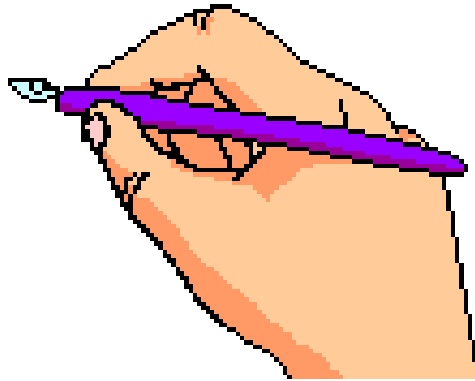


Features of Narrative Writing



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Point of View

When a writer begins a new story he must decide: "Who will tell my story?"

An author can tell a story from the first-person point of view.

OR

The author can use the third-person point of view



First-person Point of View

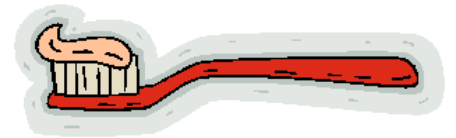
- A character in the story is the narrator. This character is telling the story. The narrator uses the pronouns I, me and we.
- In first-person point of view, readers learn about events as the narrator learns about them.

Third-person Point of View

- The story is being told by an outside observer - someone who is not in the story. The author uses the pronouns he, she, and they.
- In third-person point of view, the author can tell about the thoughts, actions, and feelings of the other characters.

First - Person Point of View

I walked home from school today with **my** friends. **We** stopped for ice cream. **I** had vanilla. It's **my** favorite. When **I** got up this morning **I** brushed **my** teeth. Then **I** got dressed and ate **my** breakfast.



Third - Person Point of View

Ted plays on a baseball team. **He** loves to play with **his** team. **He** has a game next week. **His** coach thinks **he's** a good baseball player.



The princess was locked in the tower. **She** had no way to escape. **She** hoped that a prince would rescue **her**. **Her** wish came true. **He** came and took **her** to **his** castle.



Read each group of sentences.

Decide if it is written in first person or third person point of view.

The hunter had a cottage in the woods. He lived there all alone.

3rd



I ride the bus to school each every day. I like to sit with my friends.

1st

My friends and I went camping. I toasted marshmallows over the fire.

1st

Joey likes to go swimming. Sometimes he asks his friend Sam to go with him. He brings his ball to play with.



3rd

Frosty the snowman had a hat on his head. He also had a pipe and a carrot nose. He held a shovel in his hand.

3rd



Narrative Writing



In a good narrative, the reader relates closely to the story, feels involved with the plot and often identifies with the characters. A good story is hard to put down and the reader feels a sense of loss when it ends. The features of a narrative are:

