

The Asian International School
Unit Backward Design
Literature, Upper-Intermediate, 2018-2019
Chapter 1 Painting a Life

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Identify authorial intent and the key components of epistles or personal letters
- Recognize the major forms of literature
- Become familiar with the tools necessary to appreciate the literature critically by discussing literary history and examining different genres and techniques
- Identify relevant events in the story (epistles) and state relationships of cause and effect
- Build vocabulary in the context of the story without wordiness
- Recognize symbolism from its denotative meaning to the implied context
- Integrate the information gathered in a global-to-local scale

Understanding(s):

Students will understand...

- Epistles are personal experience well-documented poetically or in prose
- Art is a stimulant for descriptive writing
- Works of authors were mostly based of life's struggles and experiences
- Comparative adjectives add intensity to descriptive writing
- That different individuals have different perceptions based on their own interpretation of the text depending on their experiences and the information acquired from media

Essential Question(s):

- Who is Van Gogh?
- How does his work change the world of art forever?
- What are Van Gogh's difficulties in being the artist he wants to become?
- What does Van Gogh think will help him with his depression?
- List down jargon used in the selection and define their meanings.
- What is a glossary? Dictionary?
- How does the author use literary devices to demonstrate deeper meaning for the text?
- What visual imagery does the author create to activate one or more of the readers' emotions?
- How does an author's work persuade readers to change their opinions or alter their thoughts?
- How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?

Knowledge:

Students will know...

- Identify the parts of a letter in different genres.
- Understand that epistolary is a literary medium of personal reflection and account of experiences.
- Infer the author's purpose.

Skills:

Student will be able to...

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish words from their function

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<ul style="list-style-type: none"> • Differentiate glossary and dictionary • Properly use jargons and idioms. • Integrate the information gathered in a global-to-local scale. 	<ul style="list-style-type: none"> • Integrate the information gathered on a global scale
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>I. Formative – to determine students’ learning within the Unit, the following assessments will be used:</p> <ol style="list-style-type: none"> a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities. b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion. d) Diagram/Organizer: To assess student’s knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic. f) Creative Output: write a personal letter about your hopes and dreams for the future; write a formal letter in response to Van Gogh’s letters; draw a map that describes the timeline of Van Gogh’s life; draw a picture/comic/map that outlines what you expect your future to be <ul style="list-style-type: none"> • In Chapter I, students are expected to <i>recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.</i> <p>II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given within the semester.</p>	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 - Learning Plan

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Learning Activities:

Chapter 1 is divided into three categories; The Literature Terms, Language Development and Literature Selection, which comprise of different strategies and skills. Students are expected to get familiar with the major forms of literature, genres, devices, and techniques. In this chapter, the unique genre of an *epistle or set of personal letters* is introduced; students will compare the personal writings of Vincent Van Gogh with his progress as an artist to have a deeper understanding of his perspective and meaning. It is important to give students a bit of background in both art history and in the specific works of Van Gogh before a proper analysis and understanding of his epistles can take place. Using the Story Analysis Worksheets is useful after the reading to allow students to identify key questions, key words and passages, and to deepen their understanding and connection to the reading. Once students understand the concept of an epistle and how it can be effective as a literary tool, the Literary Terms and Language Development sections of the chapter will give them additional tools to complete a similar style of work themselves.

Category 1: Literary Terms

1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
2. Literary Devices and Techniques- explore the themes and conventions associated with these genres featured in the chapter
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Dictionary & Glossary, Degrees of Comparison, Jargon, Idioms

- Recognize the symbolism from its denotative meaning to the implied context
- Infer meanings of jargon to its context
- Differentiate dictionary and glossary
- Incorporate English idioms into speech
- Build vocabulary in context of the story without wordiness
- Develop pre-writing techniques:
 - brainstorm
 - free-writing
 - letter writing
 - diary

Category 3. Reading Selection – From the Letters of Van Gogh

- Develop an artistic way of writing through personal experiences
- Analyze the letters of Vincent van Gogh
- Analyze the connections between Van Gogh’s letters and his art
- Recognize the historical value of letter writing
- Illustrate literature to be a work of art
- Recollect, analyze and apply the concepts to produce literature analysis according to student perception and appreciation of the piece
- Integrate the information gathered on a global-to-local scale
- Supplementary Reading Suggestions for this chapter:

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**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- Great Epistles and Personal Letters (Various famous people and authors)
- The Tell-Tale Heart (Edgar Allen Poe - Madness/Disease)
- A Walk in Amnesia (O. Henry - Human Relationships)

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Chapter 2 Poetry All Around

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Recognize poetry as a creative medium to express, celebrate, and preserve experience
 - Become familiar with the tools necessary to appreciate lyrical poetry and produce your own work
 - Create a concept map by semantic fields
 - Identify analogies and the different types of analogies
 - Express the virtues, purpose and effects of figurative language
 - Be able to identify the approaches, ideas, devices that make poetry unique from other forms of literature
- Integrate the information gathered in a global-to-local scale

Understanding(s):

Students will understand...

