

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

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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"> <li>1. Explore what it means to be a role model.</li> <li>2. Create lists or web-maps of influential people and draw connections to traits that make them role models.</li> <li>3. Connect specifically to how that person has helped them in their own life.</li> <li>4. Draft a poem or essay dedicated to this influential person.</li> </ol>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Review traits of role models and inspirational people.</li> <li>● Write a narrative essay reflecting on a positive influence in their life.</li> </ul>
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"> <li>1. Review sample blueprints of the Habitat for Humanity house that they built.</li> <li>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).</li> <li>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.</li> </ol>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Visually structure their experiences from building a house.</li> <li>● Write a narrative essay in which they describe their experience building a house.</li> </ul>
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"> <li>1. Use an empty storyboard to draw themselves and tell their story from when they started YouthBuild to where they are now.</li> <li>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.</li> </ol>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Use a storyboard as a narrative scaffold to draw connections to their early experiences in the program until today.</li> <li>● Write an expository essay about their experiences in YouthBuild and the value of participating</li> </ul>

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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"> <li>1. Utilize a word map to explore how they have all been impacted by YouthBuild and the experiences they have had collectively.</li> <li>2. Work together to write a collaborative free-verse poem reflecting on YouthBuild.</li> </ol>	Students will be able to: <ul style="list-style-type: none"> <li>• Work collaboratively to create a collective poem representing their shared experiences.</li> </ul>
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"> <li>1. Write 1-paragraph author biographies</li> <li>2. Copy-edit and review all spelling and grammar throughout the narratives.</li> </ol>	Finalizing, Author Biographies, Putting the book together, Reviewing final drafts
16		Editing Day	Final drafts due!	Submit final copy of manuscript
			<b>Book sent to press</b>	
17		<b>Celebration</b>	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.