***Hear, Here*: Local History Unit**

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| **Personal Narrative Writing**  |
| **Common Core Writing Standards**: W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **Lesson Goals/Objectives**Students will be able to:* Write their own oral history narrative about a specific event in their lives in the style of the *Hear, Here* stories.
* Present their narrative to their peers.
* Potentially publish their story with *Hear, Here* if their story is about downtown La Crosse.
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| **Instructional Activity/Procedures**1. Before starting this lesson, you may choose to explore <http://www.hearherelacrosse.org/about/> for information about the Hear, Here project and the existing stories. Depending on student familiarity with the *Hear, Here* stories, if they have completed the inquiry unit or other programming with *Hear, Here*, students may need to read multiple stories before writing their own. A PowerPoint with example narratives and discussion questions is provided for this purpose. Transcripts for each story in the PowerPoint may be printed off as well for students to follow along with. After this PowerPoint activity, student should feel more comfortable with the format and content of a successful *Hear, Here* story.
2. Students will then create their own *Hear, Here* inspired narratives about a specific story that they experienced in a specific place. There are a number of criteria that make a *Hear, Here* story successful that students will also need to incorporate in their stories:
	1. The story must be about something the students themselves experienced and must be written in first person voice.
	2. The location or setting of the story must be specific enough that it could have a GPS location. “La Crosse” is too broad, as is “State Street,” but an address on State Street is specific enough.
	3. The story must have a beginning, middle, and an end.
	4. Have enough details in the story to be interesting and complete.
	5. Have a deeper meaning, great significance to the narrator, or a message the audience can take from the story, that is stated in the conclusion of the story.
	6. If a student were to record themselves telling the story, it should be around two minutes long.
	7. The story should end with their name and their role in the community (or interests, passions, or another fact about their identity that is relevant to the story).
3. After writing their Hear, Here style narratives, students should then present their story to their peers. There are a multitude of formats that students may do this in, depending on teacher preference, time, and resources. Large class presentations, small group presentations, movies made with Windows MovieMaker or iMovie with student narration and pictures, or videos of students telling the story, are just a few ideas.
4. Note that while a student’s story certainly does not have to be about a location in La Crosse, if they have a story about Downtown La Crosse turning it in to an official *Hear, Here* story is a possibility! If a student is interested, they can submit the story at: https://www.hearherelacrosse.org/submit-story/.
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| **Evaluation**The rubric provided will measure how well students were able to apply what they learned about successful personal narratives in their own *Hear, Here* inspired story. The sample rubric included evaluates the narrative itself. Please feel free to edit this rubric to highlight expectations that are unique to your class, or to highlight specific writing skills your class has been working on, and to add to the rubric depending on the presentation method chosen.  |
| **Materials List**1. PowerPoint for listening to *Hear, Here* stories activity
2. Rubric
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