

Genre Study - Memoir

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As an affective component of the larger concept of intercultural communication skills, developing an environment for the growth of cultural sensitivity refers to the development of the emotional desire of the students to “acknowledge, appreciate, and accept cultural differences” (Fritz & Mollenbeg, 2001, p.6). Lu, Dane, and Gellman put forth a model for teaching empathy and cultural sensitivity focusing on developing the practice of “mindful attitudes” (2005, p. 89). Progressive levels of the integration of multicultural education into school curriculum as introduced by Banks include: content integration, knowledge construction, prejudice reduction, equity pedagogy, and an empowering school culture (Slavin, 2006). Schools at the lowest level tend to have a contributions approach in which the focus is on isolated cultural elements such as recognizing heroes or holidays. The structure of the curriculum is not changed in order to enable student to actually view and experience concepts, issues or events from the perspectives of different cultural groups until Bank’s third level, the Transformation Approach (Sadker, Sadker, & Zittleman, 2008). The fourth level, social action, goes beyond the transformation approach and enables students to “become directly involved in solving related problems. At this level, a school would address social and economic needs here and abroad, advocate human rights and peace” (Sadker, Sadker, & Zittleman, 2008, p.86). Teachers understand that the cognitive aspect of diverse cultures, simply teaching identifying factors and the cultural traits of distinct groups of people, is not enough. Simply learning information that can easily be forgotten or not applied in cultural exchanges does little long term good. It is only when the knowledge is coupled with personal contact or meaningful thought leading to active contemplation or reflection that sensitivity can be effectively developed (Tidwell, 2001). Students develop cultural sensitivity when they are able to identify on a personal level and interact with members of cultures different from their own.

Language Arts teachers have used literature as an effective means of instruction when attempting to open their students' understanding of the world. As indicated in the lesson plans I intend to apply my newly acquired understanding of events which took place in East Asia to give students a more personal contact through mentor text (specific passages selected as model examples of the genre) and literature selections that will be age appropriate to the seventh grade student while leading to deep thought and integration of the similarities and differences of specific cultural experiences. This will be done with such memoir books as *Red Scarf Girl* by Ji-Li Jiang, and *Snow Falling in Spring* by Moying Li.

“Memoirs are in essence historical documents. They are timeless perennials that not only describe a period of history, but also address the universality of collective human experiences. History, after all, happens to real people. It isn't just cold facts, but a living, organic changing thing. It is about life, human life, with all its triumphs and failures, its increases and decreases, its courage and weakness, its lights and darks.”

--Eleanor Ramrath Garner

READING NON-WESTERN MEMOIRS:

Why Memoirs?

As Katherine Bomer writes in her education text *Writing a Life: Teaching Memoir to Sharpen Insight, Shape Meaning--and Triumph Over Tests*, memoirs help readers connect. She writes that memoirs are “...how we connect to each other, how we find out that other people feel the way we do. It is also how we learn about lives that are vastly different from our own so that our minds and hearts can stretch to understand how life is for others” (Bomer 2).

- Reading memoirs encourages self-reflection
- Reading memoirs exposes students to various beliefs, experiences, and events outside of their daily lives
- Reading memoirs teaches students about other perspectives
- Reading memoirs encourages students to make connections
- Reading memoirs encourages students to think about how writers engage their readers
- Because memoirs can be written by anyone, they demonstrate to students that anyone can be a writer

But Why Non-Western Memoirs?

Like many other educators and writers before her, Bomer understands that exposing students to a variety of cultures and perspectives has unlimited advantages for students. Namely, she writes that “...learning about someone else’s life invites us our own self-perspectives but also broadens our knowledge and understanding of lives that are outside of our narrow experience” (Bomer 12).

- Broadens students’ cultural horizons
- Aids in the articulation of shared and differing values
- Exposes students to a variety of writing styles
- Exposes students to a variety of themes

- Builds critical thinking skills
- Builds empathy
- In a world growing smaller through technological advances, non-western literature helps our students become better global citizens

Established Goals

- **Indiana State Board of Education Academic Standards for English/Language Arts: READING: Comprehension and Analysis of Literary Text**
 - 7.3
 - Students read and respond to grade-level-appropriate historically or culturally significant works of literature, illustrate the quality and complexity of the materials to be read by students. At Grade 7, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.
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NCTE/IRA NATIONAL STANDARDS FOR THE ENGLISH LANGUAGE ARTS

3.

