

# MEMORY WRITING

For 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>  
grade students

## AN OPPORTUNITY FOR TIME TRAVEL!

What do you remember about your life, so far? What has changed in the world around you and how do you see yourself, as a member of the world? Who are you, at this moment in your life?

Memory is an amazing aspect of our lives as human beings. When we learn, we use memory by taking ourselves back in time and recalling information or re-living experiences in our minds. We link our memories with what is new. Scientists think that ability is unique to human beings and helps us to develop a sense of who we are as people, to form for ourselves a personal identity.

Today you get to read two very different articles in which the memories of two Alaska Native leaders are shared. One, "My Father's Legacy: The Lion on the Mountain," was written by Margie (Twitchell) Brown. The article recounts Margie's memories of her father and of the home in the northern Alaskan village of Takotna where she lived as a child. The second, "Noted Tlingit Elder Walter Soboleff Dies," is an obituary, a summary of Mr. Soboleff's life and accomplishments. This obituary includes some of the wonderful stories he used to share with his family and the parishioners of Northern Lights Church in Juneau, where he served as pastor.

After reading these two articles, think about your relatives, especially the older people in your family (your elders) who have contributed to your life, so far. Choose one whom you will interview so that you can write an account of this person's life, including his or her stories about important events and milestones. You won't need to write down every detail, but you should pay attention to what is important to the person you have selected.

## Read and Think

**Read** the articles \* **Think** about your relatives \* **Choose** a relative to interview.



## PREPARE FOR THE INTERVIEW

Before you conduct the interview, ask your relative if s/he is willing to be interviewed. Decide on a time and place where you will conduct the interview. Then take some time to decide what you want to ask him/her and write down your questions. There is a list of possible questions included in this packet. You are welcome to use questions from this list, or to compose your own questions.

**Hint:** It is especially helpful if you can ask “**open-ended**” questions, inviting lots of different kinds of responses, rather than yes/no or one-word answers that don’t show much about the person you’re interviewing. You are seeking facts, feelings, stories, and descriptions that make your relative “come alive” in your writing. Give a copy of your questions to your relative ahead of time, so that s/he can think about how to answer them.

When the time comes for the interview, be sure you have a blank notebook and a pen or pencil for taking notes. You might also want to make an audio or video recording of the interview, so that you can go back to parts you may have missed. Ask permission before taking your relative’s picture or videotaping him or her.



## INTERVIEW YOUR RELATIVE

At the top of the page, record the date of the interview. Ask your relative your first question and take notes while you listen. If your relative doesn’t want to talk about something, calmly move on to the next question. Your questions can act as your guide, but be flexible with your time and your listening mind. If your relative begins to tell a story, listen attentively and ask questions that fit this person and his or her own style of talking with you. Be respectful and don’t interrupt your relative. Encourage him or her by making occasional positive remarks and asking questions. Take breaks and offer refreshments, if you’re at your home or in a gathering place where that is appropriate.

After the interview, remember to thank your relative for taking the time to share his or her life stories with you. Offer to share your writing with him or her, when you have finished.



## **REVIEW**

Reread Walter Soboleff's obituary. Notice how the author, Klas Stolpe, gave information about Mr. Soboleff and also quoted the exact words this special person said. He especially used quotations when telling stories. Maybe that will work for you, as you recount what you have learned about your relative.



## **ORGANIZE THE NARRATIVE**

Before you start to write, plan how you will tell the life story of your beloved relative. Think about how you will group together similar kinds of stories or information from your notes and your memory of this person. In your introduction, for example, it might be interesting to explain about why you chose this particular relative. From there, you might create a chronological account, which describes the person's life from birth to death. According to that plan, you might describe his or her childhood in the next paragraph, following up with a paragraph or two about your relative's young adulthood, and maybe a paragraph about his or her work. Family life is a good topic for another paragraph, describing who else was part of the family and some of the activities they shared. Another paragraph might compare and contrast how life has changed in the person's lifetime.



## **WRITE YOUR NARRATIVE**

Once you have a plan, begin to write sentences, formed into paragraphs, following the order you chose in your plan. Feel free to include stories, with quotation marks around the parts that the person actually said. Include personal information about your relative and also some of the life stories he or she shared with you. Your story will be more interesting if you can write about how you and your relative are similar, as well as differences in your lives.



