

# Nonfiction - Autobiography/Biography

## CCGPS Standards and "I Can" statements

**ELACC9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

1. I can analyze and distinguish among a memoir, a biography, and an autobiography
2. I can provide specific examples from the text to support my answers to questions about the text
3. I can analyze and explain the purpose, structure, and elements of nonfiction works, including memoir, biography

**ELACC9-10RI2: 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.**

4. I can articulate the main or central idea of a text, using specific details from the text.

**ELACC9-10RI6: 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.**

5. I can explain a writer's point of view

### Task 1. Definitions

Use the following links to define each of the terms below ON YOUR OWN PAPER>

- |                  |   |
|------------------|---|
| 1 Nonfiction     | <a href="http://www.learnersdictionary.com/definition/nonfiction">http://www.learnersdictionary.com/definition/nonfiction</a>       |
| 2 Autobiography. | <a href="http://www.learnersdictionary.com/definition/autobiography">http://www.learnersdictionary.com/definition/autobiography</a> |
| 3 Memoir         | <a href="http://www.learnersdictionary.com/definition/memoir">http://www.learnersdictionary.com/definition/memoir</a>               |
| 4 Diary          | <a href="http://www.learnersdictionary.com/definition/diary">http://www.learnersdictionary.com/definition/diary</a>                 |
| 5 Biography.     | <a href="http://www.learnersdictionary.com/definition/biography">http://www.learnersdictionary.com/definition/biography</a>         |

### Task 2. Graphic Organizer

Get the following textbook: 9th grade (GOLD) literature book. **Yes, I know it's 9th grade, but it has the info we need for this unit!**

1. Read page 355 to learn about biography and autobiography.
2. Create a chart on your paper similar to the one below. Make it as big as you need it.

<u>Biography</u>	<u>Autobiography</u>

3. In your chart, write as much as you can about each.

NOTE: Be sure to **include** information on **OBJECTIVITY** and **SUBJECTIVITY**!

### Task 3. Strategies for Reading Nonfiction

In the Gold literature book, read the following and answer the questions.

**p. 343** Critical Reading.

1. What are the five strategies you should use when reading nonfiction?

**p. 348** Reading Focus and Elements of Literature

2. How is tone expressed in speech?
3. How is tone expressed in writing?

### Task 4. Autobiography - Background Information

**1. Click on the following link for a definition of autobiographical genres - YES! There are more than one kind of autobiography. THEN ....**

<http://www.storyhelp.com/autotypes.html>

DEFINE the following types of autobiographies

- |                       |                       |
|-----------------------|-----------------------|
| 1. Full Autobiography | 5. Philosophic Memoir |
|-----------------------|-----------------------|

- |                         |                                   |
|-------------------------|-----------------------------------|
| 2. Memoir               | 6. Portrait                       |
| 3. Coming of Age Memoir | 7. Confession                     |
| 4. Memoirs of Place     | 8. Vocational/Occupational Memoir |

Answer the following question...

9. The structure of an autobiography looks more like a/an
- |                    |                             |
|--------------------|-----------------------------|
| a. newspaper story | c. magazine article         |
| b. fiction novel   | d. business journal article |

### Task 5. Read an Autobiographical piece

In the GOLD literature book, read the following selections and answer the below questions

p. 348 - 349 "Not Much of Me by Abraham Lincoln"

**NOTE: Be sure to read the yellow "Background" box at the bottom of page 348 FIRST!!**

- What was Lincoln's purpose for writing this short autobiographical piece?
- What does Lincoln mean in the second sentence - "My parents were born in Virginia, of undistinguished families..."
- What words or phrases in this piece set the tone of the writing?
- Which of the following words should be used to describe Lincoln's TONE as
 

bitter	critical	serious
playful	humorous	awed
regretful	affectionate	sad
nostalgic	humble	sarcastic

p. 350 - 351 - "With a Task Before Me" and Two Letters

**NOTE: Read the yellow "Background" Box" first.**

- In "With a Task Before Me", whom do you think Lincoln is addressing (talking to)?
- What is the main idea of "With a Task Before Me"?
- What is your impression of the girl who wrote the letter to Lincoln?
- What is Lincoln's point of view on the "task before me greater than that which rested upon Washington"?
- What one word would you use to describe the kind of man Lincoln was? (see your teacher for help if you get stuck!)