- Works of authors were mostly based on life's struggles and experiences
- Poetry is a medium to express, celebrate and preserve life's experiences and emotions
- Words have different meaning depends on usage
- Figurative language helps writers to express words artistically
- Different individuals have different perceptions based on their own interpretation of the text depending on their experiences and the information acquired from media

Essential Question(s):

- What are the similarities of each poem? How are they different? Explain your answer.
- How does the author use literary and poetic devices to demonstrate deeper meaning for the text?
- What visual imagery does the author create to activate one or more of the readers' emotions
- How does an author's work persuade readers to change their opinions or alter their thoughts?
- List categories of things and create analogies for them.
- What are the different types of figurative language? Give examples.
How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?

Knowledge:

Students will...

- Recognize poetry in its various forms and cultural inspirations
- Infer the author's purpose
- Develop two or more important aspects in writing a poem
- Express the virtues, purpose and effects of figurative language
- Integrate the information gathered in a global scale

Skills:

Student will be able to...

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish words from their function
- Integrate the information gathered on a global scale

Stage 2 - Assessment Evidence

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Stage 3 - Learning Plan	
<p>Performance Task(s):</p> <p>I. Formative – to determine students’ learning within the Unit, the following assessments will be used:</p> <ul style="list-style-type: none"> a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities. b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion. d) Diagram/Organizer: To assess student’s knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic. f) Creative Output: Students should be able to create several different types of poetry to show specific knowledge of the structures of the genre; worksheets can be used to guide students in creating their own poetry; pictures, diagrams, and mind maps may help to show comprehension of poetic works being taught; musically-inclined students may prefer to creatively respond through lyrical-forms or even through singing <ul style="list-style-type: none"> • In Chapter 2, students are expected to <i>recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.</i> <p>II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given within the semester.</p>	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
Learning Activities:	

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Chapter 2 is divided into three categories; The Literary Terms, Language Development and Literature Selection, which comprise different strategies and skills. Students are expected to take a specific dive into the world of Poetry. It is important in the beginning of this unit to differentiate between the uses, structure, and style of prose and poetry and then continue to refer to those differences as the unit is taught. In this chapter, some of the Story Analysis Worksheets can be introduced to guide the students in annotating important, difficult, and symbolic meanings of words, phrases and passages, making connections and relating cultural values from the author's perspective in the time of writing to the relevance of the matter in the existing world, be it individual task, group discussions or pair work. The second category, Language Development, aids the student to build new vocabulary in different techniques and understand the context that will transport them into a different level of understanding based on the literature style and technique. The idea of Poetry itself is not new to the students, but some of the technical jargon that accompanies its study may be: stanzas, rhyme scheme, epic, drama, lyric, semantic fields, and types of analogies. It is also key at this stage to focus on the terms that help to distinguish poetry as a separate and unique literary form: persona, tone, poetic devices, metaphor/extended metaphor, imagery, emotion, etc. Linguistic concepts and grammar are also mentioned here to better guide and prepare them for their reflection and writing analysis.

Category 1: Literary Terms

1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
2. Literary Devices and Techniques- explore the themes and conventions associated with these genres.
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Semantic Fields, Analogies, Figurative Language

- Identify stylistic differences and devices that make poetry unique
- Understand different types and approaches to poetry using outside examples
- Recognize figurative language
- Illustrate concept map for semantic fields
- Build vocabulary in context of the story without wordiness
- Develop pre-writing techniques:
 - brainstorm
 - free-writing
 - Figurative Language
 - write poems

Category 3. Reading Selection – Miracles by Walt Whitman, On the Beach at Night Alone by Walt Whitman, The Oven Bird by Robert Frost, The Road Not Taken by Robert Frost

- Analyze the literary elements and poetic devices present in each poem
 - Visualize key features of the piece
 - Recognize the figurative language present in each piece
 - Annotate poems
 - Assess and analyze the themes addressed within the poem and the intent of the author's message
- Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

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.12 Poems About Life (PPT)