the plot

this is what happens

characters

the people or animals in the story

the setting

where the narrative takes place

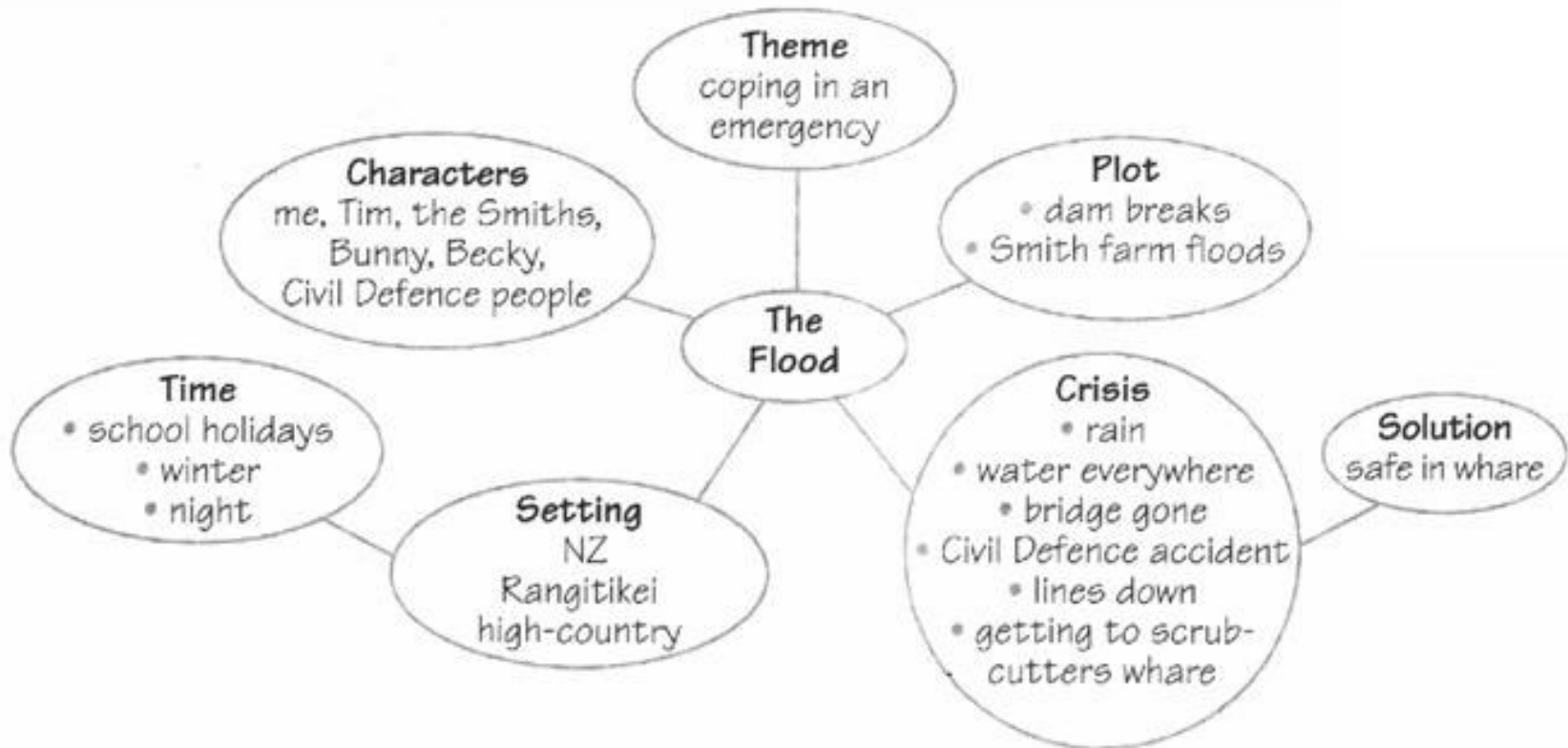
theme

the author's message

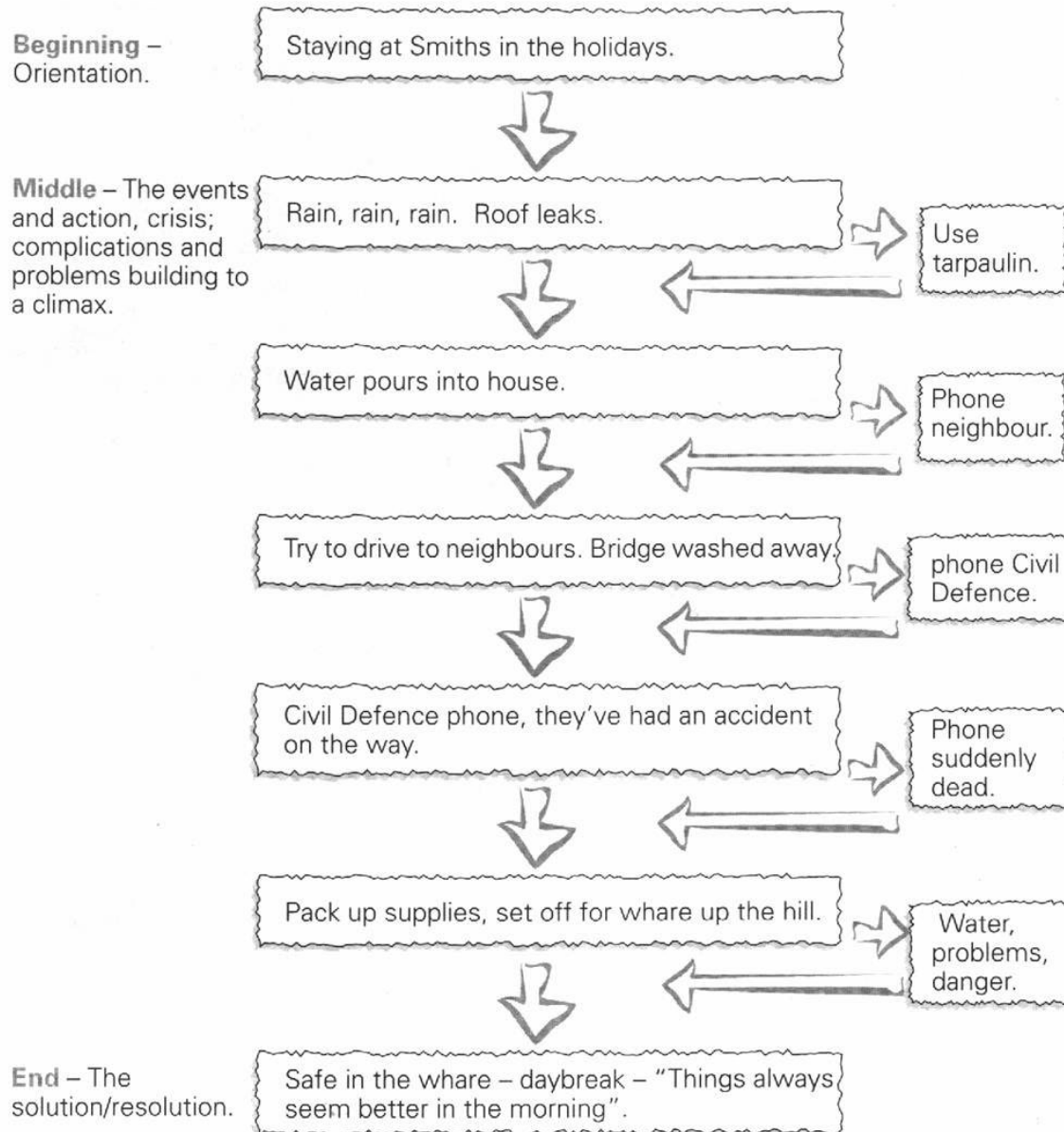


Planning your Narrative

Tomorrow you will brainstorm your ideas for your personal narrative using a brainstorming map like the one below. This does not need to take too long and can be added to as your ideas develop.



You should have a sequence of events (beginning, middle and end) and include descriptive details for each event. You will use a chart like this one when you map out your personal narrative tomorrow.





Story planner

Set the scene:

	Excitement Level

Conflict/ problem:

	Excitement Level

Resolution/ solution:

	Excitement Level

Introduce characters:

	Excitement Level

Story development:

	Excitement Level

Story ending:

	Excitement Level





Opening Paragraphs

The opening paragraph of a narrative will often give us an introduction to the characters, the setting, or both and will often give us a hint about the plot.

Another name for this is ***orientation***. You orientate your readers, give them an idea, right from the start, that your text is going to be worth reading.



Opening Sentences

The Opening Sentence

To write an opening sentence which will grab the reader's attention.

Stories can start using the following ways:

- Dialogue:*** “Hands in the air this is a stick up!” he hollered roughly.
- A statement:*** The school principal had to collect the boy from the roof.
- Problem:*** David didn't know what to do: the school bully, Ted was expecting him to hand over five dollars and all he had was fifty cents.
- Action:*** Without a moments hesitation, Maude Drinkwater lifted the revolver and fired.
- Description of people:*** Mr Sherman looked ordinary for someone who had just solved one of the world's most difficult maths problems.
- Description of place:*** The sky was the color of dish water.
- Description of time:*** As the clock struck twelve it echoed around the hall.





Choose one of the scenarios below and then write an opening sentence using one of the opening sentence strategies from the previous slide:

- A mysterious stranger
- An accident
- An act of bravery
- The arrival of a new pet
- A win
- A loss

Now, try a different opening sentence strategy for the scenario that you have chosen. Finally, try yet again a different strategy for the same scenario.

Go back to the previous screen to make sure you are using each strategy correctly.





Active Beginnings

In order to capture your reader's attention, the beginning of your story must be interesting and lively enough to make your reader want to keep reading. One way to do this is to begin with an action.

Directions: Revise each story beginning. Put your main character in the setting, and have the character do something relevant to the story.

