacing 	Copies of <i>Return to July</i> Chromebooks

			<ul style="list-style-type: none"> ● Description/Diction ● Reflection ● Theme ● Tone and purpose ● Story Elements <p>After analyzing the text with their partner, each student will write a short reflection analyzing how the author used the narrative writing elements, and what they think was the impact of those elements. They will post their reflections to Google classroom.</p>	
Next Week	Evaluating a mentor text			

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 2</i></p> <p><i>Week 2: Reviewing mentor texts and learning the process of writing narrative texts</i></p>				
<p>Day 1</p>	<p>Notes on Grief by Chimamada Ngozi Adichie for <i>The New Yorker</i></p> <p>Optional: TEDTALK: The Danger of a Single Story <i>optional day for teachers who haven't taught this source--my students have read this</i></p>	<p>Why is it important for us to hear personal stories from different cultures and parts of the world?</p> <p>How can our individual levels of empathy be impacted by reading personal narratives from others?</p>	<p>TSW will write a journal entry answering the following questions:</p> <ol style="list-style-type: none"> 1. Reflect on the stories you feel like they most often hear in the media. Whose stories are told? Whose stories aren't? 2. How accurately do you think that their students' experiences are represented in the media? What could be the impact of that? <p>TSW read an excerpt from <i>Notes on Grief</i> by Chimamada Ngozi Adichie and identify the narrative components by highlighting the elements via KAMI. TSW note the particularly impactful uses of narrative writing techniques, and reflect on what they learned about Adichie's culture and background from the text. They will also watch Adichie's Ted Talk: <i>The Danger of the Single Story</i>.</p> <p>After reviewing the Ted Talk and text, and analyzing both resources with the class, TSW write a personal reaction piece identifying particular elements from the essay excerpt that caused the student to connect to the writer. They will also reflect how Adichie's</p>	<p>Copies of Notes on Grief excerpt Chromebooks</p>

			<p>piece challenges dominant narratives and combats the danger of the single story. (If it is helpful, review this text with students by screening the Ted Talk).</p>	
<p>Day 2-3</p>	<p>Underreported Stories: Pulitzer Center Behind the Story: Imran Mohammad Fazal Hoque on Rohingya People’s Struggles in U.S. by Imran Mohammad Fazal Hoque for <i>Pulitzer Center</i> Musician Profile: Soyedul Amin by Sasha Ingber for <i>Music in Exile</i> *Rohingya Diaspora in the U.S. - narratives by Imran Fazal Hoque on his experience and the experiences of other Rohingya youth Writing Saved Me by Imran Mohammad Fazal Hoque for <i>Pulitzer Center</i></p> <p>Optional: Teacher-generated background information on Rohingya communities, which may include the following resources: Newsela Myanmar: Who are the Rohingya?</p>	<p>What is an underreported story? How do underreported stories combat the danger of the single story?</p> <p>How does hearing a first person perspective on a news event change your perspective?</p>	<p>WARM UP JOURNALING USING THE FOLLOWING PROMPTS:</p> <ul style="list-style-type: none"> • If you had five minutes to gather up everything you could, what would you take with you into a safe space ? • Have you ever had to leave something or someone behind that you cared about? How did that make you feel? • Have you ever been through a difficult circumstance? How did that circumstance or situation change you? • How would you react if you were prevented from returning? <p>Students will view the video from the Pulitzer Center on underreported stories and create a mini-poster with a partner that explains the definition and goals of an underreported story.</p> <p>TSW read at least one article from the Pulitzer Center’s selection on Rohingya communities and consider how these articles present underreported stories that counter a single story about migration. They will also evaluate whether the articles qualify as informative, persuasive/argumentative, or narrative texts.</p>	<p>Links/Paper copies of selected news stories from the Pulitzer Center website Chromebooks</p>

	<p>An educator from your school Who are the Rohingya and why are they fleeing? by Angela Dewan for CNN Explainer: Who Are Myanmar's Rohingya? for <i>Voice of America</i> Safe in School by Jaime Joyce for <i>Time for Kids</i></p>		<p>Students will discuss who the Rohingya people are, where they are from, and why they are migrating. See the optional resources for videos and articles that can be used to support students' background knowledge about the Rohingya people.</p> <p>TSW read "Writing Saved Me" by Imran Mohammad Fazal Hoque and create individual video responses to post in PADLET that answer the following question: <i>How has your perspective of the Rohingya Diaspora changed after reading "Writing Saved Me"?</i></p> <p>TSW craft questions for Imran on a group JAMBOARD. Questions should reflect that students are exploring details from Imran's reporting, details about Imran's experience migrating, and narrative storytelling skills Imran used in his reporting.</p>	
<p>Day 4-5</p>	<p>Zoom call with a journalist (ideally Imran Mohammad Fazal Hoque)</p> <p>UNHCR - Refugee Statistics Words Matter resource defining the differences between the terms refugee, migrant, internally displaced person (IDP), and asylum-seeker UNHCR stories</p>	<p>How do journalists report underreported stories, and how might journalists use narrative, informative, and persuasive writing in their work?</p> <p>Who is currently experiencing refugee status due to a conflict in their country?</p> <p>How does being displaced from a country feel?</p>	<p>Students will connect with journalist Imran Mohammad Fazal Hoque in a class ZOOM call to ask about his reporting. For support connecting students to a Pulitzer Center-supported journalist, use this form or contact education@pulitzercenter.org</p> <p>TSW review current statistics about people who have become refugees by exploring resources from the United Nations High Commissioner for Refugees (UNHCR). Students may also need to review the Words Matter resource to review the definition of</p>	<p>ZOOM for virtual journalist visit Chromebooks Narrative Day 1 graphic organizer [.pdf] [.docx]</p>

