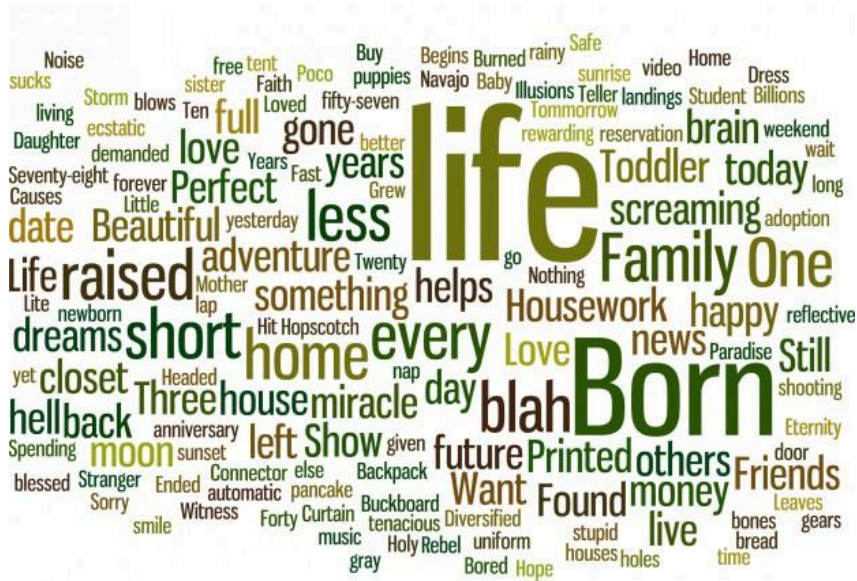


JCCS Student Six word Memoir
writing Contest
Everyone Has a Story: what's
Yours?



Can you tell your story in six words, no more, no less? You are challenged to create a Six word Narrative along with an accompanying visual (photograph, drawing, symbol, etc). Your teacher will have examples of other student Six word Narratives as well as additional information on how to write a Six word Narrative.

Contest Details:

All submissions due by **November 1st**. Winners will be announced by November 7th.

Awards for Gift cards awarded in the following categories: **Most Thought Provoking Six Word Memoir, Most Creative Six Word Memoir, Funniest Six Word Memoir, and Best Overall Six Word Memoir.**

Six Word Memoir Lesson Plan (Two Days)

Everyone Has a Story: What's Yours?

NOTE: this lesson is best completed during the Literary Memoir Unit (9th grade) after the first learning target about memoir characteristics has been met.

Teacher: _____

Class: _____

Date: _____

Common Core State Standards Addressed

- CCSS.ELA-RL.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-RL.9-10.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-RL.9-10.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCSS.ELA-W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured even sequences.
- CCSS.ELA-W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CCSS.ELA-L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Learning Targets - What are we learning and why are we learning it/why does it matter?

We are learning to interpret an author's word choices and analyze how they shape the meaning and tone of a text and apply the learning to our own narrative writing.

Success Criteria – How are we learning it and how will you know when you've learned it?

DAY ONE

- I can read closely to determine what the text says explicitly.
- I can make logical inferences using evidence from the text.
- I can determine the central idea or theme of the text.
- I can analyze how an author's word choice shapes the meaning and tone of the text.

DAY TWO

- I can engage in the writing process: prewrite, draft, revise, edit, publish.
- I can write my own Six Word Memoir that:
 - ☐ is personal and is specific to my life.
 - ☐ is worthy of memoir (birth of another sibling, loss of first tooth, etc.)
 - ☐ uses precision in word choices and makes every word count. Eliminate "I" or useless prepositions.
 - ☐ applies my knowledge of language to make effective word and punctuation choices for meaning or style in my own writing.

- ☐ includes a visual (photograph, drawing, symbol, etc.) to enhance the meaning of the memoir.
- ☐ includes a backstory that reveals the details behind your entire story.