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

11.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12.

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Understandings

Students will understand how the Cultural Revolution in China changed the lives of families. Examine the power of memoir writing. Present group presentations on the topics.

Essential Questions

What is a memoir?

What was the Cultural Revolution in China?

How does the evolution of literature in China change after the Cultural Revolution?

Learning Activities

Lesson plans and activities for this unit begin with class discussions on the genre of memoir and then use memoirs of China's Cultural Revolution in literature circles.

First Classroom Activity: In this lesson, students explore the genre of memoir and discuss how it compares to other types of nonfiction.

Background

A memoir is a personal narrative that focuses on a specific period in the author's life and describes in some detail the persons, events, or times known to author. It differs from an autobiography in that it provides a detailed snapshot of a certain time in the writer's life, rather than an account of the writer's entire life. Another difference between a memoir and an autobiography is that memoirists are usually persons who have played roles in, or have been close observers of, historical events. The memoirist takes it upon himself or herself to describe those events in some detail while at the same time reflecting upon their influence and effects.

Instruction

Begin by explaining that the purpose of this lesson is to discuss the characteristics of a memoir. Ask students, what does the word *memoir* make you think about? What exactly is a memoir? As a class, discuss characteristics of the genre and how it differs from a biography and an autobiography. Invite volunteers to name memoirs they've read or heard about.

Second Classroom Activity: This lesson explains what to do before reading a memoir.

Background

A memoirist writes with two general purposes in mind: to tell a compelling story of a part of his or her life, and to tell about the people, places, and times that had an influence on his or her personality. The reader's purpose is to understand all that the author describes. In addition, a reader will expect to derive some enjoyment from the writing and perhaps learn something about himself or herself.

Instruction

Explain that in this lesson you'll be discussing both author's and reader's purpose, as well as what students should look for at the Preview stage of reading a memoir. In addition, you'll introduce the strategy of synthesizing and explain its uses with nonfiction. Later, students will learn the strategy's applications to fiction.

Assessment

Ask students:

What are a memoirist's two main purposes for writing?

How does the writer's purpose differ from the reader's purpose?

Third Classroom Activity: In this lesson, you'll help students refine their understanding of synthesizing and then model how to use the strategy with a memoir.

Background

There are two parts to the strategy of synthesizing. In the first part, the reader learns as much as he or she can about the general topics the writer is discussing. The second part involves combining details from the general topics and viewing the completed “portrait” the writer has created.

Instruction

First, explain that most readers synthesize information without even realizing it. What the strategy of synthesizing does, however, is to focus their attention on the most important details in a reading. In addition, it helps them understand how specific details fit together to create a cohesive whole. Next, ask a student to recall a reader’s purpose for reading a memoir. Discuss During Reading strategies students can use to meet their purposes.

Assessment

Ask students:

What is synthesizing and how can it help you get more from reading a memoir?

What are some reading tools that can help you synthesize?

Fourth Classroom Activity: Here students will discuss the organization of a memoir and how the After Reading stage of the reading process can help them process what they’ve read.

Background

Spend a few moments at the beginning of the lesson discussing the importance of making a personal connection to a memoir. Explain to students that connecting to the people, places, and events the writer describes can make the writer’s reactions easier to understand. It can also help students more thoughtfully reflect upon the “portrait” the writer has created, thus making it easier for them to complete the After Reading steps of the reading process.

Instruction

Open the lesson with a discussion of the purpose and importance of connecting to a memoir. Then ask another student to review the After Reading steps of the reading process. Invite students to brainstorm a list of After Reading questions that might work well with a memoir. Discuss the rereading strategy of visualizing and thinking aloud and how it can help students zero in on particular details they have missed on their first reading and patch up their comprehension of a memoir.

Assessment

Ask students:

What is the most important thing to do after reading a memoir?

Why can the strategy of visualizing and thinking aloud be helpful after reading a memoir?