## WRITE YOUR CONCLUSION

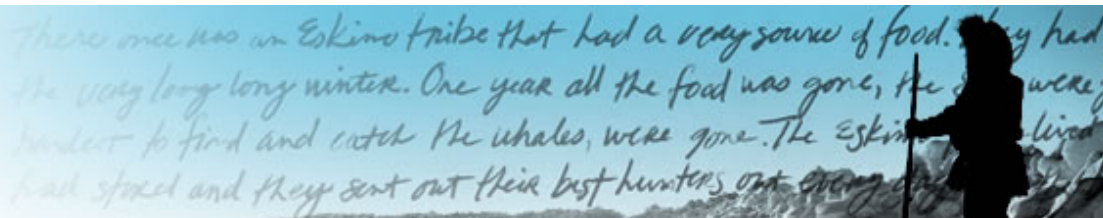
To make your narrative especially meaningful reflect on and write about what you've learned about your family by doing this project. What have you learned about your family, your culture, and yourself? What can you say about the person you've interviewed and the things he or she has shared with you? You might want to describe the feelings you have for this person, after having gotten to know him or her better through the process of the interview.



## REVISE

Now that you've written your own narrative, read it over to yourself and make any changes that will make it more clear. How do you feel about your work? Share it with other family members and, most importantly, with the person you interviewed. This kind of writing is a sacred gift from you to your loved one. It helps your elder in the process of a "life review," which is an important part of living and growing older – in any culture. Be sure to appreciate your gift as you share it. Someday, when you are an elder, a young person might approach you for an interview and you will know all about what to do!





Inspiring learning and building community through narrative

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## History & Culture

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### *My Father's Legacy: The Lion on the Mountain*

By Margie (Twitchell) Brown

Listen to Audio

IBM Text to Speech

Margie (Twitchell) Brown, President and Chief Executive Officer of CIRI, grew up in the tiny village of Takotna, which today has grown to a population of 48. The village is in the Doyon Region, but Brown's parents were both raised in Kuskokwim River villages and grew up in the Calista Region. They moved to Takotna to assist her grandfather, A.H. Twitchell, with his general store. While in Takotna, the family also farmed and generally lived a subsistence lifestyle. Later, Brown's father, who was Yup'ik, renewed his teaching credentials and taught high school English and Literature. He always encouraged his children to further their education. Brown said that one of the most important lessons she learned from her father, Benjamin F. Twitchell, was about the enduring nature of the land and its natural features.

\* \* \*

Back home, I remember my father always making an effort to "teach" us. He would take us along on his trap line. He would send away for movie films and show them to all the children in the village on his film projector – this was before TV was available. He would have us "help" with the spring preparations for planting the seed potatoes and with the fall harvesting even though we were too small to be really of much help.

He would lead us out on a starry night in Takotna and point out the constellations in the sky. "Do you see Orion, the Hunter? Look for the three stars that make up his belt." And, of course, young children don't see things the same way adults do. We were always trying to keep up with him, seeing and absorbing what he wanted us to absorb.

The prominent feature in Takotna is a mountain we called Takotna Mountain, which I think is actually named Tatalina Mountain on the maps. But not far from it is another mountain called Mount Joaquin. My grandfather had a hand in having the mountain named after his friend and partner, Frank Joaquin. Mount



Margie Brown  
Margie (Twitchell) Brown



Joaquin has on it a rock feature that is a light-colored rock contrasted against dark-colored rock. This light rock makes out the shape of an African lion. My father would come outside and look at the mountain, and he would say, "Margie, do you see the lion? Do you see the lion on the mountain?"

I would stare really hard, but I could not see it. I was eager to please and slightly embarrassed that I could not see what he saw, so I would say, "Yes. Yes, Daddy, I see the lion." I would come out afterwards when he was off busy, and I would quietly study the mountain, intently trying to make an African lion appear. No matter how hard I tried, my brain just couldn't process that image. I confess I never did see the lion image before we moved from Takotna.

As an adult, I went back to Takotna. I hadn't been there for years and years. Now, I was a grownup going back for the first time. In Takotna, the airstrip is on top of a hill overlooking town. We landed and I walked down the road to the village, which is lined up along the banks of the Takotna River, a tributary of the Kuskokwim River.

The village itself seemed so changed to me. The layout was right, but the buildings were nearly all changed. I struggled to find remembrances. The log house my father had built was still standing, but the gold-rush vintage log building that was his general store had burned down. My father's generator building was gone, and all his out buildings. I remember these buildings well because as a young girl they made up my sheltered world.

My brothers and sisters and I were blessed to have been raised by very good parents who watched us carefully. We were not allowed to go to certain parts of the village without them. We were not allowed to play in the high grass at the edge of town because there were so many black bears. When you think about it, we had a relatively small space to play in. Yet, when I was a child, all the distances in my play yard seemed like vast distances. Now, the buildings that marked the limits of my play yard were essentially all gone. Not only that, everything about the scale was wrong. Everything was so much closer together than it should have been. With adult eyes, my whole perception of the place was turned on its ear. I thought all this human stuff is just so changeable.