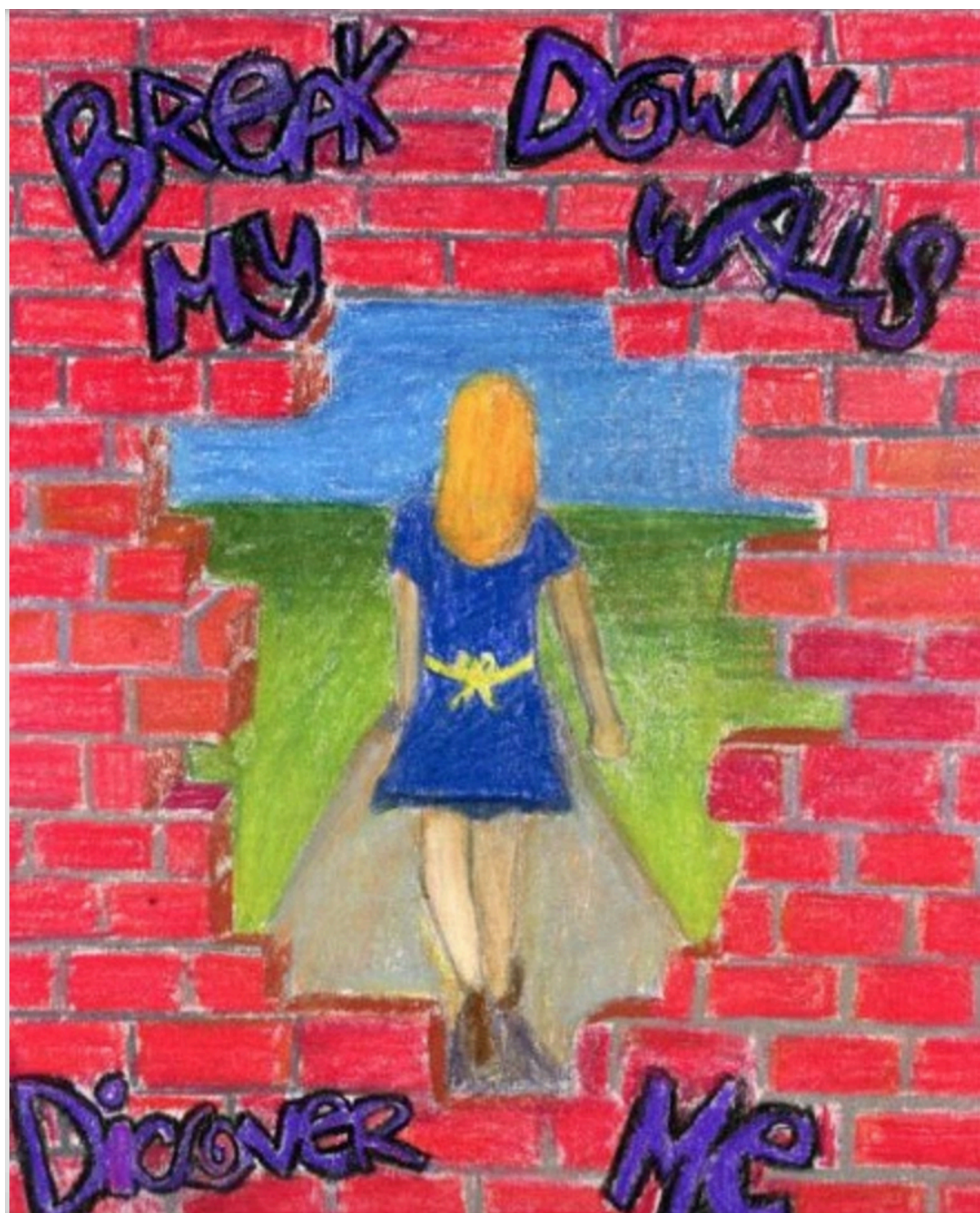
Connection to Prior Learning	Connection to Future Learning – When will we use this again?
<p>Students have been learning the characteristics of memoir by reading several short pieces and looking for common elements. Review the Characteristics of Memoir with students.</p> <p>Watch TED Talk by Larry Smith "I Would Have, You Never Asked" and discuss whether characteristics of memoir apply to the examples given in the talk.</p>	<p>Students will be self-selected memoirs to read during the memoir literature unit and apply their learning to analyzing other author's words choices and their effect on meaning and tone.</p>
Modeling (I do) - DAY ONE - Reading and Analyzing Six Word Memoirs	Scaffolds/Supports:
<p>Procedure:</p> <p>Write on the board: <i>"For Sale: baby shoes, never worn."</i> Using a think aloud, go through the memoir and explain the following:</p> <ul style="list-style-type: none"> ● What does the text say explicitly? ● What logical inferences can you make using evidence from the text? ● what do you think the central idea or theme of the text is and what is your evidence to support that thinking? ● why do you think the author chose certain words and what emotions did he/she want certain words to evoke? ● what do you think the backstory is? What makes you think that? <p>This memoir really begs for a backstory. In this case, it is rumored that it was written by Ernest Hemingway, but that was never proven and if he did, it is not a memoir, but rather a story. Use the following questions to think aloud a possible backstory:</p>	<ul style="list-style-type: none"> ● Include a visual image with the memoir. ● Read the memoir aloud to students.