Example: *One rainy day I went to the mall.*

Revision: *I splashed across the parking lot, yanked open the tall glass door, dripping wet, stepped into the mall.*

1. Hi. My name is Kate. This is a story about the time I went to the zoo.

Put Kate at the zoo doing something

2. This is a story about the time I built a robot in my basement.

Put yourself in the basement doing something

3. I will tell you about my adventure swimming at the lake

Put yourself at the lake doing something



Exercise 1: The Keeper

If I am discovered with this paper I will be punished. It is a thick book with hard covers and the pages are unblemished. I have no idea how it could have survived for so long. Someone from a collecting expedition must have mislaid it, because I found it under an old bridge, near the remains of a camp-fire. It was wrapped carefully in old plastic sheeting. Perhaps they had rested there and forgotten it. I should have handed it in to the book keeper, but I wanted it for myself. If it is diseased I will get the sickness, but the sickness is rare now. Anyway, who cares? I cannot stop myself writing in it.

From: *The Keeper* by Barry Faville

1. Does the opening paragraph make you want to read on? Why/why not?



Exercise 2: Rocco

Here is an orientation that gives a setting.

The wind hissed and sighed in the crevices of the cave, tore the fire into shreds and spun the embers, spitting sparks, into the smoky dark. On a pile of glimmering straw, buried in furs, a youth lay in troubled sleep. There was a movement outside the cave; a sound of stone grating on stone, and a blackness passed before the cave's mouth. Yellow eyes burned a moment in the firelight, and the shadow passed.

From: *Rocco* by Sherryl Jordan

1. Is it daytime or night-time? How do you know?
2. Is the youth sleeping peacefully? How do you know?
3. What do you think the story is going to be about? Making reference to the text, give reasons for your answer.



Plot

A plot starts with an introduction to the narrative. A plot will include problems or crises and how these are solved, and the conclusion to the narrative. If it is a good plot, there will be situations which happen throughout the narrative that will make you want to read on.

What happens in a novel has been carefully planned by the author. Some authors use a flow chart to plan their work. Others might write a brief overview of events noting each crisis, climax or problem and how each will be resolved.





Improve your Plot

Think about these questions as you write your rough draft.

Who is the story about?

What is the experience about? What were you trying to accomplish or what were you experiencing?

Does someone or something threaten you or pose a conflict?

Is there a resolution to the conflict? How did your experience or story end?



Exercise 1: Plot Development

The following extract from The Keeper is an example of a crisis in a plot.

Opposite me Jean shrieked and turned, lost her footing and half slid, half fell to the gully floor. At once I leapt downwards, gripping my spear. As I hit the ground I looked up and saw in a fraction of a second, on the steep slopes at the top of the cliff, the gaping face of yellow and black fur, jaws wound into a snarl, and behind the crouching body, the tail whipping back and forth like something crazed and demented. In the instant I ran towards Jean I saw from the corner of my eye the tiger launch himself into space. Jean was standing looking up, her arms splayed out, with her shrieks now an endless hysterical wail that felt like a saw driving into my head.

I crashed into her and fell over the top of her, our faces pushed into the ground. Behind me I heard a thud and a cry of agony, followed by a scrabbling and thrashing of limbs in the loose gravel. I rolled over, ready to die, and preparing myself for the sight of Andy or Ora flailing on the ground. But it was neither of them. They were poised two or three metres away watching the tiger kicking and jerking as it tried to rise. From its mouth came hoarse, gasping cries of pain. Then it looked at me. It did not see me. Its eyes were glazed and already near death. I saw Andy approach with his spear upraised and I could not watch anymore. I held Jean tight, both of us quivering with shock.

In the minutes afterwards we sat dazed. The corpse of the tiger lay stretched out. Its mouth hung open slightly, its eyes were like dull glass. Sitting close to it, I gradually saw the animal for what it was – an old, decrepit beast, its striped coat bedraggled and pocked here and there by some skin disease. On all four feet the toe pads were spread far apart and the claws were worn down, some of them cracked and splintered. There were white hairs speckled round his muzzle.

From: *The Keeper* by Barry Faville





Plot development: The Keeper

Remember to include descriptive details to keep your reader interested and engaged. Focus on creating a tone that conveys exactly the way you were feeling at the time. Remember, “Show” don’t “Tell” through your words. Create an image that is so vivid that your reader feels as if they are actually experiencing your narrative first hand.

The Keeper gives a good example of the rise and fall of a crisis within the plot. There is a build up with all the action of trying to get out of the way of the tiger and it leaping, then the feeling of relief when the animal is dead. Short quick sentences: “Then it looked at me. It did not see me.” keep the feeling of excitement and suspense going.



Characterization

A person's appearance, their posture and ways of walking, their hobbies, the way in which they express their emotions, their secret wishes, fears, prejudices and religious beliefs are all pointers to their character.

We develop character through the following:

- Dialogue*** what the characters say and how they say it
- Action*** what the characters do
- Reactions*** how the characters think and feel in different situations
- Relationships*** how the characters interact with each other, and how others view them
- Crisis*** a turning point in the story for the character; the way in which the characters respond in a crisis reveals true character





Exercise

Choose one of the characters below. Write 1-2 sentences, using the 'Show, don't tell' method, to reveal the character's traits without saying the actual adjective that describes them.

Example: *The little girl just couldn't keep her hands to herself always grabbing everyone else's candy out of their buckets and stuffing it into her face without sharing with anyone.*-**a greedy child**

- a greedy child
- a stressed teacher
- a bossy bus driver
- an impatient explorer
- a terrified airline passenger
- a mother trying to get her reluctant toddler to eat



Planning a Setting

Setting

The *setting*:

- is the **location** or **situation** where a narrative takes place – town, country, sea, bush.
- is the **time** – day or night, a particular season of the year, current day, past or future
- provides the **atmosphere** and the **mood**.

The *setting* in a piece of narrative writing can play a big part in the plot. Setting can be a strong influence on how the reader feels and it may be connected with the theme of the story.

Extract 1

In a valley not far from here, a dwelling and some out-buildings perch uncomfortably on the side of an eroded hill. Roads reach out like amputated tentacles from the dwelling, but never quite connect with any other roads. They are of varying lengths.

Visitors are rare.

From: *The Man who Never Fi...* by Graham Jackson





Extract 2

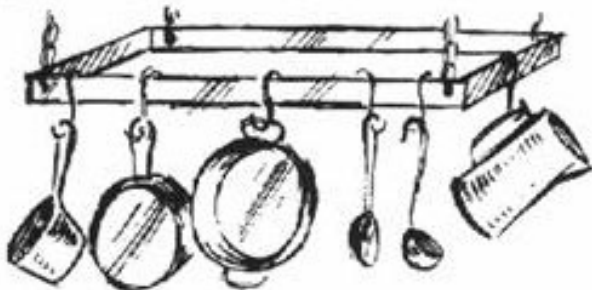
From where I sit on the steps of the meeting house, I can hear the waves crashing on the beach. The sun is hot, and right now I wish I was at the beach with my mates. Instead I am at the marae because my nanny said I have to be, and when she says to do something, I do it.