After I satisfied my urge to look around the village, I began to take in the surrounding countryside. I walked past our place and along the Takotna River. I looked across the river to Takotna Mountain. Then I found a spot where I could see Mount Joaquin. I was just thunderstruck – totally unprepared for the sight of that African lion! After all these years, and without even trying, I could see it. I was overwhelmed with joy and memories of my father. I could not believe how amazingly



Margie Brown sits in her father's lap in Takotna in 1952. Also pictured is her sister, June McAtee. McAtee is a Calista shareholder and is Vice President/Land and Natural Resources for Calista Corp.

not believe how amazingly plain the shape was to me now, even though it had been invisible to me as a child.

As I climbed back up the hill to the airstrip, I thought about how the mountain and its African lion feature are so enduring. I could now see the image my father did – and his father before him, and so on. It is the natural image that endures through geologic time, not the buildings and the village itself. Those are very momentary and changing things.

My father died when I was 18 years old. One of the regrets I have is that we didn't know each other as adults. Somehow, the viewing of this image, the African lion on Mount Joaquin, for me was like a generational crossing. I felt close to my father. I felt I understood his and his father's appreciation of things of nature. As I stood on the airstrip looking across the countryside, I was reluctant to leave. It brought tears to my eyes that I could finally, after all these years, see this feature on this mountain that my father had taken such care to point out to me. And I was sorry then that I couldn't tell him, "I see it. I really do truly see the lion on the mountain."

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Juneau Empire File Photo

Tlingit elder Walter Soboleff is seen here in this undated file photo. The 102-year-old Soboleff died Sunday morning.

## Noted Tlingit elder Walter Soboleff dies

Posted: May 22, 2011 - 1:42pm

By Klas Stolpe

*Editor's note: Information from the Empire's archives contributed to this report.*

Long time Juneau and Alaska Tlingit spiritual leader, elder statesman, and native icon Walter Soboleff died early Sunday morning in his home, surrounded by family.

According to daughter Janet Burke, Soboleff died from bone cancer and prostate cancer.

"Memorial services are pending," Burke said. "No date is set yet. This very quickly can get out of our hands because we know the scope of our father's influence on so many people. When we think of him we think of the knowledge he had, the knowledge of his culture and the love for his family. That was so important to him."

Soboleff had turned 102 years old on Nov. 14, 2010.

Soboleff's mother, Anna Hunter, was a Tlingit orphaned in Sitka who traveled to Killisnoo, which is located 2 miles southeast of Angoon, by canoe with her brother to stay with an aunt. His father, Alexander Soboleff, the son of Russian Orthodox minister Ivan Soboleff, lived in Killisnoo with his parents and three brothers.

Walter was born in Killisnoo in 1908 as Kha'jaq'tii (One Slain in Battle), his tribal art collected over his many years would be that of the Raven moiety and Dog Salmon clan in the Tlingit nation.

Soboleff liked to compare his birth in Killisnoo as the year the Tongass National Forest celebrated its first birthday.

As a child, Soboleff never knew what a birthday party was. Through high school and college he never paid any attention to his birthday.

"My parents would say, 'This is your birthday Walter,' and that is all," Soboleff said.

Walter grew up in Tenakee just 10 steps from the U.S. Government School.

He loved every class there and once stated, "I loved the red school, its smell in the rain, the sound of the bell and writing on my slate in English



and Tlingit ... and I remember the biggest lesson I ever learned in the chapel there, "Take care of the old person you are going to become."

The Tongass Forest made Killisnoo a bustling productive community and its people processed everything from herring to whales and used everything from blueberries to Sitka spruce.

At 5 years old, he began boarding at Sitka's Sheldon Jackson School. At 10, he interpreted for a visiting doctor during the 1918 flu epidemic. He had a thirst for knowledge and civic duty.

He admired the Gettysburg Address and would recite it in Tlingit. His favorite lesson was a speech by Abraham Lincoln, one of his heroes.

Other early role models were his father, who died when Walter was 12, and mother; Booker T. Washington; and Rudyard Kipling. Another influence was Tlingit Rev. George Benson, who made a written Bible translation of which only the gospel of John is known to exist today.

In 1925, while a freshman at Sheldon Jackson High School, Soboleff took his first real job, working 10 hours a day at a Hood Bay fish cannery for 25 cents an hour. He would continue working at a fish plant in Killisnoo in the summers.

The work was hard, with no modern machinery like today.