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Chapter 3 Love in Idleness

Stage 1 - Desired Results	
<p>Established Goal(s): After completing this chapter, the students will be able to:</p> <ul style="list-style-type: none"> • Get to know the most famous playwright of all time • Understand the literary elements and workings of the play • Identify the complex interrelations between the characters • Use context and outside sources to infer meaning of the original Shakespearean text • Demonstrate stage direction to visualize setting and action • Direct actors based on the story selection • Discover ways to create new words • Infer meanings of common idioms • Integrate the information gathered in a global-to-local scale 	
<p>Understanding(s): <i>Students will understand...</i></p> <ul style="list-style-type: none"> • Theatrical plays had a significant role in entertaining people in the past • Works of authors were mostly based of his life's triumphs, struggles, and experiences • Words can be expressed dramatically, depending on one's style of creativity • Idioms help express oneself and convey messages easier. They are also key to understanding the true meaning of how a language is used by its native speakers. • Different individuals have different perceptions based on their own interpretation of the text depending of their experiences and the information acquired from media 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How did plays become an integral part of entertainment in medieval times? • How would you differentiate monologues from plays? • How does the author use literary devices to demonstrate deeper meaning for the text? • What visual imagery does the author create to activate one or more of the readers' emotions • Describe and compare Athenian lovers from the excerpt. • Identify the narrative point of view and tone of the selected passages. • How does an author's work persuade readers to change their opinions or alter their thoughts? • List 3 idioms and explain their meanings. • How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Learn to comprehend and re-state a theatrical drama presentation with its detailed components • Infer the author's purpose • Identify relevant events in the story and state relationships of cause and effect 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Retell the story according to the correct pattern of its elements (Plot Pyramid) • Visualize key features of the story • Recognize the symbolism from its denotative meaning to the implied context • Distinguish words from their function

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<ul style="list-style-type: none"> • Create a character map that shows their changing relationships, feelings, and interactions • Infer the meaning of common idioms • Integrate the information gathered in a global-to-local scale 	<ul style="list-style-type: none"> • Integrate the information gathered on a global scale
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Stage 2 - Assessment Evidence

<p>Performance Task(s): I. Formative – to determine students’ learning within the Unit, the following assessments will be used:</p> <ol style="list-style-type: none"> a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities. b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion. d) Diagram/Organizer: To assess student’s knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic. f) Creative Output: Students can create a diagram or drawing of the characters within the story and their changing emotional relationships to each other; create a new drama or play on a similar theme; create an alternate version of the ending of “A Midsummer Night’s Dream”; create a new story/drawing/play or other creative output that demonstrates the students’ own views on love <ul style="list-style-type: none"> • In Chapter 3, students are expected to <i>recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.</i> 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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II. Summative – Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

Stage 3 - Learning Plan

Learning Activities:

Chapter 3 is divided into three categories; The Literary Terms, Language Development and Literature Selection, which comprise different strategies and skills. The focus of this chapter is on drama/dramatic comedy which is presented in the original Shakespeare from c. 1600. (*This story has very complex vocabulary and is presented in the original Old English. Teachers may need to adapt the chapter by presenting a graded version of the story first or other strategies to allow students to progress beyond the difficult words and into the deeper meaning of the story itself.) In this chapter, Story Analysis Worksheets may be introduced to guide the students in annotating important, difficult, and symbolic meanings of words, phrases and passages, making connections and relating cultural values from the author's perspective in the time of writing to the relevance of the matter in the existing world, be it individual task, group discussions or pair work. The second category, Language Development, aids the student to build new vocabulary in different techniques and understand the context that will transport them into a different level of understanding based on the literature style and technique. Ideas such as compound words, blended words, and clipped words help to demonstrate the evolution of English as a language over time. Idioms, although mentioned before in prior chapters, are emphasized here as they are key to a true understanding of Shakespeare. Linguistic concepts and grammar are also mentioned here to better guide and prepare them for their reflection and writing analysis.

Category 1: Literary Terms

1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
2. Literary Devices and Techniques- explore the themes and conventions associated with these genres.
 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Compound Words; Blended Words; Clipped Words, Idioms

- Incorporate English idioms into writing a play or poem
- Experiment blending of words
- Develop pre-writing techniques:
 - brainstorm
 - free-writing
 - descriptive writing

Category 3. Reading Selection – Excerpt from A Midsummer Night's Dream by William Shakespeare

- Inspect the significance of the settings in the play
- Visualize key features of the play
- Recognize emotions that influence perceptions
- Re-state the motivations behind the actions of the characters presented
- Infer meaning and intent of the author

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- List and define unfamiliar, difficult, and important vocabulary (*This story has very complex vocabulary and is presented in the original Old English. Teachers may need to adapt the chapter by presenting a *graded version* of the story first or other strategies - video? - to allow students to progress beyond the difficult words and into the deeper meaning of the story itself.)

