

Hear, Here: Narrative Writing

Day 1: Personal Narrative

Standards

English Language Arts (ELA)

L.4.1: Language-Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.3: Language-Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

W.4.3: Writing-Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Lesson Goals/Objectives

Students will learn about:

- The primary elements of a narrative.
- How to communicate their narrative to others.

Students will be able to:

- Think about and create main elements of narratives (beginning, middle, end, and descriptive details).
- Tell a story based on an experience in an organized way, using facts and descriptive details.

Instructional Activity/Procedures

1. Open the PowerPoint and make connections to any previously covered material/lessons on creating narratives.
2. Provide a road map for today's lesson.
3. Transition into a discussion on what makes a good story.
 - a. Pose the following question: What are your favorite stories?
 - i. Answers will vary. These could include books, movies, TV, etc. Encourage them to think through the parts of that story.
 - b. Based on material previously covered, instructors may want to include examples of stories that have been read in class.
 - c. Discuss the material on the "What Makes a Good Narrative?" slide. Introduce these ideas. These will be covered in more depth in later slides.
4. Prepare to listen to Hunter Wagner's *Hear, Here* story.
 - a. Give a brief description of what oral history is (recordings of people's true stories) and why it is important (first person narrative of experiences).
 - b. Introduce Hunter Wagner
 - i. Optional: Hunter's story discusses his experiences with blindness. This could be an opportunity to talk about disabilities, accessibility, and

inclusion.

- c. On the “Example Narrative” slide, click on the “Hunter Wagner” link to listen to the story on the *Hear, Here* website.
5. Transition into a brainstorm activity to get students’ thinking about their narrative.
 - a. Ask students to think about their favorite things to do in La Crosse. Ask them about where they were, who they were with, and how it made them feel.
 - b. Ask them to be specific about *where* they were.
6. Discuss the main elements of a narrative. These steps are laid out in the PowerPoint. Have them discuss and share their ideas with their classmates. Hunter Wagner’s story can be used as an example, but feel free to replace this story with your own. Additional notes are in the comments section of each PowerPoint slide.
7. Hand out the Narrative Organizer sheet to each student.
 - a. Put particular emphasis on the importance of recording the details on their worksheet. You may find it more fitting to have them spend the rest of class time thinking through their story and recording it. If you decide to do this, you can have the presentation the next day.
8. Remind students that they will be sharing these out loud with their peers, and that practicing reading them out loud will be beneficial to prepare for that activity.

Evaluation

The rubric provided will measure how well students were able to apply what they learned about creating and sharing successful narratives. Most of the rubric covers this lesson, with the exception of the last criteria for presenting that would be completed in another lesson. After students have completed their interview and presentation, they will turn in their interview guides and any other notes to be graded according to this rubric.

Materials List

1. PowerPoint presentation titled “Hear Here Narrative Writing PowerPoint”
2. "Narrative Organizer" worksheets for each student
3. Pencils