From: *Karanga* by Lyn Taane

Extract 3

Alice led Jessica straight down the hallway that ran through the middle of the house to the kitchen, a big room added on at the back. At one end of the large room was a wood-burning stove, black-leaded and shining with a compartment attached for heating water. In the middle of the room was a massive table with a clean, scrubbed top. Pots and pans and utensils hung from hooks above it, beside a rack for drying clothes that could be lowered with ropes and pulleys.

From: *Young Exile* by Elaine Whitehouse



Things to think about

These settings all paint a picture for the reader. Think carefully about which style of scene setting appeals to you.

Do you prefer to be given a clear description?

Do you prefer imagery where the writer's use of words lets you use your imagination?

Do you prefer a character in the text to help establish the mood of the setting by talking about it?

Create a setting

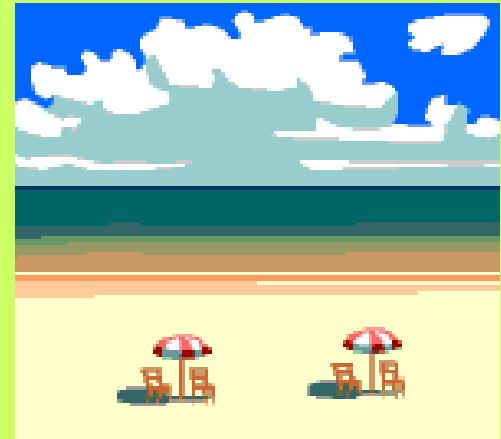
Write a setting that vividly portrays the background to the plot.

The setting is where the action is happening and when the action occurs ie. Time of day, month, year.

Choose one of the following and write a short description of it. The description should include:

time of day,
the weather,
the sights,
sound and smells.

- The beach
- Inside a restaurant
- A city street
- A favorite park
- A swamp



Smooth Transitions

One way an author can get the reader's attention is by using phrases that we call "red flags." red flags, such as *all of a sudden* or *the next thing I knew*, indicate a new twist in the plot. Red flags can replace predictable words and phrases, like *next* and *then*.

Read the sample sentences below. Create your own "Red Flag Menu" by filling in the blanks.

Suddenly I manage to escape from the monster.

Just then I manage to escape from the monster.

_____ I manage to escape from the monster.

_____ I manage to escape from the monster.

_____ I manage to escape from the monster.

_____ I manage to escape from the monster.

_____ I manage to escape from the monster.

_____ I manage to escape from the monster.



Conjunctions

A **conjunction** joins words, phrases, or sentences together. Conjunctions can make sentences expand into more interesting, richer writing. Sometimes people try to do this but they forget to use a conjunction or overwork the conjunction **and**.

Phew. I had to look up the meaning of some of those words in the dictionary. Did you?



Exercise 1: Using Conjunctions

Select an appropriate conjunction from the box below to join each of the following pairs of sentences. Try to use a different conjunction for each pair. Don't forget to change the upper case letter in the second sentence.

after	and	although	because	as	but	for
or	so	though	until	when	while	yet

For example: The road is straight and level. The terrain is flat.

The road is straight and level because the terrain is flat.

- The story is a strange one. _____ It is true.
- The nurse put a dressing on my arm. _____ The doctor had stitched a cut.
- Kiwis are birds which don't fly. _____ Most birds fly.
- There are thousands of bees in the hive. _____ Only the queen lays eggs.
- Will you have a cola? _____ Do you prefer lemonade?
- I cannot help you. _____ I would help you if I could.
- The power went off. _____ Mum was cooking dinner.
- It is raining. _____ The birds are not singing.
- The wind was becoming stronger. _____ The captain returned to port.
- I can't sleep. _____ The wind is rattling the window.

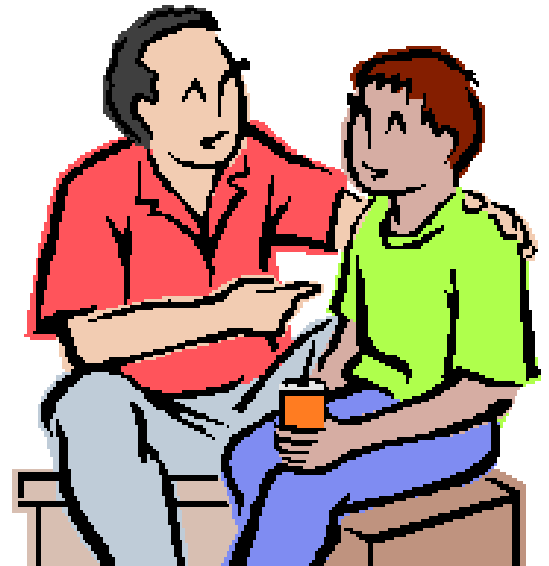


Improve Your Dialogue

What is Dialogue?

It's the conversation that takes place between characters in a story.

You can tell more about your characters' thoughts and feelings if you include dialogue in your stories.





Let's look at a story without dialogue.

Sharing a room with her sister wasn't always fun. Kristi was tired of always cleaning up after her sister Ashley. Just because they shared a room, that doesn't mean they had to share the mess! Ashley was always leaving dirty dishes on her desk, and there were always dirty clothes under the bed. Kristi had tried to talk to Ashley about cleaning up the mess, but somehow talking didn't help.

Let's add some dialogue to that story.

Sharing a room with her sister wasn't always fun. Kristi was tired of always having to clean up their room.

"Ashley, you've left your clothes on the floor again! I'm not picking them up for you this time," said Kristi.

"I'm sorry, Kristi, I don't mean to be a slob!" joked Ashley.

"I just don't notice the mess--really! I guess it just doesn't bother me."

"Well, it bothers me! You know it does," said Kristi.

"I'll try harder, I guess," sighed Ashley. "But I can't promise anything. Neatness just isn't my thing!"



Your audience will have a better understanding of Kristi and Ashley after reading the conversation that takes place between them. It's more interesting to read...*AND*...it helps to understand how both Kristi and Ashley *FEEL* .

Dialogue lets you tell so much more about your characters. It allows your readers to understand your characters more too.

Reminder When writing dialogue you must remember to:

- 1. Use Quotation Marks.**
- 2. Identify who is speaking.**
- 3. Use commas correctly.**



Correct Punctuation:

Ashley exclaimed, “Ouch, that hurt really bad.”