Review Activity - Use the "Non-Western Memoirs" PowerPoint presentation to review what has been covered concerning memoirs and link the importance of cultural awareness prior to beginning Memoir Literary Circle activities. Share the evolution of Chinese literature by providing background information on the long history of China leading up to "Literature in the New Era: Reflections, Root-seeking and Exploration" (Yao, 2010 p. 223). Introduce the term "Scar Literature" as the - first wave of - the trend of writing denouncing and reflecting on the horrors of the Cultural Revolution.

Middle School Memoir Literary Circle Lesson Plan

Title of the Lesson: Cultural Revolution Literary Circles

Overview of the Lesson: The China lesson plan will focus on learning about the events of the Cultural Revolution in China as written in the memoir genre of students approximately the same age. The lesson is planned for a three week time span using 9, 30 minutes chunks of 50 minute

classes with independent reading assignments between each. The presentation portion of the lesson is planned for three additional 50 minute periods.

Lesson Learning Targets or Objectives:

- **Indiana State Board of Education Academic Standards for English/Language Arts: READING: Comprehension and Analysis of Literary Text**
- 7.3
- Students read and respond to grade-level-appropriate historically or culturally significant works of literature, illustrate the quality and complexity of the materials to be read by students. At Grade 7, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.

LISTENING AND SPEAKING: Skills, Strategies, and Applications

7.7

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

Indiana Professional Standards Board Teacher of English/Language: Standard #5: Learning Environment. English/language arts teachers use an understanding of individuals and groups to

create a language learning community that encourages positive social interaction, active engagement in learning, self-motivation, and collaboration.

Lesson Objectives:

Students will understand how the Cultural Revolution in China changed the lives of families.

Examine the power of memoir writing. Present group and class presentations on the topics.

Lesson Activities:

Chunk 1 first class (Monday)

1. Quick Write question for the first day of first class – What was the Cultural Revolution?

Give student 3 to 5 minutes to write their responses in their Writer - Reader's notebooks.

2. Divide class into literary circle of four or five students in each group and pass out the literary circle roles. Remind students of cooperative learning group procedures and allow groups to assign roles independently.

3. After roles have been assigned pass out books. Explain that there are two different books written by two very different people with different ways of surviving but both covering their lives during the Cultural Revolution in China. Review the genre notes on memoir and what they have learned about writing memoir.

4. Pass out Literary Circle Assignment sheets and review the reading deadlines and moodle forum discussion participation required. Remind students that because both books deal with

China that the glossary at the back of each book will be very helpful and should be used to identify new words. The Chinese words used in these books can and should be added to your vocabulary section in your W-R's notebooks as well. Several of the terms will be used during our class lessons during these literary circles.

Chunk 1 second class (Wednesday) – 30 minute class time for literary circles to meet and discuss reading. Role sheets should be started during this meeting.

Chunk 1 third class (Friday) – 10 minutes of class time to respond to moodle forums and 20 minutes class time for literary circle meeting and to finish role sheets for chunk 1 reading. Pass our new role sheets and allow groups to independently assign new roles.

Chunk 2 – first class (Monday) Quick Write Question: How would you deal with the kind of changes that are taking place with the main character in your book? Allow time for student sharing as a lead into the book discussions.

Review forum posts and have full class discussion on new vocabulary and each character. Begin a Venn diagram on the board comparing the two stories being read.

Chunk 2 second class (Wednesday) – 30 minute class time for literary circles to meet and discuss reading. New role sheets should be started during this meeting.

Chunk 2 third class (Friday) – 10 minutes of class time to respond to moodle forums and 20 minutes class time for literary circle meeting and to finish role sheets for chunk 2 reading. Pass

out new role sheets and allow groups to independently assign new roles for the last chunk of the books.

Chunk 3 – first class (Monday) Quick Write Question: Have you ever had to make the kind of decisions that the main character in your book is making? What is the most difficult kind of decision in your life have you had to make so far?

Allow time for student sharing as a lead into the book discussions.

Review forum posts and have full class discussion on new vocabulary and each character.

Continue Venn diagram on the board comparing the two stories being read.

Chunk 3 second class (Wednesday) – 30 minute class time for literary circles to meet and discuss reading. New role sheets should be started during this meeting.

