

Moon Area School District Curriculum Map

Course: Creative Nonfiction Writing Workshop

Grade Level: 12th

Content Area: English

Frequency: Semester Course

**Workshops can last 1-2 weeks per workshop*

Primary Resource(s) & Technology:

Textbook Series, IXL online software, Microsoft Teams, Promethean Boards, Student Laptops/iPads, **All eligible works of literature listed under eligible content.**

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Essential Questions:

1. Who owns our stories and who has the right to tell them?
2. How do speakers employ language and utilize resources to effectively communicate a message?
3. What makes clear and effective writing?
4. How do grammar and conventions of language influence written communication?
5. What are the ethical issues surrounding the writing of memoir and of the personal essay?
6. How does writing about an experience change the overall perception of the event?
7. How do different genres of nonfiction express the human experience in different ways?

Big Ideas:

1. Communicating effectively requires understanding the impact of language.
2. There is value and power in sharing our stories.
3. Personal narratives preserve culture and experiences for future generations.
4. Learning how to take and give constructive criticism is a foundation for future academic and personal success.
5. Every personal story is worthy of thought and discussion.
6. Writing about our lives enables us to better understand other experiences and points of view.
7. Writing about our lives enables us to better understand ourselves.

Big Ideas/EQs	Focus Standards	Assessed Competencies (Key content and skills) Anchored Eligible Content	Timeline
<p>What is Creative Nonfiction Writing? 1,2,3 5,6,7</p>	<p>1.2 Reading Informational Text 1.4 Writing Students write for different purposes and audiences. appropriate content CC.1.3.9-10.A CC.1.2.11-12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>	<p>*Definition of Creative Nonfiction Writing *Nonfiction versus Fiction characteristics *New Journalism and the evolution of the genre *Showing Versus Telling *Dialogue and Scene *Techniques of Writing CNF. *Introduction to Workshop and Workshop etiquette</p> <p>Eligible Content: <i>Creative Nonfiction Writing</i> (Lee Gutkind) <i>In Short</i> (Kitchen & Jones) Excerpt opening <i>A Million Little Pieces</i> James Frey</p>	<p>2 Weeks at the beginning of the semester</p>
<p>Writing Historical Narratives/Perspectives 2, 3, 4, 5, 6</p>	<p>1.2 Reading Informational Text 1.4 Writing Students write for different purposes and audiences. appropriate content Focus Standard</p>	<p>*Conducting Historical Research *Research-based writing *Hidden voices *Dialogue and scene *How to critique an essay</p> <p>Eligible Content *Pulitzer Prize winning photography archive *Excerpt <i>The Killer Angels</i> Michael Shaara *<i>This American Life Podcast</i> “The Lady Vanishes”</p>	<p>Workshop # 1</p>

	<p>CC.1.2.11-12.D</p> <p>Evaluate how an author's point of view or purpose shapes the content and style of a text.</p>		
<p>Writing a Food Review</p> <p>1,2</p>	<p>1.2 Reading Informational Text</p> <p>1.4 Writing</p> <p>Students write for different purposes and audiences. appropriate content</p> <p>CC.1.3.9-10.A</p>	<ul style="list-style-type: none"> *The art of the critique *Etiquette for journalistic food reviews *Writing for a specific audience *Critiquing versus ranting <p>Eligible Content</p> <ul style="list-style-type: none"> *Review "Per Se" and "Guy Fieri's..." Pete Wells *<i>New York Times</i> food reviews 	<p>Workshop # 2</p>