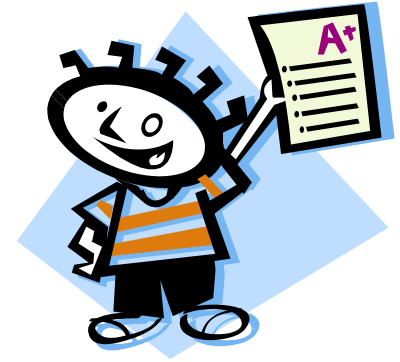
Note, the comma comes before the actual spoken words. The spoken words are set off by quotation marks and they end with the punctuation inside.





Practice writing dialogue properly. Read the scenario and then write the dialogue. Be sure to use correct punctuation (commas and quotation marks.)

Amy has just found out that she is failing English class due to missing assignments. If she fails, she will not be able to play basketball. She goes to the teacher to protest her missing assignments and to beg her to change her grade.



What do they say to each other? Be sure to include at least two lines of dialogue correctly punctuated.

Go back two slides if you need additional assistance on how to punctuate. Look at the examples.



Strong Verbs

By using strong verbs we can express movement and help to create a picture in the reader's mind.

Well-chosen verbs can give writing power.

With throttles open all the way, big bad bruce and his gang charge down the highway on their Harleys. Bruce blasts along the highway at top speed. Icy wind whacks into his face. He whacks it back, twice as hard. He zooms around corners and shoots up the straight. He pushes his bike to the max.

from Big Bad Bruce by Dianne Bates

Write a sentence that describes each action below. Make sure your sentence replaces the boring verb with a brighter vibrant verb.

- a man kicking a door
- a lion stalking prey
- a rabbit digging a hole
- a getaway car speeding around a corner
- a dog chasing a cat

Using a Thesaurus

A thesaurus extend your word power.

Don't Say "Said," Say

declared

exclaimed

questioned

replied

repeated

bellowed

shouted

responded

whispered

asked



Writing a Personal Narrative

Notes for a Narrative

Directions: Fill in the graphic organizer with information about the event or experience that you plan to write about.

Possible title: _____

Summary

What happened? _____

When? _____

Where? _____

Who was there? _____

Details

Beginning

Middle

End

Writing a Personal Narrative

Notes for a Narrative

Directions: Fill in the graphic organizer with information about the event or experience that you plan to write about.

Possible title: The Big Race

Summary

What happened? I entered a 1K race.

When? Last spring

Where? At our park

Who was there? My sister Lizzy, crowds of people

Details

Beginning Lizzy talks me into signing up for the race.

I'm nervous at the beginning.

Middle The starter's pistol goes off.
There are hundreds of people running.

Lizzy encourages me.

End I crossed the finish line.

I won!

The Big Race

“Come on. You can do it. You’re fast!” said my sister Lizzy. Those words made me sign up for my first 1K race. It was a charity event held at our park.

As I stood at the starting line, I was nervous. There were hundreds of runners. We all wore numbers on our shirts. Everyone was ready. The starter’s pistol went off.

The runners started down the street. Racers were passing or being passed. There were crowds along the course. They were cheering. There were water stations. I reached the halfway point. I noticed that there were only a few other runners around me. Then I saw Lizzy. She said to me, “You’re going to win this race!” I began to run faster. I crossed the finish line. I won!

My first-place medal is one of my special treasures.

The Big Race

“Come on. You can do it. You’re fast! said my sister **encouraging convinced me to** Lizzy. Those **words** ~~made me~~ sign up for my first 1K race.

It was a charity event held at our park.

As I stood **trembling** at the starting line, I was ~~nervous~~. There ~~were~~ **nervous** hundreds of runners. We all wore **jumbo** numbers on our shirts. **Bang!** everyone was ready. The starters pistol went off, **and we thundered**

~~The runners started~~ down the street ~~Racers were~~ **Cheering** **lined** ~~passing or being passed~~. There were crowds ~~along the~~ course. ~~They were cheering~~. There were ~~water stations~~.

When I reached the halfway point, I noticed that there were

only a few other runners around me. Then I saw Lizzy. **screamed excitedly**

She ~~said to me~~, “Your going to win this race” I begun to

run faster. I crossed the finish line. I won!

My first-place medal is one of my special treasures.

Proofreading Marks	
Take Out	
Small Letter	
Spelling	
Capital Letter	
New Paragraph	

The Big Race

“Come on. You can do it. You’re fast!” said my sister **encouraging** **convinced me to** Lizzy. Those words made me sign up for my first 1K race.

It was a charity event held at our park.

As I stood **trembling** at the starting line, I was **surrounded by** nervous. There were hundreds of runners. We all wore numbers on our shirts. **nervous** **jumbo** Bang! The starters pistol went off, and we thundered.

The runners started down the street. Racers were passing or being passed. There were cheering crowds lined along the course. They were cheering. There were water stations.

When I reached the halfway point, I noticed that there were

only a few other runners around me. Then I saw Lizzy. **screamed excitedly** **You’re** She said to me, “**Your** going to win this race” I **! began** to

run faster. I crossed the finish line. I won!

My first-place medal is one of my special treasures.

The Big Race

“Come on. You can do it. You’re fast!” said my sister Lizzy. Those encouraging words convinced me to sign up for my first 1K race. It was a charity event held at our park.

As I stood trembling at the starting line, I was surrounded by hundreds of nervous runners. We all wore jumbo numbers on our shirts. Everyone was ready. Bang! The starter’s pistol went off, and we thundered down the street. Cheering crowds lined the course. When I reached the halfway point, I noticed that there were only a few other runners around me. Then I saw Lizzy. She screamed excitedly, “You’re going to win this race!” I began to run faster. I crossed the finish line. I won!

My first-place medal is one of my special treasures.



Name: _____

Date: _____

Metaphors Worksheet (Comparing Part 1)

A metaphor is a figure of speech that compares two things. It often uses the word "is or was."

Directions: For each metaphor given below, write what is being compared.

Example A- The noise is music to his ears.

Answer- noise is compared to beautiful music

1. My dad was an angry beast when I brought home my poor report card.

_____ is compared to _____

2. The lion at the show was a funny clown because it would play with its food.

_____ is compared to _____

3. The teacher was a bear to deal with in the class because he was so strict.

_____ is compared to _____

4. The boy has a heart of gold.

_____ is compared to _____

5. The reading yesterday was a Shakespeare play because it was so difficult.

_____ is compared to _____

6. He swam in the sea of diamonds.

_____ is compared to _____

7. His belt was a snake curling around his waist.

_____ is compared to _____

8. I am drowning in a sea of sorrow.

_____ is compared to _____

Name: _____

Date: _____

Metaphors Worksheet (Creating Part 2)

A metaphor is a figure of speech that compares two things. It often uses linking verbs "is, was, were, and are."