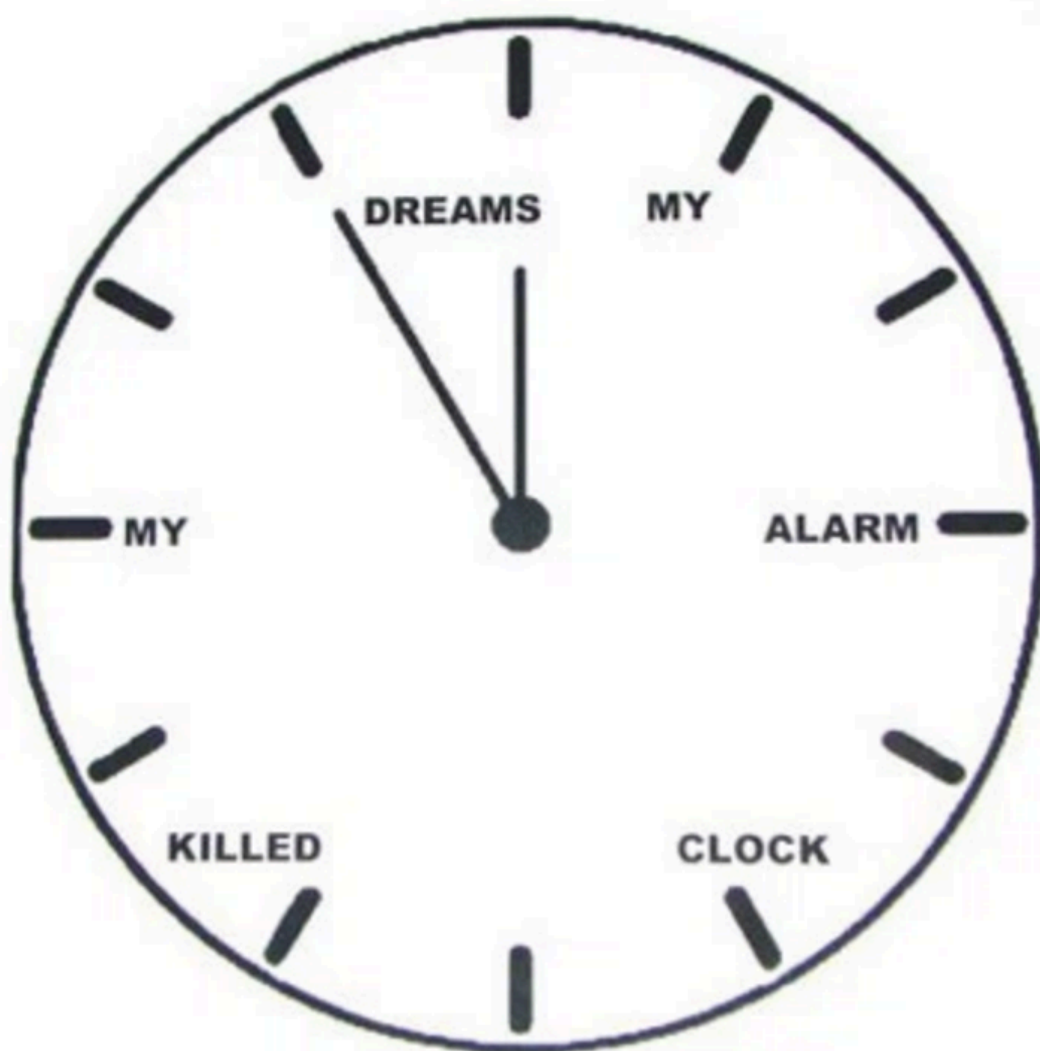
<ul style="list-style-type: none"> • Why is the narrator selling the shoes? • Is the baby grown? • Did she die? • Did she simply go barefoot or was she sadly never able to walk? • Is the narrator the mother? The father? The sibling? The former baby? • Is the story about the end of childhood? The end of parenthood? The end of innocence or justice or happiness or all of the above? 	
Shared Practice (we do)	Scaffolds/Supports:
<p>Procedure: Write on the board: <i>"We're the family you gossip about."</i></p> <p>Ask students in partnerships or table groups to answer the following questions:</p> <ul style="list-style-type: none"> • What does the text say explicitly? • What logical inferences can you make using evidence from the text? • what do you think the central idea or theme of the text is and what is your evidence to support that thinking? • why do you think the author chose certain words and what emotions did he/she want certain words to evoke? • what do you think the backstory is? What makes you think that? <p>Call on students to share out their thinking.</p> <p>Now ask them to create a backstory for the memoir. In partnerships or table groups, students write a short backstory answering these possible questions: What are some possible things that could</p>	<ul style="list-style-type: none"> • Mixed groupings • Sentence starters such as, "In my opinion, the memoir is about _____."

