

## English 11 Closure Learning Plan March 31- April 3 ANSWER KEYS

Day 11: “What Your Most Vivid Memories Say About You” by Susan Krauss Whitbourne

1. TWO ANSWERS: A. A memory that is emotionally intense and C. A memory that contributes to our sense of self
2. D. The events that shape our personal narrative
3. C. “...first-person accounts about the events we have encountered...” (Paragraph 2)
4. D. Self-defining memories can range in specificity from highly specific to generic.
5. Answers will vary; students should point out that older adults tend to report more general memories that link several events together, and overall tend to feel more positively of their self-defining memories, regardless of whether the memories themselves were positive or negative experiences. This is consistent with other research that indicates adults have a tendency to turn negative experiences into stories of triumph, as a way of making sense of their life stories. By contrast, younger adults who recall negative experiences, or self-defining memories, view them more harshly and experience greater distress upon recalling them.
6. Answers will vary; students should address the prompt: “Besides memories, what makes a person who they are? Use evidence from this text, from your own experience, and from other art or literature to answer this question”.

Day 12: “IDENTITY: Examining the Everyday” from *Remix* (Catherine Latterell)

Answers will vary as students are asked to empty the contents of their wallet, purse, or backpack and answer questions:

1. Taken separately or together, how do the contents of your wallet, purse, or backpack construct an image of your identity?
2. What assumptions might someone make about your personality, values, or identity based on what you carry in your wallet, purse, or backpack?
3. If all they had to go on is just the contents of your wallet, purse, or backpack, what would people miss or be unable to know about you?

Day 13: “How You See Yourself” by Set to Go

1. B. A stable self-image is important in making good decisions and building relationships.
2. A. “Being able to rely on this stability is what allows us to make good decisions in any environment and stay true to ourselves.” (paragraph 2)
3. Answers may vary; responses should address the author’s purpose is to highlight an example of gaps between self-image and actual self.
4. Answers will vary (personal responses).
5. Answers will vary (personal responses).

Day 14: “Invictus” by William Earnest Henley (poem)

Main Idea - answers will vary; the central idea of the poem is the resilience of the human spirit in the face of extreme personal torment.

Key Details and Summary Chart – answers will vary; for each four lines, students should discuss three key details and a summary.

Day 15: Students are asked to create their own identi-kit and answer the following questions in complete sentences:

1. Answers will vary; students need to address why they chose their particular symbols or details to construct their identi-kit.
2. Answers will vary; students need to address how their cultural markers, taken together, form an image of their identity for others.