Directions: Fill in each set of rectangles to create a metaphor using the linking verb given below.

Example A- The park was _____

Answer- The park was a green paradise.

1.

The moon

was

2.

The lion

is

3.

My friend

is

4.

The gamblers

are

5.

The firefighters

were

Name: _____

Date: _____

Metaphors Worksheet (Creating Part 1)

A metaphor is a figure of speech that compares two things. It often uses linking verbs "is, was, were, and are."

Directions: Fill in each set of rectangles to create a metaphor using the linking verb given below.

Example A- The park was _____

Answer- The park was a green paradise.

1.

The sun

was

2.

The bear

is

3.

My mother

is

4.

The players

are

5.

They

were

Name: _____

Date: _____

Metaphors Worksheet (Meanings Part 1)

A metaphor is a figure of speech that compares two things. Often times it uses a linking verb "is, was or were."

Directions: For each metaphor given below, write what you think it means.

Example A: Thoughts are a storm, unexpected

Answer: someone may have many unexpected thoughts at anytime

1. A laugh in the sea of sadness-

2. The noise is music to his ears-

3. He swam in the sea of diamonds-

4. His belt was a snake curling around his waist-

5. Love is a growing garland-

6. Your friendship is the picture to my frame-

7. Authority is a chair, it needs legs to stand up-

8. Once your heart's been broken it grows back bigger-

9. His hair is a white snowflake and his hair is a messy haystack-

Name: _____

Date: _____

Similes Worksheet (Circling Part 1)

A simile is a comparison between two things using the words "like" or "as."

Directions: Circle the simile in each sentence below.

Example A: The football player slithered like a snake as he ran for the touchdown.

Answer: slithered like a snake

1. The construction worker was as tough as nails.
2. My little brother hit like a girl.
3. The boy ran like the wind to the candy store.
4. Last night I slept like a baby.
5. My abs are as hard as a rock.
6. The competitor was as tough as a tiger.
7. My eyes are as dry as dust.
8. My uncle is as blind as a bat.
9. The purse is as light as a feather.
10. The girl was as quick as cat on the volleyball court.
11. Please don't cry like a baby again.
12. He swam like a fish in the lake.
13. The boy drank like a fish after basketball practice.
14. The wrestler fought like a lion against his opponent.

Name: _____

Date: _____

Similes or Metaphors Worksheet (Part 1)

A metaphor is a figure of speech that compares two things. It often uses the word "is ,was, are or were."

A simile is a comparison between two things using the words "like" or "as."

Directions: Read each sentence or phrase below. Circle the two subjects being compared. Label it as either a simile or metaphor.

Example A- The noise at the concert is music to his ears.

Answer- noise, music to his ears / Metaphor

1. That man is an ogre. _____
2. He is as smart as a fox. _____
3. The football player is a giant. _____
4. My abs are hard like a rock. _____
5. That girl is very bright. _____
6. The boy is a volcano ready to explode. _____
7. He is quick as a cat. _____
8. My student is an angel. _____
9. Please do not cry like a baby. _____
10. The boy runs like the wind. _____
11. He has a heart of a lion. _____
12. My teacher told me that ideas are wings. _____
13. His mind is as sharp as a samurai's sword. _____

Name: _____

Date: _____

Similes Worksheet (Writing Part 1)

A simile is a comparison between two things using the words "like" or "as."

Directions: Write a sentence with each simile below.

Example A: slithers like a snake

Answer: The football player slithered like a snake as he ran for the touchdown.

1. tough as nails-

2. hit like a girl-

3. run like the wind-

4. sleep like a baby-

5. hard as a rock-

6. tough as a tiger-

7. as dry as dust-

8. as blind as a bat-

9. as light as a feather-

The Words We Live By

What are Values?

Every person has values. Values are the ideas people have about what is right, good and fair. Here are some examples of values:

- Respect for elders
- Respect for property
- Respect for nature

Cultural Values

People who are from the same culture often share the same values. They learn these values from family, elders and community.

People from different cultures often share the same values too. For example, all cultures include respect as a value. However, it is important to understand that different cultures show respect in different ways.

For example, in some cultures a handshake shows respect to the person you are greeting. In other cultures a handshake would be considered rude. Another example is the use of eye contact. Some cultures show respect by using eye contact. Others show respect by lowering their eyes to avoid eye contact.

Understanding how another culture shows respect can help you to be more respectful towards that culture.

Traditional Tribal Values: Our Way of Life

The Tlingit, Haida and Tsimshian people have lived in Southeast Alaska for a very long time. For thousands of years they have interacted with each other. They share a set of values. Respect is one very important value among the Tlingit, Haida and Tsimshian people. Here is a list of the Southeast Traditional Tribal values:

- Discipline and Obedience to the Traditions of our Ancestors
- Respect for Self, Elders and Others
- Respect for Nature and Property
- Patience
- Pride in Family, Clan and Traditions
- Love, Loyalty and Generosity
- Be Strong in Mind, Body and Spirit
- Humor
- Hold Each Other Up
- Listen Well and with Respect
- Speak with Care
- We are Stewards of the Air, Land and Sea
- Reverence for Our creator
- Live in Peace and Harmony
- Be Strong and Have Courage

?

*How many of these
traditional tribal values
are rooted in respect?*

Personal Values

You have your own values. The things you believe are right or wrong reflect your personal values. Your personal values come from your family, your elders, your culture and your experiences.

Quick Write:

What are your personal values?

How are your personal values connected to your family and your culture?

The Art of Public Speaking

What is Oratory?

Speaking well to a group of people is an art form. The words a speaker chooses will depend upon the audience and the reason for the speech. Speakers use words to inspire and to heal. Speakers use words to connect us to our ancestors. Some speeches include words to live by, such as values. Talented speakers connect with their audience.

Oratory is the art or practice of speaking in public.

Glossophobia: *“The fear of speaking”*

If you get nervous when you speak in front of a group of people you are not alone. Public speaking is the number one fear among humans. More people fear public speaking than death. There is even a word that means “fear of speaking”. The word is *glossophobia*.

Tlingit Oratory

Speaking with care is a value shared by Southeast Alaskan tribes. The people understand that words are very powerful. They understand how the words we choose impact those around us. Living in harmony is another value shared by Southeast Alaskan tribes. Living in harmony with others requires thoughtful speech.