Chunk 3 third class (Friday) – 10 minutes of class time to respond to moodle forums and 20 minutes class time for literary circle meeting and to finish role sheets for chunk 3 reading. Pass our final assignment presentation options and passes to take the Accelerated Reading Quiz over each book.

Presentations (Monday – Wednesday) – Two full class periods will be given to small groups to research, produce, and practice their class presentation. Final presentations will be presented on Wednesday according to presentation guidelines as found on the assignment explanation hand out.

Essential Questions:

What was the Cultural Revolution in China?

Adaptations and Accommodations:

Book Assignments based on reading level. (*Red Scarf Girl* for lower reading levels; *Snow Falling in Spring* for higher reading levels). Book on tape where IEP's dictate.

Copies of all handouts and notes will be available for students with IEPs.

For students with vision issues an enlarged copy of the text and diagram will be provided.

Extended time to complete the reading will be available for students through the resource room.

Enrichment opportunities are available through presentation options to facilitate diverse learning styles and multiple intelligences.

Resources:

Writer's – Reader's notebooks

Elmo

Blackboard

Copies of mentor text – *Red Scarf Girl* by Ji-Li Jiang / *Snow Falling in Spring* by Moying Li and moodle forum assignments.

Literary Circle Roles

Presentation Guidelines

Role Sheets

Investigator

Name: _____

Book: _____

Date: _____

Assignment: pages _____ to _____



Investigator: Your job is to dig up some background information on the book and any topic related to it. Use whatever means you have at your disposal.

Suggested areas of research:

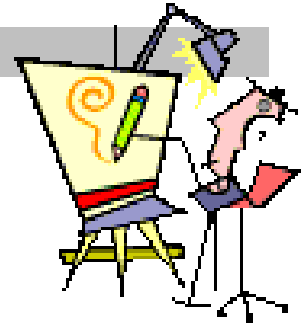
- The geography, weather, culture and history of the book's setting.
- Information about the period portrayed in the book.
- Pictures, objects, or materials that illustrate elements of the book.

This is NOT a formal research project. The idea is to find information that interests you and

helps the group to better understand the characters, setting and plot of the book. List all

interesting facts in the space below. You may bring other books or pictures to show to the group.

Illustrator



Name: _____

Book: _____

Date: _____

Assignment: pages _____ to _____

Illustrator: Your job is to draw some kind of picture related to the reading. It can be a sketch, cartoon, diagram, flow chart or stick-figure scene. Any kind of drawing or graphic is okay - you can even label things with words if that helps.
Make your drawing on this paper. If you need more room, use the back.

Presentation Plan: When the Discussion Director invites your participation, you may show your picture without comment to the others in the group. One at a time, they get to speculate what your picture means, to connect the drawing to their own ideas about the reading. After everyone has had a say, you get the final word: tell them what your picture means, where it came from, or what it represents to you.

Connections: What did this section of the reading remind you of (in the real world or in something else you read)?

Assignment for tomorrow: p _____ - p _____

Discussion Director

Name: _____

Book: _____

Date: _____

Assignment: pages _____ to _____

Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book and direct the discussion by asking each member for their input based on their current role. Don't worry about the small details; your task is to help people talk over the "big ideas" in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings and concerns as you read, which you can list below, during or after your reading.

Possible discussion questions or topics for today:

1.

2.

3.

4.

5.

Sample Questions:

What was going through your mind while you read this section?

What questions did you have when you finished this section?

Did anything in this section surprise you or confuse you?
Can anyone predict what will happen next? How do you know?

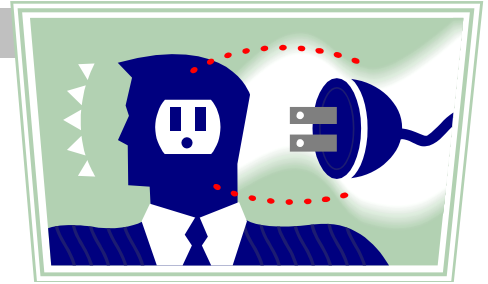
Connections: What did this section of the reading remind you of (either in real life or something else you have read)?