"You had to work hard, you couldn't just sit and earn money," Soboleff said in a past interview. We were coming into Western culture and cash economy, working part-time and the other time prepare food for the winter."

In 1928, Soboleff left Sitka on board an Admiral Lines steam ship to Seattle and hitchhiked to Oregon Agricultural College, now Oregon State University.

Soboleff loved his four high school years as exciting learning, but was enthralled by college.

"Now that was exciting," Soboleff said in a past interview. "You have to study to produce; you just can't talk off the cuff all the time. A lot of people do that and it's like hot air."

The Great Depression limited him to just a semester of science at OAC and he hitchhiked to Seattle, staying at a YMCA once there.

He received a scholarship in 1933 to the University of Dubuque in Iowa, earning a bachelor's degree in education in 1937 and graduate degree in divinity in 1940. In the summer, he'd return to Alaska and work on the seine boats out of Sitka or the cold storage.

The price of salmon then included humpies selling for 4 cents a fish, dog salmon for 5 cents, and red salmon for 35 cents.

Soboleff once said "You could buy something for a dollar in those days."

After college and ordainment, he married Haida sweetheart Genevieve Ross and settled in Juneau as pastor of the Memorial Presbyterian Church — now Northern Light United Church — in 1940, broadcasting half of the service over the radio each Sunday morning. He would also do news in Tlingit for the town and short meditations out to the fishermen. His Tlingit congregation soon grew to include all racial and ethnic groups.

Ministry travel via the vessels Princeton Hall, Anna Jackman, and "an assortment of fishing boats if needed," included many small villages, lighthouse stations, and logging camps in Southeast Alaska.

Soboleff loved the boats and the routes he took and the people he met. He said the time seemed to go by so fast and he learned more than he taught.

When Alaska became a state, both Soboleff and the Tongass he so loved turned 50. When they both turned 100 Soboleff was still championing the cause of native rights, cultural education, and a love for humanity.

Soboleff attended as many functions in Juneau as possible and was a settling presence at Central Council, Sealaska, the Alaska Native Brotherhood, the Gold Medal basketball tournament, Centennial Hall, the State Capitol, and Celebration events.

Walter was preceded in death by wife Genevieve in January 1986. Walter remarried in 1999 to Tshimshian Stella Alice Atkinson, who passed in April 2008.

Five years ago Soboleff said he stopped driving because he figured he should stop while he was ahead and because there was no place he needed to go in a hurry.

When asked, at that time, what he wanted for his birthday, he smiled and thought about the big wild game stews he grew up on, but in typical Soboleff sincerity he asked for no more wars.

"What do people fight about?" Soboleff had said at the time. "Isn't this a civilized world? Nobody wins."

Walter disliked airport security checks and shoe removals and the fear that exists today.

He questioned why people live like that and people getting used to it and accepting it.

Walter questioned why races did not like each other and had experienced it in Alaska growing up and saw it through the world.

"People just can't grow up," he once said. "The world needs a good philosophy of life. My philosophy of life is tolerance, it doesn't hurt you."

And then he said in Tlingit, "Sh yáa.awudanéiyi a kwáan. Respect People. Respect yourself, too, and other people will respect you."

- Contact reporter Klas Stolpe at 523-2263 or at [klas.stolpe@juneauempire.com](mailto:klas.stolpe@juneauempire.com).

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# ORAL HISTORY QUESTIONS

(Adapted from [http://www.youthsource.ab.ca/teacher\\_resources/oral\\_question.html](http://www.youthsource.ab.ca/teacher_resources/oral_question.html))

Here are a series of questions that you can use when interviewing a family member.

## Basic Questions

What is your full name and why were you named this?

What are the names of your parents and siblings?

What is the date and place of your birth?

What was your schooling like? (That is, how did you get to school, what classes did you take, and what was your favorite subject?)

Did you get married? If so, to whom? When and where?

What major illnesses or health problems do you remember having?

Do you have any health problems that are considered hereditary in nature? If so, what are they?

## Family History Questions

Do you remember hearing your grandparents describe their lives? What did they say?

Do you remember your great-grandparents? What do you know about them?

Who is the oldest person you can remember in your family from when you were a child? What do you remember about that person?

## Lifetime Changes

What would you consider to be the most important inventions during your lifetime?

How is the world different now from when you were a child?

As you see it, what are the biggest problems that face our nation and how do you think they could be solved?

## Family Life

NOTE: If your interviewee did not have children, then rephrase the next three questions to ask about nieces and nephews.

Do you remember anything that your children did when they were small that really amazed you?

What is one of the most unusual things that one of your children did regularly when he or she was small?