Clan leaders are often called upon to speak. A clan leader learns to be careful with words and to manage one’s emotions. It is important for a clan leader not to become easily excited or angered. Understanding how to keep emotions in check is an important trait in a clan leader. A clan leader is trained by elders to be cautious with speech and to understand how words of comfort are a gift.

Hold each other up!

How can we support each other when we speak in public? The answer is: hold each other up! ***Don’t let the words fall to the ground!*** When listening show respect and encouragement for the speaker. Use your own words to show support for the speaker’s words:

- Say *Aáa* (yes) to show you agree with the speaker’s words
- Say *Gunalchéesh* (thank you) to show appreciation for the words.
- Encourage the speaker when they need support. Say *I gu.aa yáx x’wán* (*be strong; have courage*).

Tlingit Phrases for Holding Each Other Up

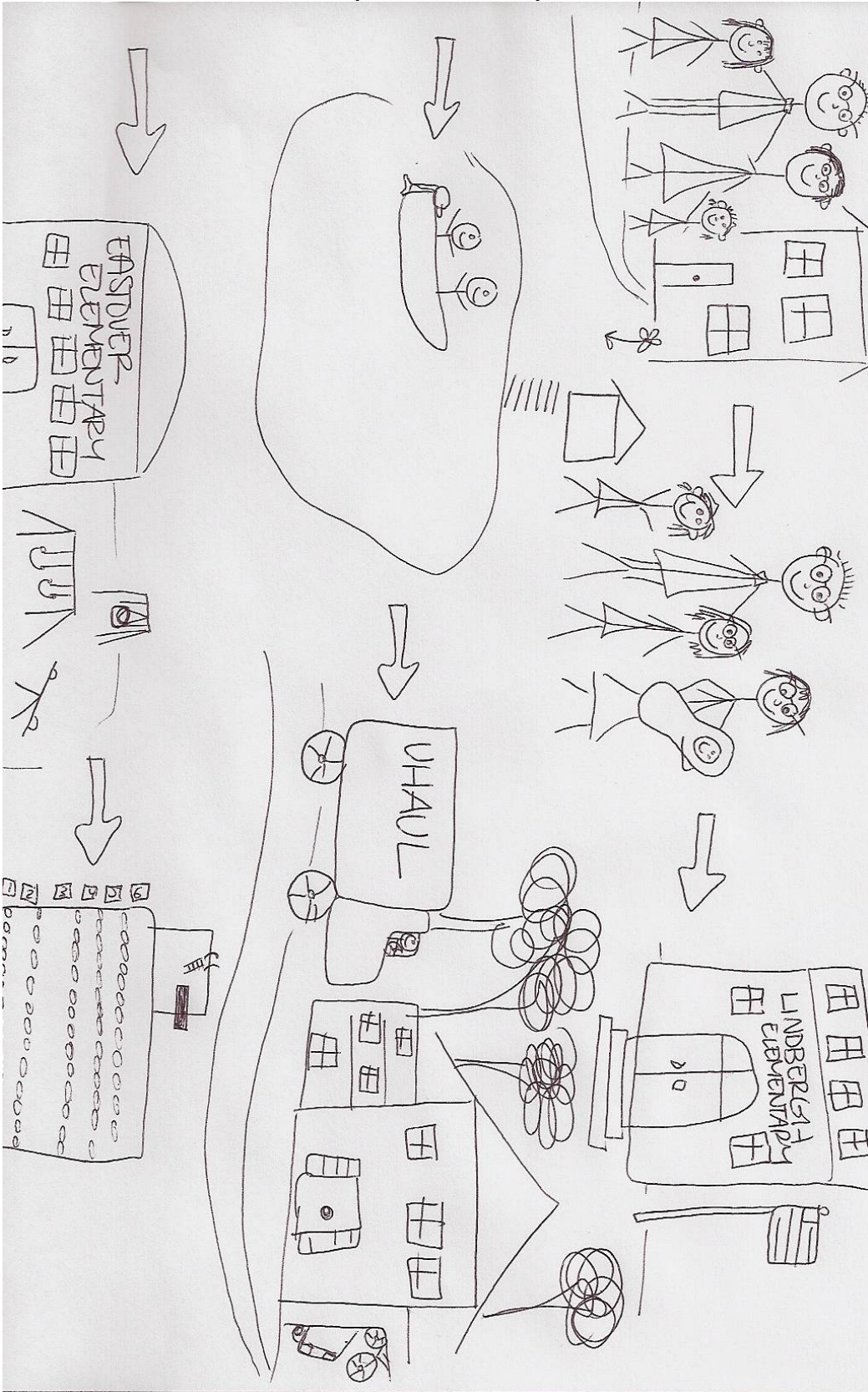
- Aáa (yes)
- *Gunalchéesh* (thank you)
- *Dikéex' wooch gayilsháat* (Hold each other up)
- *I gu.aa yáx_x'wán* (Be strong and have courage)

Tlingit Phrases for Holding Each Other Up

- Aáa (yes)
- *Gunalchéesh* (thank you)
- *Dikéex' wooch gayilsháat* (Hold each other up)
- *I gu.aa yáx_x'wán* (Be strong and have courage)

Life Map Prewrite

Sample Life Map



Life Map Prewrite

What is a life map?

A life map is a pictorial representation of one's life. It is a way for a writer to brainstorm big, life altering or small, but important moments in his or her life. Life maps can be simple with stick figures and squares for houses, or they can be a way in which an artist can capture an idea on paper. The life map flows in chronological order, and the idea is to use pictures and few words. The picture can be revisited over and over, added to, changed. It's just a starting place to generate ideas for stories.

Personal Narrative Prewrite Assignment

- Think about an important personal narrative from your life.
- On a separate piece of paper create a Life Map to represent your story.
- Use simple pictures
- Use few or no words
- Make sure your map flows in chronological order.

Student Page #5 *Writer's Checklist for Self and Peer Editing*

Author's Name: _____

Peer's Name: _____

Directions: Edit your written work using the Self-Edit columns, fixing any errors your notice. Then have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit		
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments and suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Capital letters	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
Grammar	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		

Transitional Words

The following are common words and phrases that help show logical connections between sentences or between ideas. Use these transitional words to enhance your writing transitions throughout paragraphs.