### Task 6. Memoir

Click on the link below, then answer the following question

PUT POWER POINT ON WEBSITE!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

- What are the characteristics of a memoir? There are SIX.

**Click** on the following link and **read** the memoir title "Badland". **Then answer the questions** that follow.

<http://teacher.scholastic.com/writeit/readpoem.asp?id=1188&genre=Memoir&Page=1&sortBy=>

- What makes this selection a memoir?
- What might be the purpose for writing this autobiographical piece?
- What is the writer's point of view about her childhood?
- What images come to mind as you read? Give specific examples from the memoir
- What details bring these images to mind? Give specific examples from the memoir
- What words or phrases in this piece set the tone of the writing?

### Task 7. Diary

Click on the link below to see an example of a diary - **you will need headphones.**

<http://www.ushmm.org/museum/exhibit/online/af/htmlsite/index.html>

You will be learning about Anne Frank, who kept a diary during the time she and her family were in hiding from the German army in World War 2.

### **FOLLOW THESE DIRECTIONS CAREFULLY!!!**

1. **Click** on "Launch the Exhibition"
  - a. Some of this you will read on your own
  - b. Some of it is audio, with pics and text to read along.
2. At the bottom **LEFT** of the screen, **roll your mouse** over the small black boxes
  - a. **Click** on the box that is titled "Going into Hiding"
  - b. **Read and listen** to all parts of this section.
  - c. **While viewing** the section, **click** the button at the bottom right that says "Proceed" to move to the next slide (sometimes you have to click it twice).
  - d. You do not have to view the other sections, but you may if time permits
3. **Answer the following questions about what you've learned**
  1. What do you think was Anne's purpose in writing in her diary?
  2. What is Anne's point of view regarding what is happening to her, her family, and her people?
  3. What images come to mind as you experience Anne's diary?
  4. What details bring these images to mind?
  5. What words or phrases in this piece set the tone of the writing?

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#### **Task 8. Biography.**

Click the following link for a definition. Be sure to read the **HARDER** definition!!!! :-)

<http://www.42explore2.com/biographies.htm>

1. Write the definition of biography (the **HARDER** one, please)

Click the following links to read chapters Four and Five from a biography of the life of Helen Keller, a girl who was blind, deaf, and dumb (means she was unable to speak). The chapter describes how Anne Sullivan came to the Keller household to become Helen's teacher. *(If you click on the hyperlinks throughout the story, you will find pictures and video clips that help you understand the time frame this occurred).*

- 1 - <https://www.awesomestories.com/asset/view/ANNE-SULLIVAN-Helen-Keller>
  - 2- <https://www.awesomestories.com/asset/view/THE-MIRACLE-WORKER-Helen-Keller>
2. What makes this piece a biography?
  3. What images come to mind as you read?
  4. What details bring these images to mind?
  5. What words or phrases in this piece set the tone of the writing?

Answer the following question...

6. The structure of a biography looks more like a/an
  - a. newspaper story
  - b. fiction novel
  - c. magazine article
  - d. business journal article

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#### **Task 6. Culminating Project**

***This project should take NO MORE THAN 2 CLASS PERIODS!***

**DIRECTIONS:** In some creative way (a chart, a VENN diagram, a power point, a poster, etc) **compare and contrast the following:**

- 1 Autobiography (include **all** the types you learned about above)
- 2 Biography
- 3 Memoir (include **all** the types you learned about above)

#### **HINTS:**

1. **Include** all information you learned about each
2. **Organize** your information so that it makes sense

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**Task 7. Final Exam Project**

1. The Final Exam Project is your final exam in this course and counts as a final exam grade.

It is a Power Point presentation, in which you will reflect upon what you learned in each unit you complete in your English class, you will reflect upon what you did, what standards were addressed and what you learned in each task.

Instead of waiting until the end of the semester to complete this final exam, you will work on it as you complete each unit. That way your final exam will be finished when you complete your last unit for this course.

**2. Get the instructions for the Final Exam Project from your teacher.**

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**Task 8. Grade Yourself**

1. Get a blank standards-based rubric from your teacher
2. Write each "I Can..." statement from the Standards chart in a separate box.
3. Then rate yourself as to how well you mastered each "I Can..." statement.
4. Bring all your work and the completed rubric to your teacher to discuss your work and your grade.