Assignment for next time: p _____ - p _____

Connector

Name: _____
Book: _____
Date: _____

Assignment: pages _____ to _____



Connector: Your job is to connect the contents of the reading selection to current or past real world events and experiences. You will also connect the reading to other forms of literature, music, art and/or media.

Real World Connections: Relate current reading to real situations.

Experiences: Relate current reading to real experiences you or others have had.

Literature and Media Connections: Relate current reading to other books, movies art, television, music and other media.

Assignment for tomorrow: p _____ - p _____

Travel Tracker

Name: _____
Book: _____
Date: _____

Assignment: pages _____ to _____



Travel Tracker: Your job is to carefully track where the action is happening in today's reading. Tell the group where the characters have moved to and from and describe each setting in detail either in words or in map form. Be sure to give the page locations where the scene is described.

Where today's action begins: _____

page _____

Where key events happen: _____

page _____

Where today's action ends: _____

page _____

Connections: What did this section of the reading remind you of (in the real world or in something else you read)?

Assignment for tomorrow: p _____ - p _____

Connections: What did this section of the reading remind you of (in the real world or in something else you read)?

Assignment for tomorrow: p _____ - p _____

Name _____

Title Red Scarf Girl

Lesson	Chapters	Page #s	Due Date
1	Note to Reader - Graduation	Xi - 79	3/30
2	The Sound of the Drums and Gongs – An Educable Child	80 - 205	4/13
3	Half – City Jiangs	206 - 272	4/27

Title Snow Falling in Spring

Lesson	Chapters	Page #s	Due Date
1	Forward – The Gathering Storm	Xi - 60	3/30
2	Home No More – Hunan Mummy	61 - 121	4/13
3	A Life Assigned - Epilogue	122 - 165	4/27

Lesson Directions

- 1. Planning – Review your reading schedule.**
- 2. Read!** - Read the entire selection before completing the rest of the assignment.
- 3. Write a response to the moodle forum for your novel.** – You must reply to the posting of at least two other students reading the same novel, but they can be from any period. Your post and your replies must stay on focus and apply to the novel question. Your forum posts will be the only way you can earn the required points for the literary circle for this grading period.

You will have physical meetings during class time. Literary circle activities for this grading period will be done both in class and on line in moodle. You may read and work through the moodle forums for each chunk at your own pace, but must make sure

you respond to at least two other student postings, even if that means waiting until they get posted. The online literary circle discussion rubric will be used for grading.

Points	Quantity & Quality of Forum Posts
50	Fully answers each question on the forum in complete sentences using proper grammar and punctuation. Gives meaningful responses which encourage discussion on at least 2 other students' postings by due date.
30	Fully answers each question on the forum but has grammar or punctuation errors. Gives at least two responses to other students' postings.
20	Makes an attempt, but does not fully answer each question and / or has numerous grammar or punctuation errors.
0	No attempted response by due date.

Presentation Guidelines

Research Unit – 1st Project – Asian / China Cultural Research Issues

Instructions and Expectations

It is your job to become an expert on a cultural topic concerning the culture of the people of China. To complete this project you will perform primary and/or secondary research, which might include personal interviews, field studies, research in the library and on the Internet and cite the sources of information that you used. You will then select the creative format for presentation of what you have learned. This is where you will demonstrate what you have learned about the reliability of information found, library research techniques, Internet research strategies (search engines, advanced searches) and how to cite your resources.

The Research Project

For your first research project you will do a small-scale summary paper and class presentation. Your project will be graded on two components, **Research and Presentation**.

Research projects range from PowerPoint presentations and web pages to oral and video presentations. Students pursuing this kind of creative project are especially encouraged to discuss your ideas with your parents and with Mrs. Scales. Given the innovative and creative nature of such projects, there are no standard formal requirements. However, the projects must go beyond typical course project requirements and will be evaluated based on their originality, coherence, and evidence of grade level appropriate research.

A summary paper that includes the following sections must accompany all research projects:

1. Title page
2. Table of contents
3. Main body
 1. Introduction. In the introduction, which is separate from the summary of research/main body, the student should explain the kind of project s/he chose to do and its relevance within the study of history. This section should also describe

what the student was attempting to accomplish in preparing the project. (*1st person writing is okay in this paragraph*).

