

SAMPLE Curriculum Thematic Guide for A Publishing Unit

The Literacy and Community Initiative
Curriculum used for [Bull City YouthBuild](#)

Lesson	Date	Lesson Title	Procedures	Objectives
1		#1 Memoir: Identity, Community, and Culture.	<ol style="list-style-type: none"> 1. Read and discuss sample memoirs. Some examples include: <ol style="list-style-type: none"> a. "Fish Cheeks" by Amy Tan b. "My First Conk" by Malcolm X c. "Eleven" by Sandra Cisneros d. "Everyday Use" by Alice Walker 2. Review the different structures of memoirs, using the mentor texts as guides (chronological, flashbacks, etc.) 3. Discuss what culture means. 4. List the features of our cultures. 5. Using a web-outline, brainstorm and identify personal strengths, goals, and selfhood that stem from aspects of our culture. 6. Start writing an outline or draft of memoir. 	Students will be able to: <ul style="list-style-type: none"> • Identify important personal attributes/qualities about themselves and discuss what their culture means to them. • Read and review mentor texts.
2		Editing Day	Editing and finalizing of Lesson #1	Submit final draft of Lesson #1
3		#2 Poetry: Where I'm From	<ol style="list-style-type: none"> 1. Read Langston Hughes's "Juke Box Love Song" focusing on Harlem and his sense of place. 2. Discussion <ol style="list-style-type: none"> a. How would we describe Durham? b. How do you talk about where you are from? c. How has it shaped you? 3. Give students the sentence stem: "Where I'm From" and ask them to write poems about their city, past, culture, family, or other places they associate with their identities. 	Students will be able to: <ul style="list-style-type: none"> • Write "Where I'm From" poems exploring their relationship to Durham or their childhood growing up. • Students will practice community advocacy in considering their role in their cities.
4		Editing Day	Editing and finalizing of Lesson #2	Submit final draft of Lesson #2
5		#3 Expository Essay: MLK Essay: Setting Strong Blueprints	<ol style="list-style-type: none"> 1. Read aloud MLK's "What is your Life's Blueprint" speech together. 2. Using highlighters or pens, highlight or underline a quote from the speech that resonates with their lives and experiences. 3. Discuss why they chose those 	Students will be able to: <ul style="list-style-type: none"> • Review a primary source document to make connections to their present day lives • Respond to mentor

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			<p>quotes (as a class or with partners)</p> <p>4. Write a response reflecting on how they find it inspirational or applicable to their own life and draw connections to their experiences.</p>	<p>texts to make connections with their own lives.</p>
6		Editing Day	Editing and finalizing of Lesson #3	Submit final draft of Lesson #3
7		#4 Influences and Inspirations: Finding Strength in Our Lives	<ol style="list-style-type: none"> 1. Explore what it means to be a role model. 2. Create lists or web-maps of influential people and draw connections to traits that make them role models. 3. Connect specifically to how that person has helped them in their own life. 4. Draft a poem or essay dedicated to this influential person. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Review traits of role models and inspirational people. ● Write a narrative essay reflecting on a positive influence in their life.
8		Editing Day	Editing and finalizing of Lesson #4	Submit final draft of Lesson #4
9		#5 Constructing a House: A Strong Future *Specific to community organization	<ol style="list-style-type: none"> 1. Review sample blueprints of the Habitat for Humanity house that they built. 2. Using the visual, they will list all the nouns and adjectives they associate with the building process on different parts of the blueprint (e.g. “perseverance” along the side of a wall because of the strength needed for this portion of the construction process). 3. Using these nouns and adjectives as a guide, write an essay about their experience constructing a house and how those nouns and adjectives connect to their building up their own lives. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Visually structure their experiences from building a house. ● Write a narrative essay in which they describe their experience building a house.
10		Editing Day	Editing and finalizing of Lesson #5	Submit final draft of Lesson #5
11		#6 What Youthbuild Means to Me: Youthbuild--An Unbroken Community *Specific to community organization	<p>Students will:</p> <ol style="list-style-type: none"> 1. Use an empty storyboard to draw themselves and tell their story from when they started YouthBuild to where they are now. 2. With this graphic, students will write an essay that shares their experiences with YouthBuild, reflecting on their moments of “glows and grows” - how they have grown, how they were challenged, and what they learned. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Use a storyboard as a narrative scaffold to draw connections to their early experiences in the program until today. ● Write an expository essay about their experiences in YouthBuild and the value of participating

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				in this program.
12		Editing Day	Editing and finalizing of Lesson #6	Submit final draft of Lesson #6
13		#7 Bull City Youthbuild: Strong and Unbroken (A Collective Piece) *Specific to community organization	Students will: <ol style="list-style-type: none"> 1. Utilize a word map to explore how they have all been impacted by YouthBuild and the experiences they have had collectively. 2. Work together to write a collaborative free-verse poem reflecting on YouthBuild. 	Students will be able to: <ul style="list-style-type: none"> • Work collaboratively to create a collective poem representing their shared experiences.
14		Editing Day	Editing of Lesson #7	Submit final draft of Lesson #7
15		Editing Day	Extra editing day <ol style="list-style-type: none"> 1. Write 1-paragraph author biographies 2. Copy-edit and review all spelling and grammar throughout the narratives. 	Finalizing, Author Biographies, Putting the book together, Reviewing final drafts
16		Editing Day	Final drafts due!	Submit final copy of manuscript
			Book sent to press	
17		Celebration	Author signing and reading celebration	Students will perform their reading for community members, families, and friends and better their literacy performance skills in doing so.