		<p>What are some ways that students can use their ELA skills to impact positive change for refugees?</p> <p>What people groups are currently experiencing refugee status due to a conflict in their country?</p>	<p>“refugee” and how that term differs from terms used to describe other people who are moving for different reasons. As they review statistics from UNHCR, students fill out the Narrative Day 1 graphic organizer.</p> <p>Each student will team up with a partner to read news selections from the UNHCR or the Pulitzer Center and identify ways he/she can retell the story from a first person perspective using details from the story.</p> <ul style="list-style-type: none"> ● Students should note key details from the story, and language from the story that they could use in their short stories. ● Students should not how the language from the stories communicate the personalities of the subjects. They should also note their own connections to the emotions and events presented in the stories. ● Students should note details that capture the challenges the individuals have faced, the ways those individuals have navigated those challenges, and the resources/initiatives that supported the subjects of the stories. <p>TSW also reflect on the following:</p> <ul style="list-style-type: none"> ○ What elements of the story feel underreported in the media? ○ How could those details be reflected in students’ final projects? And why are those details important? 	
--	--	--	--	--

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<p><i>Week 3</i> <i>Producing a Narrative Essay inspired by Underreported Global Issues</i></p>				
Day 1-2	<p>MAAP Writing Rubric Narrative prompt</p>	<p>How is a narrative essay evaluated? What is a plot diagram and how does it relate to a narrative essay?</p>	<p>Students are presented with their final performance task and the rubric that will be used to evaluate their narratives.</p> <p>Students will identify a subject from one of the articles they explored and plan a narrative from the perspective of that person.</p> <p>Students will create a plot diagram for their essays. They will identify a lesson or theme that they are conveying through the essays, They will also consider how they can honor the personality and humanity of the person who is the subject of their narrative through the themes and language they select for their essays.</p> <p>TSW begin writing the essay, being sure to include the components identified last week (dialogue, pacing, etc.)</p>	<p>Paper copies of RUBRIC Paper copies of PLOT diagram from ReadWriteThink Chromebooks</p>
Day 3	<p>MAAP Writing Rubric Narrative prompt</p>	<p>How is a narrative essay evaluated for development of Ideas?</p>	<p>TSW evaluate a peer's essay for development of ideas using the MAAP Rubric breakdown. Students should help their peers identify if the text continues to respect the story and humanity of the subject by pointing out hyperbole, stereotypes and other evidence of</p>	<p>Paper copies of RUBRIC Peer evaluation criteria list Chromebooks</p>

			<p>bias. They should also look for details that reflect the story their peers explored to research their essay.</p> <p>TSW revise their essays according to peer feedback.</p>	
Day 4	<p>MAAP Writing Rubric</p> <p>Narrative prompt</p>	<p>How is a narrative essay evaluated for organization?</p> <p>How is a narrative essay evaluated for grammar/mechanics/and language?</p>	<p>TSW evaluate a peer’s essay for organization, grammar, mechanics, and language.</p> <p>TSW revise according to peer feedback.</p> <p>HOMEWORK: After revising according to peer feedback, TSW grade their own essays using the MAAP rubric and turn in the rubric with their final essay copies at the beginning of the next class.</p>	Peer Evaluation tool (MAAP Rubric)
Day 5	<p>MAAP Writing Rubric</p> <p>Student-produced essays to turn in.</p>	<p>How does my essay rate when using the state-testing rubric?</p> <p>How can I be sure I don’t base my understanding of individuals on a “single story?”</p>	<p>After the student turns in their essays and self-evaluations, students will answer the following reflection questions about the unit:</p> <ol style="list-style-type: none"> 1. Discuss any “takeaways” you have about writing narrative essays. Do you think they are easier to write than other types of essays? Or more difficult to write? Why? 2. What new understanding do you have about the experiences of people who are migrating? 3. What questions can you incorporate into your annotations of informative and expository texts about the experiences of people or groups who may have had different experiences than you have had? 	

			4. How can you be sure you aren't forming opinions based on a single story of another culture or people group?	
--	--	--	--	--