- State the importance of studying Shakespeare's play

- Integrate the information gathered on a global-to-local scale

-Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- A Midsummer Night's Dream (Graded Synopsis, Graded Full Reader, SparkNotes Video Summary)
- Romeo & Juliet (Shakespeare Tragedy - Summary and Full Graphic Novel)
- Too Old to Rock and Roll (Jan Mark - Love & Loss, Grief)

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Chapter 4 Take the Challenge

Stage 1 - Desired Results

Established Goal(s):

After completing this chapter, the students will be able to:

- Identify the voice and style of memoir writing
- Explore the students’ interests as well as academic or professional goals
- Analyze the use of adjectives in characterization
- Create your own characters by applying new vocabularies learned
- Distinguish everyday language from formal or academic language
- Produce three versions of a short narrative text using each of the points of view

Understanding(s):

Students will understand...

- Life is complicated and understanding oneself is a lifelong process. Pursuing goals and dreams requires a constant series of difficult choices.
- The structure and components of literature are varied and complex and there are many ways to express yourself. A memoir is a specific mode of expression that has unique characteristics.
- Works of authors are mostly based of his life’s struggles and experiences
- Complex adjectives emphasize and give more impact to the stated information and help create deeper characters
- Different individuals have different perceptions based on their own interpretation of the text depending on their experiences and information acquired from media

Essential Question(s):

- Who is Esmeralda? What is unique about her situation and her life experience?
- Why do different teachers and mentors choose to help her? Who are your mentors?
- Identify the narrative point of view and tone of each paragraph and phrases given.
- How does the author use literary devices to demonstrate deeper meaning for the text?
- What visual imagery does the author create to activate one or more of the readers’ emotions.
- How does an author’s work persuade readers to change their opinions or alter their thoughts?
- How would you compare and contrast the culture which we can find in the story to our current lives locally and globally?

Knowledge:

Students will...

- Determine voice and tone in a memoir
- Communicate ideas and details in personal narrative using an organizational plan
- Identify relevant events in the story and state relationships of cause and effect
- Use clear language and varied words to intensify expressions
- Integrate the information gathered in a global-

Skills:

Student will be able to...

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Visualize key features of the story
- Recognize the symbolism from its denotative meaning to the implied context
- Distinguish words from their function
- Integrate the information gathered on a global scale

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to-local scale	
Stage 2 - Assessment Evidence	
<p>Performance Task(s): I. Formative – to determine students’ learning within the Unit, the following assessments will be used:</p> <ul style="list-style-type: none"> a) Checklists: A chart with the list of students’ names and the skills that they need to demonstrate will be checked off during oral recitation, and pair / group activities. b) Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. c) Choral Response: a quick assessment will be done by the teacher during the lesson or discussion. d) Diagram/Organizer: To assess student’s knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. e) Daily quiz/activity: Worksheet will be given to review and measure students’ knowledge about the topic. f) Creative Output: Make a list of personal goals for the future and how you achieve them; write about a memorable personal experience that is important in your life; create a memoir about an imaginary time or event in your future; create a timeline/drawing/map of what your life will look like in the future <ul style="list-style-type: none"> • In Chapter 4, students are expected to <i>recognize the major forms of literature, build vocabulary in context of the story, familiarize the literary elements to better comprehend the story.</i> <p>II. Summative – Midterm, 30% of the students’ grades, and Final Exams, 30% of the students grades, are given within the semester.</p>	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
Stage 3 - Learning Plan	
Category 1: Literary Terms	

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1. Literature Types – differentiate each form from other types and distinguish their literary techniques and devices
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 - Employ properly the literary techniques and elements to help readers appreciate, interpret and analyze literary work.
 - Comprehend literary analysis and various methods of developing critical thinking approaches.
3. Author and its works – get to know the author, its works and their contribution to the Literature World

Category 2. Language Development - Adjectives; Characterization; Narrative Points of View,

- Analyze the use of adjectives in characterization
- Create own characters by applying new vocabularies learned
- Distinguish everyday language from formal language
- Observe and analyze the point of view in a narrative writing
- Develop pre-writing techniques:
 - brainstorm
 - free-writing
 - narrative point of view

Category 3. Reading Selection – When I Was Puerto Rican by Esmeralda Santiago

- Retell the story according to the correct pattern of its elements (Plot Pyramid)
- Acknowledge the complex process of finding an identity
- Illustrate writing style to make sense of experiences written
- Distinguish tone and style
- Introduce other examples of memoirs to give a broader view of the characteristics and literary devices that define the genre
- Develop ideas to write own memoir
- Integrate the information gathered on a global-to-local scale

-Supplementary Reading Suggestions for this chapter:

**Note that all of these readings are posted on the Literature Team Google Drive and can be either printed and copied or projected in class and read aloud as a group activity*

- The Diary of a Young Girl (Anne Frank memoir)
- Me Talk Pretty One Day (David Sedaris memoir)