

# LESSON PLAN: "REMEMBER THAT TIME"

**OBJECTIVE:** To have students adapt their most prized, personal stories into poems and have them manipulate the order in which they traditionally tell them.

<p><u>KEY TERMS:</u></p>	<p><b>Elements of Plot</b> – Different aspects of a story including, exposition, rising action, climax, falling action, and resolution.  <b>Structure</b> - Framework of a work of literature; the organization or overall design of a work.</p>	
<p><u>STANDARDS:</u></p>	<p><b>Virginia</b>            9.1 C, 10.1 D, 9.4 A, 9.4 H, 10.4 H, 11.4 E, 9.7-12.7 E</p>	<p><b>Common Core</b>  <i>Writing</i>            Grades 6-8: 3.b-d, 4, 5            Grades 9-12: 3.a-d, 4, 5  <i>Speaking and Listening</i>            Grades 6-8: 1.b-d            Grades 9-12: 1.c-d  <i>Language Standards</i>            Grades 6-8: 3, 5            Grades 9-12: 3, 5</p>

<p><u>INTRODUCTION:</u></p>	<p>Everybody has that story they love to tell. Brainstorm a list of three to five stories from your life that you tell all the time. They could be anything from important milestones to an unintended backflip to a hundred dollars you found near the sewers.</p> <p>Pick one of them and write one sentence that sums up the beginning of your story, one sentence that sums up the middle, and one sentence that sums up the end.</p>
<p><u>STEP ONE:</u></p>	<p>We learn in English that a typical story consists of the following elements: an exposition, rising action, climax, falling action, and resolution. Basically, a beginning, middle, and end. Write your story keeping these elements in mind. Make sure each beginning, middle, and end can relate back to your sum sentence that you wrote so you keep your story on track.</p>
<p><u>STEP TWO:</u></p>	<p>Watch Sarah Kay and Phil Kaye’s “<a href="#">Origin Story</a>.”</p> <p>Notice the way that they start off their story but then go back to introduce themselves, returning to the story again later. They aren’t following the typical structure of a story, but it all comes together eloquently.</p> <p>To start, discuss what the “point” of the poem was. Were they trying to</p>

	<p>characterize somebody/something, express something, etc.? Then discuss how the manipulation of the traditional elements of plot makes their story more interesting and help them achieve the “point” of the poem.</p>
<p><u>STEP THREE:</u></p>	<p>Now It’s Time to Write!</p> <p>Using the materials that you’ve gathered—your three sentences, your story, and the techniques we’ve discussed in Sarah and Phil’s “Origin Story”—pick one of the following prompts to start you off (if you want) and write your story for 15 to 20 minutes.</p> <ul style="list-style-type: none"> <li>• It was a _____ day in _____.</li> <li>• “.....” raced through his/her head.</li> <li>• What I should have done was...</li> </ul> <p>There is a catch, however! You <u>cannot</u> tell your story in a traditional manner! You must manipulate the structure of the poem so you do not simply start from the beginning and work your way to the end. The way you structure your poem is up to you (from the end to the beginning, to the middle to the beginning, etc.), but you MAY NOT, again, write from beginning to middle to end.</p> <p><i>* Things to keep in mind: Incorporate thoughts, feelings, actions of important characters, descriptions of setting, and other vital aspects of a story. Embellish your writing with sensory words, detailed diction, and careful adjectives. Leave your readers or listeners with a complete image in their heads.</i></p> <p>Share after the 15 – 20 minutes of writing.</p>

# YOUTH PROGRAMS

