

### **Lesson Objective and Assessment of the objective**

By the end of the workshop, student will be able to:

- Identify the difference between a story and memoir; a memoir being a personal account in order to reveal background which is essential to learning.
- Brainstorm ideas for writing memoirs that reflect personal life experiences to share with others in order to foster a tight-knit learning community.

### **Standards**

**Indiana State Standards:** [www.doe.in.gov](http://www.doe.in.gov)

9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9-10 W.3.3: Write narrative compositions in a variety of forms

**NCTE Standards:** [www.ncte.org/standards/ncte-ira](http://www.ncte.org/standards/ncte-ira)

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

### **Supporting Diverse Learners:**

Since this is the first day of school, I want to get to know my students and their individual backgrounds. I also want to begin building my classroom community. I will introduce myself at the beginning of class using both a visual representation and verbally. I will show students the 6 word memoir that I created. This should serve as a model for students and will help them to think creatively about their background. I will provide several examples for students to view and will give extra assistance to students who need help. Students will have the opportunity to work both on their own and with a partner during this lesson. This lesson allows students to think creatively. Each students will have the opportunity to reveal what makes them different or unique which supports learners from all backgrounds.

<u>Method(s) for Instruction</u>		<u>Use of Materials</u>	<u>Use of Technology</u>
	Teacher Modeling/Demo.		Cell Phone
	Journal writing		
<b>Class/Group Discussion</b>	Role Play	Teacher's Manual pg #	PollEverywhere.co
Cooperative Learning:	Hands-on	Student Text:	CPS Clickers
Small Group:	Inquiry Learning	Picture Books	Elmo Document Camera
<b>Guided Practice:6 Word Memoir Writing</b>	Game	<b>Handouts: Writing a 6 Word Memoir</b>	Student Computers
Lab	Simulation/Role Playing	Manipulative:	<b>Video Clips/DVD:</b> <a href="http://youtu.be/0ZOxhHXZW6o">http://youtu.be/0ZOxhHXZW6o</a>
Lecture or Direct Instruction	Independent Learning	Related Equipment:	<b>Website:</b> <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-power-language-with-30701.html?tab=3#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-power-language-with-30701.html?tab=3#tabs</a>
Question/Answer	Other	Other:	
Learning Stations		Adapted materials	
Readers/Writers Workshop			<a href="http://www.sixwordmemoirs.com/">http://www.sixwordmemoirs.com/</a>
			Web 2.0 tool

### Strategies/Activities Selected:

**Class Discussion:** At the beginning of class, I will introduce myself to students and show them my introduction video. I will also show them my 6-word memoir as a way to introduce myself. I will pass out a few important documents at the beginning of class and before beginning the activity.

**Rationale:** It is important for me to begin class by introducing myself to my students in an engaging way in order to make a lasting first impression. I will show students my 6 word memoir to model the activity we will be doing later in the period. I will also give students the documents at the start of class so they are aware of their importance to our success as a class. I will review the letter to their parents with them and cover some basic expectations that are outlined in that letter. I will go into further detail on the 2nd day of school. I am also passing out a group interest survey. This will indicate to me how well students feel they work with peers and in what setting they are able to reach their highest potential. This will be used for the coming days to determine the groups I will create for the rest of the semester (tentatively).

**Guided Practice:** After introducing myself, we will get started on an activity involving 6 word memoirs. I will begin with a short class discussion about the difference between a story and a memoir. I will then introduce the topic of 6 word memoirs by showing a short video clip. To become more acquainted with 6 word memoirs, students will work with the person sitting next to them to determine the meaning of an assigned memoir. And finally, students will begin writing a memoir of their own.

**Rationale:** This activity will help me get to know my students and help them get to know each other. I want to start of the semester with a mini-project to help set the tone for the rest of the year. I think this project will be a fun and engaging way for student to introduce themselves. I will provide specific instruction on how to write a 6 word memoir so that students stay on task. I will show the video clips and have students work with each other so that they become familiar with this genre and with a classmate.

## **Lesson Agenda**

**Warm up: How will you support students in accessing prior knowledge, personal, real world and/or cultural connections**

### **Teacher Introduction: 12 Minutes**

#### **Teacher Activity**

- Before class starts I will put materials on the desks (name tags, six-word memoir handout, letter home, and the handout)
- When students arrive I will direct them to find their seat and ask them to begin pondering the question written on the board: Is it possible to instill the essence of who you are into 6 words?
- Once the bell rings, I will begin by introducing myself. I will show my multi-media video introduction and show students my 6 word memoir.
- I will tell students to bring my letter home for their parents and read it themselves for homework! However, I will briefly review the letter with the students in class for clarification.
- I will have students fill out the Group Interest Survey and turn them in. This should only take about 3 minutes for students to complete. [https://docs.google.com/forms/d/1xkhg9HfxnNnzXkxS9J00XRPgiBhlQISMWmwotZWLWGk/viewform?usp=send\\_form](https://docs.google.com/forms/d/1xkhg9HfxnNnzXkxS9J00XRPgiBhlQISMWmwotZWLWGk/viewform?usp=send_form)
- I will tell students a general premises of what we are doing on the very first day — (will explain that the syllabus and class expectation discussion will occur tomorrow.) “I want to jump right into reading and writing and get to know YOU!”