<p>Writing a Memoir</p> <p>1,2,3,4,5,6,7</p>	<p>1.2 Reading Informational Text</p> <p>1.4 Writing Students write for different purposes and audiences. appropriate content</p> <p>CC.1.3.9-10.A</p>	<ul style="list-style-type: none"> *The importance of truth *Memoir versus Autobiography *Editing memories *Framework of Text <p>Eligible Content</p> <p>“Once More to the Lake” E.B. White</p> <p>“Snapshot of a Dog” James Thurber</p> <p>Excerpt <i>Educated</i> by Tara Westover</p> <p>Excerpt <i>The Glass Castle</i> by Jeanette Walls</p> <p>Podcast <i>Fresh Air</i> Interview with Tara Westover</p>	<p>Workshop # 3</p>
<p>Humor Writing</p> <p>1,2,3,4,5,6,7</p>	<p>1.2 Reading Informational Text</p> <p>1.4 Writing Students write for different purposes and audiences.</p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>	<ul style="list-style-type: none"> *Exercises in voice *Knowing your audience *Genres of Humor (Satire, Gallows, hyperbolic, slapstick, juvenalian/horation, etc. <p>Eligible Content</p> <p>Excerpt <i>Bossy Pants</i> by Tina Fey</p> <p>“Advice to Youth” Mark Twain</p> <p>Eligible content Humor Continued</p> <p>“The Laborious Ant” Mark Twain</p> <p>“Us and Them” David Sedaris</p> <p>Excerpt <i>Me Talk Pretty One Day</i> David Sedaris</p> <p>TedEd Talks on Humor</p> <p>Jerry Seinfeld/Larry David <i>Seinfeld</i> Script Episode no. 18</p> <p>pc: 301, season 3, episode 1</p> <p>Broadcast date: September 18, 1991</p> <p>Jerry Seinfeld “How to Tell A Joke” <i>New York Times</i></p>	<p>Workshop # 4</p>

	<p>appropriate content</p> <p>CC.1.3.9-10.A</p>		
<p>Travel Writing</p> <p>1,2,3,4,5,6,7</p>	<p>1.2 Reading Informational Text</p> <p>1.4 Writing</p> <p>Students write for different purposes and audiences. appropriate content</p>	<p>*Writing with a sense of place</p> <p>*Techniques of travel writing (culture, history, outsider).</p> <p>*Famous first lines (engaging the reader)</p> <p>Eligible Content</p> <p>Anthony Bourdain <i>Parts Unknown</i> Pittsburgh (Excerpt) introduction</p> <p>Anthony Bourdain <i>Parts Unknown</i> Senegal (Excerpt) introduction</p> <p>“The Incredible Buddha Boy” George Saunders (excerpt)</p> <p><i>This American Life</i> “In the Shadow of the City” Act I “Brooklyn Archipelago”</p>	<p>Workshop # 5</p>
<p>Profile Writing</p> <p>1,2,3,4,5,6,7</p>	<p>1.2 Reading Informational Text</p> <p>1.4 Writing</p> <p>Students write for different purposes and audiences. appropriate content</p> <p>CC.1.3.9-10.A</p>	<p>*Interview techniques/creating good questions</p> <p>*Mock Interviews</p> <p>*Methods of Transcription</p> <p>Eligible Content</p> <p>Terry Gross profile <i>New York Times</i> “How to Have Good Conversations”</p> <p>NPR Podcast “The Art of the Interview”</p> <p>Gay Talese “Frank Sinatra Has a Cold” excerpt (First part).</p> <p><i>Fresh Air</i> Podcast Interview with Ray Charles (Terry Gross)</p>	<p>Workshop # 6</p>
<p>Nature and Environmental Writing</p>	<p>1.2 Reading</p>	<p>*History of Nature Writing Movements (Rachel Carson, Henry David Thoreau, Edward Abbey, John Muir)</p>	<p>Workshop # 7</p>

1,2,3,4,5,6,7	Informational Text 1.4 Writing Students write for different purposes and audiences. appropriate content CC.1.3.9-10.A	*Science/technical writing *Research Skills Eligible Content Dr. Suess <i>The Lorax</i> Scott Russell Sanders “Buckeye” Excerpt “The Clan of the One-Breasted Women” Terry Tempest Williams <i>Fresh Air</i> Joel Sartore’s Photo Ark	
Experimental Writing 1,2,3,4,5,6,7	1.2 Reading Informational Text 1.4 Writing Students write for different purposes and audiences. appropriate content CC.1.3.9-10.A	*Grafting of Genres *Structuring an experimental essay *Exploration of Theme Eligible Content “Just Add Water” Writing Exercise Dinty W. Moore Found texts <i>Age Essay</i> Rolf Potts (First Part) Excerpt <i>Don’t Let Me Be Lonely: An American Lyric</i> by Claudia Rankine (pgs. 89-93) This American Life Podcast <i>No Coincidence, No Story! Acts 1-3</i>	Workshop # 8
Still Life Writing 1,2,3,4,5,6,7	1.2 Reading Informational Text 1.4 Writing Students write for different purposes and	*Technique of still life *Still life in art *Exploration of point of view Eligible Content <i>Still Life With Oyster and Lemon</i> Mark Doty This American Life Podcast Ira Glass	Workshop #9

	audiences. appropriate content CC.1.3.9-10.A		
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