What is the funniest thing that you can remember that one of your children said or did?

Where have you lived as an adult? List the places and years that you lived there.

Why are you living where you are today?

Do you wish you lived somewhere else? If so, where?

## Career

As a child, what did you want to be when you grew up?

What was your first job?

What kinds of jobs have you had?

How did you decide on your career?

If you served in the military, when and where did you serve and what were your duties? Were you ever injured in the line of duty?

If so, what were the circumstances and what were your injuries?

## Travel/Vacation

What is the most beautiful place you have ever visited and what was it like?

What is the longest trip you have ever gone on? Where did you go?

What was your favorite vacation? Where did you go and why was it special?

What is the favorite place you ever visited and what was it like?

## Personal

What person had the most positive influence on your life? What did he or she do to influence you?

Is there a person that really changed the course of your life by something that he or she did? How did it happen?

Do you remember someone saying something to you that had a big impact on how you lived your life?

Who said it, and what did that person say?

## **MEMORY WRITING: AN OPPORTUNITY FOR TIME TRAVEL!** **(Grades 6-8)**

**EDUCATORS' NOTES:** This activity was designed with a “cultural family night” in mind, in which young people and elders share their history through oral storytelling and interviews, based on articles written about Alaska Native leaders.

### **SOUTHEAST TRADITIONAL TRIBAL VALUES:**

This activity reflects the following Southeast Traditional Tribal Values:

- Respect for Self, Elders, and Others
- Pride in Family, Clan, and Traditions is found in Love, Loyalty, and Generosity
- Hold Each Other Up
- Listen Well and with Respect

### **ALASKA STATE ENGLISH/LANGUAGE ARTS STANDARDS:**

The activity addresses the following Alaska State Standards for grades 6, 7, and 8:

#### **Reading Standards for Informational Text: Key Ideas and Details:**

- **Grade 6:** Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
- **Grade 7:** Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
- **Grade 8:** Determine a central idea and subtopics of a text and analyze their development over the course of the text, including their relationship to supporting ideas; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

#### **Writing Standards:**

##### **Grade 6:**

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the

topic.

- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

#### **Grade 7:**

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (eg., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented

#### **Grade 8:**

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, include formatting (eg., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented. (gr. 8)

#### **Speaking and Listening Standards:**

##### **Grade 6:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on

- others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.)
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### **Grade 7:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue to probe and reflect on ideas under discussion.
- Acknowledge new information expressed by others and, when warranted, modify their own views

#### **Grade 8:**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Pose questions ... and respond to others' questions and comments with relevant evidence, observations, and ideas.
- Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented

#### **Language Standards:**

##### **Grade 6:**

- 1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - b. Use intensive pronouns (e.g., *myself*, *ourselves*).
  - c. Recognize and correct inappropriate shifts in pronoun number and person.
  - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous



antecedents).

e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

b. Spell correctly.

3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Vary sentence patterns for meaning, reader/listener interest, and style.

b. Maintain consistency in style and tone.

#### **Grade 7:**

1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences in order to apply the conventions of English.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).

b. Spell correctly.

3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

#### **Grade 8:**

1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of verbals (gerunds, participles, infinitives) in general and their

- function in particular sentences in order to apply the conventions of English.
- b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.
- 2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.
- 3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)

**RESOURCES:**

Brown, Margie (Twitchell) "My Father's Legacy: The Lion on the Mountain," *Lit Site Alaska*, University of Alaska Anchorage.

<http://www.litsite.org/index.cfm?section=History-and-Culture&page=Life-in-Alaska&viewpost=2&ContentId=877#top>

Faust, M. (2004). "Mixing memory and desire: A family literacy event." *Journal of Adolescent & Adult Literacy*, 47(7), 564 – 572.

McLaughlin, Kristina, "Exploring and Sharing Family Stories"

Includes lesson plans and extensions for a 2-week unit for a middle school English class (grades 6-8.)

Used in this activity:

"How to Interview a Relative" From the ReadWriteThink web site, sponsored by the International Reading Association and the National Council of Teachers of English, 2005.  
<http://www.readwritethink.org/resources/resourcce-print.html?id=805>.

ReadWriteThink web site. "Helping a Teen Plan and Conduct an Interview"

<http://www.readwritethink.org/videos/literacy-in-action.html?page=3>

Stolpe, Klas. "Noted Tlingit elder Walter Soboleff dies," Juneau Empire, May 22, 2011.  
<http://juneauempire.com/state/2011-05-22/noted-tlingit-elder-walter-soboleff-dies#.Uwvx3fRdXIR>