2. Summary of Research. (Main Essay) Your research question should be answered and the relevant information discovered in your research should be briefly discussed. A five paragraph essay format should be used to present your findings. The length of the paper is usually about 1.5-2 pages in length.
3. Evaluation. This section includes a reflective discussion of how the project contributes to your understanding of the issue/topic. This section should also address what you might have done differently or would do differently the next time, etc. (*1st person writing is okay in this paragraph*).
4. Bibliography

All research papers and accompanying texts to projects must demonstrate strong 6+1 Writing Traits. In addition, all research papers and accompanying texts to projects must follow these basic requirements:

- 1"-margins on top, right, and bottom
- 1 ½"-margin on the left side
- single-sided, double-spaced text
- traditional 12-point fonts (e.g., Times)
- page numbers
- a minimum of five (5) sources, two of which must be non-Internet sources, such as interviews, books, magazines, journals, etc.

All research papers/projects must abide by Selma Middle School guidelines concerning academic integrity and scholastic honesty. **Plagiarism will not be tolerated and will result in an automatic failing grade on this project.**

Students must submit 1 copy of their summary papers to Mrs. Scales by the due date.

Choices for presentation format (students must select one) –

1. Slide Show - using Power Point, create a presentation on your chosen topic.
 - a. Requires a minimum of 6 slides
2. Word Processor / Digital Magazine Report - Using a word processing program, create a magazine style report on your chosen topic.
 - a. Requires a minimum of 2 pages and 2 images
3. Web page – create a web page to present your research on your chosen topic
 - a. Requires a minimum of 2 pages of text information and 2 images (May have up to 3 links)
4. Oral or video presentation – give an oral report or show a video of a presentation of your research on your chosen topic.
 - a. Requires a minimum of a 5 minute presentation with a poster for visual effectiveness

Research Proposal Form

Name _____

Date _____

The topic for my research will be:

The essential question that will focus my research is:

I will present my findings with: (circle only one)

Slide Show Digital Magazine Report Web page Oral or video presentation

Please describe in specific detail how you plan to present your findings:

I have read and understand the requirements for this assignment and realize that the majority of this work will be conducted during class time, using school computers and that I am responsible for using my class time effectively. I also realize that it is my full responsibility to give accurate credit to the sources of my information both within the body of my research as well as in the bibliography.

Student's Signature

Date _____

Parent's Signature

Date _____

Proposal approved without amendments
Proposal approved with the following amendments:

Mrs. Scales

Date _____

Writing Workshop Extension

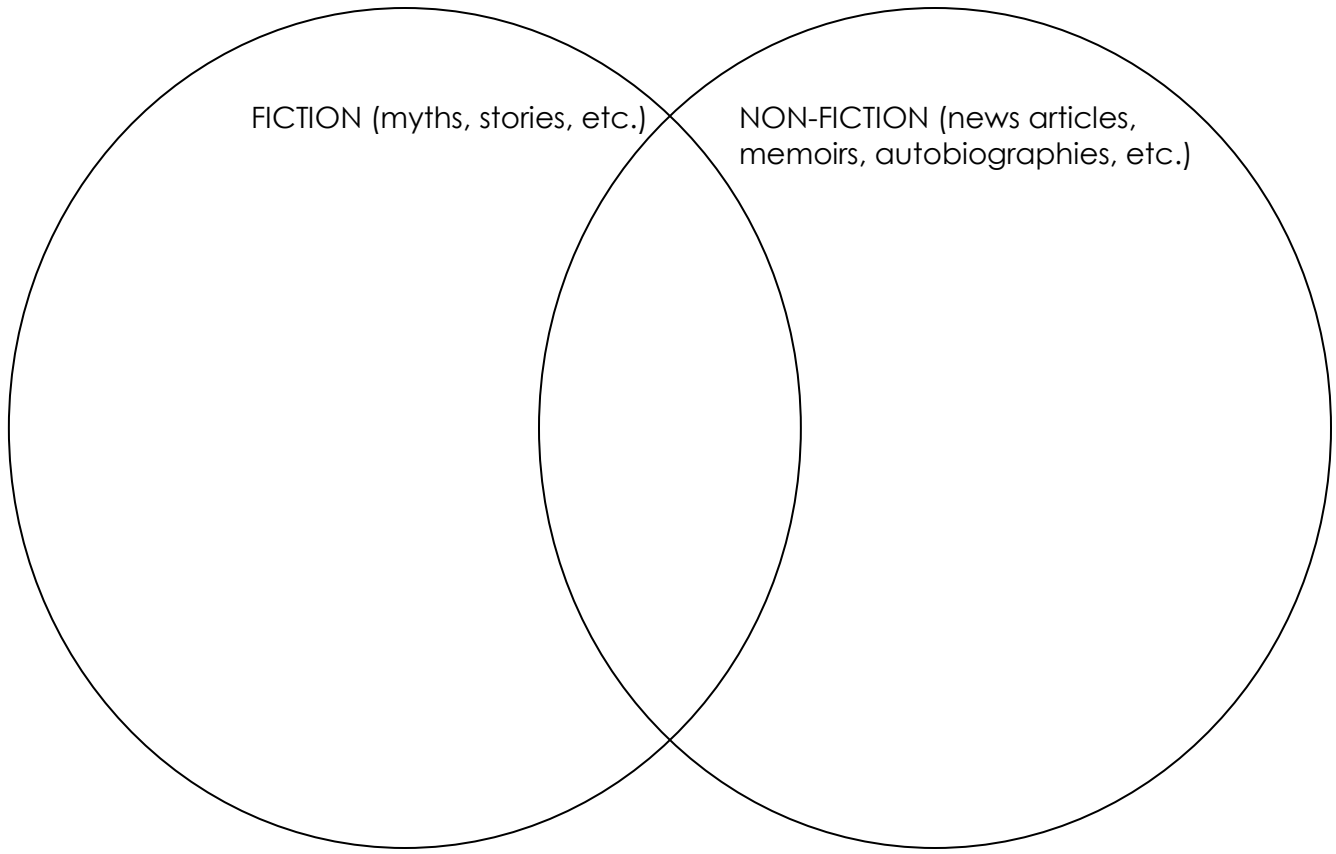
**Understanding Different Writing Styles:
What is the Difference Between Memoirs and Autobiographies?**

- What is a personal essay? Students will brainstorm on the board characteristics of the three types of essays they have been asked to write in school – narrative, informational, and persuasive. With the teacher’s help, the students will come up with a grid similar to the one found below. Students will then copy these notes into their writer-reader’s notebooks.

Academic Writing

Narrative	Informational/Expository	Persuasive/Transactive
<ul style="list-style-type: none"> • Autobiographies – chronological recollections of a person’s life events • Stories • Personal Narrative – a reflection on a significant event • Memoir – a reflection on a significant relationship between the author and a person, place, or object • Personal essay – a reflection about a belief or insight about life 	<ul style="list-style-type: none"> • Writing to explain or inform <ul style="list-style-type: none"> • Tell what happened when . . . • Write a report on . . . • Explain how to . . . • Describe how to . . . • Research paper • Book reports • Character analysis 	<ul style="list-style-type: none"> • Writing to convince and persuade • Win an argument through use of evidence • Specific audience in mind • Op-Ed • Position papers

- Next the teacher will ask the students to spend some time thinking about narrative essays, which can be either fiction or non-fiction. Students will complete the graphic organizer on the following page. They will then share their responses with a peer. The teacher and the students will build a class Venn diagram on the board. Students will add to their own graphic organizers as new information is written on the board.
- Finally, the teacher along with the class will discuss the stylistic differences between a memoir and an autobiography and complete the last portion of their graphic organizer.



	MEMOIRS	AUTOBIOGRAPHIES
Describe the writing style and characteristics of each of these genres. Look back at our definition of style to help you complete this grid.		

Performance Tasks

Conclusion and Assessment:

Conclusion includes review learning through use of the quick write, literary circle role sheets and forum post assignments. Assessment is formative; students will be formatively assessed during their writing and group discussions and teacher will use that information to formatively assess continued learning needs. Further assessment will come as results from the Accelerated Reading (or other selected reading comprehension program) quizzes on each book and as final presentations are presented.

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