#### **Student Activity**

- Students should be engaged and should be prepared to read and write for this activity. They should be actively listening for instruction at the beginning of the period so that transition into the activity runs smoothly.
- If students have any questions about my introduction or about the letter home that should be taken care of promptly.
- Students should complete the group interest survey.

### **Transition Guided Practice:**

### **Student Activity 35 minutes**

#### **Teacher Activity**

1. To introduce the 6-Word Memoir Activity I will ask students to have the handout on their desk. (This was on their desk when they entered).
2. I will return student attention to the question on the board and will open response to the question

3. I will show students the Youtube video that introduces the concept of 6 word memoirs.
4. I will ask students to answer the question: What's the difference between a story and a memoir and will write notes on the board for them.
5. I will give students a memoir from the "6 Word Memoir" collection on <http://www.sixwordmemoirs.com/> to analyze with a partner. I will write instructions on the board for the pairs. They should: 1.What do you think the memoir means? 2. What does it reveal about the writer?
5. I will then draw student attention to the handout and will review the first page with the students. I will review synonyms and be sure students know how/where to find them.
6. I will check for understanding to make sure students are prepared to begin brainstorming and writing their own memoirs.
7. I will give students time to work on writing memoirs.

### **Student Activity**

1. Students should be prepared to learn about 6 words memoirs by having their handout ready.
2. Students will watch the video on 6 word memoirs
3. Students will participate in a class discussion about memoirs and stories
4. Students will work with a partner to analyze a memoir
5. Students will review the handout and begin writing their own memoirs
6. Students will work on word choice by choosing a focus word to explore synonyms.

### **Transition to Wrap up/Closing: How will you engage students in self-assessment and/or reflection on key concepts?**

- Students will spend the last 10-15 minutes of the period writing memoirs and finding synonyms.
- I will explain that we will be working on this assignment for the next two classes and will give a brief explanation of what we will be doing the next two days.
- I will remind students to bring home the letter for their parents/guardians.
- I will tell students to bring the handout to class again on the following days.
- Students should consider thinking about their memoirs for homework. Is there a better way to summarize your life in 6 words? What is the most important thing we should know about you?

<p><b><u>Daily Assessment</u></b> <i>How do you know your students met your lesson objective(s) and to what extent?</i></p> <p>knowledge: Students will recall the meaning of synonym and memoir</p> <p>comprehension: Students will comprehend the concept of 6 word memoirs</p> <p>application: Students will apply what they have learned about 6 word memoir</p> <p>analysis: Students will analyze other peoples memoirs with a partner</p> <p>synthesis: Students will create memoirs that embody who they are in 6 words</p> <p>evaluation: Students will complete a self-evaluation by examining word choice.</p>	<p><b><i>Formative:</i></b></p> <p><b>Class discussion: Students will answer questions about important terms for class. Students will ask any questions they have for me or their peers.</b></p> <p>Entrance/Exit slip:</p> <p>Listened to conversations:</p> <p>Quiz</p> <p>Thumbs up, neutral, or down</p> <p>Homework check</p> <p>Video quiz</p> <p>Voting</p> <p>Whiteboard Check</p> <p><b>Other: I will be collecting the handout at the end of the three day lesson.</b></p>	<p><b><i>Summative:</i></b></p> <p>Test</p> <p>Project</p> <p>Report</p> <p>Presentation</p> <p>Final Exam</p> <p>Other</p>
<p><b><u>Additional Teacher Preparation:</u></b></p> <p>Copy: Locate:</p>		
<p>Reflection:</p>		

Name: \_\_\_\_\_

Period: \_\_\_\_\_

## Writing 6 Word Memoir

### Everyone Has a Story What's Yours?

**Memoir** (from French: mémoire: memoria, meaning memory or reminiscence), is a literary nonfiction genre. More specifically, it is a collection of memories that an individual writes about moments or events, both public or private that took place in the author's life.

Ernest Hemingway was once challenged to write a novel in just 6 words. For Sale: baby shoes, never worn. His response: For sale: baby shoes never worn.

Do you think it is possible to instill the essence of who you are in 6 words?

### A Few Guidelines

- It ONLY works if it's personal, the story should be specific to your life.
- Limitations force you to be creative: Write a great memoir because of the six-word parameter, not in spite of it.
- Get inspired from reading/viewing other memoirs.
- Think of a specific event or thing that has changed you. Write about it. What should we know about you?
- Make revisions: Pay close attention to word choice. Put the 6 best words in the best order.
- Publish your story—create a visual representation.
- Focus on something that has impacted you. Love, loss, good friends, social issues, bad hair days. — Write down other themes that class brainstorms

(readwritethink)

### Word Choice

When writing your 6 word memoir it is important to pay close attention to word choice.

Think about synonyms for word and use the Thesaurus' in the classroom.

For example in the memoir 'Felt beautiful things; haven't seen any' You could consider substituting the word beautiful for a more concrete descriptive word like: magnificent, breathtaking, or wondrous

### Let's Get Started—Brainstorming

To get started you should compile a list of 6 word memoirs. You will likely choose one of these memoirs to work on more intensely. Remember to refer to the guidelines and make sure they apply to your life personally and reveal who you are.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### A Little More Focus

Pick one memoir from above and write it on the following line:

\_\_\_\_\_

Choose a focus word to explore and find four synonyms:

Focus Word: \_\_\_\_\_

Synonyms: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_