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

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| **Personal Narrative Sharing Lesson Plan** |
| **Standards**   * Grade 8 Speaking and Listening Standard 6: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. |
| **Lesson Goals/Objectives**  Students will be able to:   * Present their personal narrative to small groups of their peers. |
| **Instructional Activity/Procedures**   1. Students should come to class with a completed narrative either printed out or on their device. 2. Before students arrive, divide a deck of cards into groups of the same number, and use however many of those groups needed in order to have a card randomly given to each student. 3. As students enter the room, give them a playing card and have them leave it face down on their desk to minimize distractions. 4. Explain the lesson for the day and what is expected of them during the narrative sharing activity, including attentive listening, clarifying questions if appropriate, giving positive feedback, and being respectful. 5. Then have students get into their group of peers with the same number cards. Students would then have time to take turns reading their narratives out loud to their peers, mimicking listening to the *Hear, Here* signs. 6. With 10 minutes left of the class period, bring students back to their seats to discuss the narratives. Guiding questions could include:    1. What is one thing you really liked from someone else's narrative (no names necessary)?    2. Were there any common themes in the narratives?    3. Did any of them connect to La Crosse? Or somewhere far away from La Crosse? Note: if a student writes on downtown La Crosse we encourage them to to submit it to make a *Hear, Here* sign downtown. Students may submit their stories at: http://www.hearherelacrosse.org/submit-story/.    4. Did you notice anything you wanted to change about your own narrative as you read it out loud? Or as you heard what students said they liked about each other’s work? This question can be used as a teaching moment on the importance of reading work out loud, reading it multiple times, and collaborating with peers in the editing process. |
| **Evaluation**  The last row of the rubric provided assesses the student’s participation in the sharing activity. |
| **Materials List**   1. Rubric 2. Deck of cards |