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

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| **Personal Narrative Writing Lesson Plan** |
| **Standards**  W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| **Lesson Goals/Objectives**  Students will be able to:   * Relate what they have seen and read during the *Hear, Here* field trip to their own lives. * Write their own oral history narrative about a specific event in their lives in the style of the *Hear, Here* stories. |
| **Instructional Activity/Procedures**   1. Provide a road map for today's lesson, connecting the previous day's field trip to today’s agenda. 2. Open class discussion about the field trip, using the guiding question on the second slide of the PowerPoint. 3. Transition students from the introductory discussion to the lesson itself by posing the questions: What makes a good *Hear, Here* story? What characteristics of a narrative did you hear and read during the field trip?    1. Some answers should include: a beginning, middle and end, about a *specific* place and time, includes enough details about the event and place, and a deeper meaning or message to the story. 4. Pass out a copy of the example narrative transcript, from *Hear, Here*, location #5, story #9, by Kate Parker. A summary is provided in the PowerPoint. 5. The link in the PowerPoint leads to the *Hear, Here* website with the story. Click on the audio icon in the PowerPoint to play the story for students to listen to as an example. 6. The “What Makes a Good *Hear, Here* Story” slide is provided again so students can see how Kate included every aspect of a good *Hear, Here* story in her narrative. 7. Pass out the writing organizer while transitioning to explaining the narrative writing process and what students will be writing themselves. 8. Give students a few minutes to write down some potential places and talk to the students around them about them. Ask for volunteers to give potential topics and provide feedback if the event or place is specific enough or not. *Hear, Here* narratives are first person accounts of an event and are tied to a specific place. You may also mention here that if they choose to write a story about some place downtown, the story could be submitted to *Hear, Here* and become a sign! 9. The subsequent steps in the narrative writing process are outlined in the PowerPoint, using the *Hear, Here* example 10. After going through each part of the narrative, distribute the rubric so that students know what they will be graded on before they begin work time.     1. 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 successful personal narratives in their own *Hear, Here* inspired story. 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 narrative and participated in the activity in the lesson plan after this one, they will turn in their stories to be graded according to this rubric. 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. |
| **Materials List**   1. PowerPoint presentation 2. Rubric to grade the written assignment and the presentation (the presentation will be only one category of the rubric; the written aspect will be weighted more heavily) 3. Story organizer to aid students 4. Extra pencils and lined paper for students |