<p>be going on in this family for people to gossip about them? Does it have to be a negative thing or might it be positive? Come to a consensus with your partner or group on what your backstory is going to be about this family. Co-construct a short story together and be ready to share with the class.</p>	
Independent Practice (you do)	Scaffolds/Supports
<p>Jigsaw the Memoir models to give different ones to individuals or reading partnerships. Ask students to answer the following questions and be ready to present their finding to the class:</p> <ul style="list-style-type: none"> • What does the text say explicitly? • What logical inferences can you make using evidence from the text? • what do you think the central idea or theme of the text is and what is your evidence to support that thinking? • why do you think the author chose certain words and what emotions did he/she want certain words to evoke? • what do you think the backstory is? What makes you think that? <p>Have groups share their memoirs and explain their thinking about the meaning of it.</p>	<ul style="list-style-type: none"> • Mixed groupings • Sentence starters such as, “In my opinion, the memoir is about _____.”
Lesson Closure and Assessment	Scaffolds/Supports
<p>After reading all the six-word memoirs, ask students to respond to the following questions in their reader’s notebooks:</p> <ul style="list-style-type: none"> • What surprises you about this form of writing? • What can you learn from it to take to other types of writing? • What’s the difference between a story and a memoir? • How is it both possible and impossible to distill the essence of who you are into six words? 	<ul style="list-style-type: none"> • Sentence starters • Work in small group with teacher to answer the questions

Modeling (I do) DAY TWO - Writing Six Word Memoirs	Scaffolds/Supports:
<p>Procedure:</p> <p>Before you begin using Six Word Memoirs with your students, write your own. Your Six Word Memoir can be about your personal life, your teaching experience, or anything else for that matter. The most important thing is that it is personal, honest, and meaningful (Oh yeah...and it can only be six words). Include a short backstory that explains anything that someone may need to fully understand the central idea of theme that you intended. Also feel free to include a visual image -- drawing, photo, etc. to accompany your memoir.</p> <p>Model the writing process that you went through to write your own Six Word Memoir with students: prewrite, draft, revise, edit, and publish.</p>	
Shared Practice (we do)	Scaffolds/Supports
<p>Walk students through each stage of the writing process - prewrite, draft, revise, edit, and publish</p> <p>Prewriting - Ask students to think about a meaningful moment or time period of their life. Ask them to brainstorm what they remember about that moment/time period and what did they learn from the experience and what do they want to communicate to others about it?</p> <p>Give students a few different models of prewriting such as lists, clustering, drawing.</p> <p>Drafting - Have students the Six Word Memoir Planning Sheet to draft their memoirs. Have students share their three possible Six Word Memoirs with a partner</p>	<p>Small group work with ELL/SPED students on different stages of the writing process.</p> <p>Examples of types of prewriting strategies</p> <p>Six Word Memoir Planning Sheet</p>

<p>for feedback on which one has the most impact.</p> <p>Revising - Have students choose the one Six Word Memoir from their planning sheet. Have students work with a partner to refine their word choice.</p> <p>Editing - Make <i>at least</i> one type of change—word choice, varying sentence structure, or punctuation.</p> <p>Publish - Brainstorm with students various ways to publish the memoirs: For the contest:</p> <ul style="list-style-type: none"> • type or write the Six Word Memoir • include a backstory explaining your memoir • include a visual image (drawing, photograph, symbol, etc.) <p>Additionally, you can also create a class book, video, podcast, or host a class exhibition of the Six Word Memoirs where students read theirs aloud.</p>	<p>Tone vocabulary word list</p> <p>Descriptive words list</p> <p>Synonyms for the 96 most commonly used words in English</p> <p>Six Word Memoir Rubric</p>
Independent Practice (you do)	Scaffolds/Supports
Students write another Six Word Memoir for homework or extra credit following the writing process.	
Lesson Closure and Assessment	Scaffolds/Supports
In their reader's notebooks, ask students to reflect on what they learned about memoir. What did they enjoy about the project or what would they like to do differently?	Sentence starter
Extension	
As students read memoir in the literary unit, ask them to write Six Word Memoirs for different characters.	











THIS TIME CINDERELLA
DEMANDED IT BACK.





threatened
to
throw

BRICKS
at
you



6 Word Memoir Rubric

Name: _____ Teacher: _____

Ideas/Content: Your memoir is deep and powerful; instead of being just a basic description of you. It is centered around one main idea.

5 4 3 2 1

Word Choice: You have chosen powerful, vivid, specific verbs and nouns.

5 4 3 2 1

Voice: Your memoir accurately depicts the life of your subject. The reader should be able to connect the subject with the 'story' that is being told about him/her.

5 4 3 2 1

Backstory: The backstory resolves the mysteries behind your memoir and reveals the details behind your complete story.

5 4 3 2 1

Visual: You have chosen an appropriate picture, photo, symbol, etc. The text is readable. The visual complements the memoir without distracting from the text.

5 4 3 2 1

Mechanics: There are no errors in spelling, grammar, or punctuation. Punctuation and grammar has been used artfully to express the subject.

3 2 1 _____

TOTAL POINTS: _____/28