Additional facts- again, also, another, and besides, finally, further, furthermore, in conclusion, initially, next, to begin with

Similarities- as, as though, also, in the same way, like, similarly

Contrasts- although, but, despite, either, even though, however, if, in spite of, instead, neither, still, unless, yet

Place- above, among, adjacent, below, beyond, farther, nearby, opposite, there, under

Cause- because, since, for this reason

Result- as a result, consequently, for this reason, obviously, so, therefore

Specific Examples- a few of these are, especially, for example, in particular, specifically

Emphasis- basically, essentially, certainly, in fact, indeed, of course

Time- after, afterward, as soon as, before, finally, later, now, not long after, until, when, while

Vibrant Verbs

The following are a list of vibrant verbs that will help you to “spice up” your writing. Choose one of these verbs instead of a common overused verb like, “said.”

Acknowledged	Cried	Moaned	Roared	
Added	Decided	Mumbled	Ruled	Warned
Admitted	Demanded	Murmured	Scolded	Whispered
Advised	Denied	Nagged	Screamed	
Agreed	Described	Noted	Shouted	
Announced	Dictated	Notified	Shrieked	
Answered	Emphasized	Objected	Snapped	
Approved	Estimated	Observed	Sneered	
Argued	Exclaimed	Ordered	Sobbed	
Assumed	Explained	Pleaded	Spoke	
Assured	Expressed	Pointed out	Sputtered	
Asked	Feared	Prayed	Stammered	
Babbled	Giggled	Predicted	Stated	
Bargained	Grinned	Questioned	Stormed	
Began	Grunted	Reassured	Suggested	
Boasted	Indicated	Related	Taunted	
Bragged	Insisted	Repeated	Thought	
Called	Instructed	Replied	Told	
Claimed	Laughed	Responded	Urged	
Commanded	Lectured	Requested	Uttered	
Commented	Lied	Restated	Vowed	
Complained	Mentioned	Revealed	Wailed	

Dead Words

Some words in the English language tend to be overused and therefore lose their power. These are called Dead Words. Below is a list of dead words and more interesting alternatives that should be used in their place when you are writing.

Also: too, moreover, besides, as well as, in addition to

Awesome, Cool, Rad: fine wonderful, marvelous, great, fantastic

Scared: afraid, fearful, terrified, frightened

Have to: need to, must

Very: extremely, exceedingly, fantastically, unusually, incredibly, intensely, truly, fully, especially, shockingly, bitterly, immeasurably, infinitely, severely, surely, mightily, powerfully, chiefly

Like: such as, similar to, similarly

Kid: child, boy, girl, youngster, youth

Mad: angry, frustrated, furious, incensed, enraged

Got, Get: received, obtained, attained, succeed in

Then: first, second, next, later, finally, afterward, meanwhile, soon

Nice: pleasant, charming, fascinating, captivating, delightful, pleasurable, pleasing

Lots: Numerous, heaps, many, scores, innumerable

So: thus, accordingly, therefore

Fun: pleasant, pleasurable, amusing, entertaining, jolly

Good: excellent, exceptional, fine, marvelous, splendid, superb, wonderful

But: however, moreover, yet, still, nevertheless, though, although, on the other hand

Awful: dreadful, alarming, frightful, terrible, horrid, shocking

Great: wonderful, marvelous, fantastic

Guy: man, person, fellow, boy

Funny: amusing, comical, laughable, jovial

Dikéex' Wooch Gayilsháat

Hold each Other Up

An Oral Literacy Unit for Grades 6-8



Unit Overview

This unit introduces students to Tlingit oratory and the Tlingit value: *Dikéex'wooch gayilsháat*: hold each other up. The purpose of this unit is not to teach specific protocol for formal events such as a memorial Koo.eex. Instead, this unit attempts to capture the essence of Tlingit oratory- specifically the supportive reciprocity between speaker and listener that is present in both formal and informal gatherings.

When Tlingit speakers share words, the audience members hold up the speaker- they do not allow words to fall to the ground. This is done both verbally and with the heart. In Tlingit culture an audience member is not expected to be silent during a speech. In both formal and informal settings it is common to hear audience members responding to the speakers words during the speech. To show support or appreciation for the speaker, the listener might respond in Tlingit with *Aáa* (yes) or a *Gunalchéesh* (thank you). Likewise, if the speaker is having difficulty, an audience member might respond with the supportive phrase: *I gu.aa yáx x'wán* (be strong and have courage). In addition, Tlingit speakers know their words are a verbal representation of their ancestors. Therefore, the Tlingit speaker does not stand alone.

The purpose of this unit is to provide students a supportive community in which to practice public speaking. Over the course of the unit students will participate as storytellers and as audience members. In the role of story teller, students experience being supported by their peers. In the role of listener/audience member, students practice holding up the speaker. This is done through the use of Tlingit phrases which acknowledge and show support for the speaker.

Purpose of Unit

- To develop listening, speaking, reading and writing skills through use of effective literacy strategies and Tlingit oral tradition.
- To practice the Tlingit value, *Hold Each Other Up* as students engage in oral literacy activities.
- To develop understanding of Tlingit oral culture.

Essential Question

What does it look like, sound like and feel like to hold each other up?

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Tlingit Phrases

<i>Dikéex' wooch gayilsháat</i>	Hold each other up
<i>I gu.aa yáx x'wán</i>	Be strong and have courage
<i>Gunalchéesh</i>	Thank You
<i>Aáa</i>	Yes

Elders & Cultural Specialists in the Classroom

Students benefit from listening to elders and cultural specialists. An elder or cultural specialist should be invited to talk about Tlingit oratory and/or share a personal narrative with the students. If the elder/culture bearer is a heritage language speaker, they might also teach/reinforce heritage vocabulary and phrases related to the unit.

Embedded Literacy Strategies

The lessons in this unit utilize specific literacy strategies to scaffold student learning. Guided reading strategies ensure comprehension of informative text. Guided writing strategies allow students to communicate what they learned and to engage in the writing process effectively. The following chart defines strategies which may be incorporated into this unit.

Reading Strategies	Writing Strategies
<p>Guided Reading: Teacher models specific strategies to guide students through challenging text.</p> <p>Marking the Text: Students select text by highlighting or underlining specific components such as the main idea.</p> <p>Summarizing/Paraphrasing: Students restate in own words the essential information or main idea of a text.</p>	<p>Guided Writing: Teacher models the writing students are expected to do by guiding them through the writing process before students are expected to perform the same process.</p> <p>Brainstorming: Students list multiple ideas in a short amount of time without excluding any ideas.</p> <p>Drafting: Students incorporate brainstorming ideas into a written format or story.</p>
Speaking Strategies	<p>Marking the Draft: Students highlight or underline or code areas for revision.</p> <p>Adding Details: Students enhance text by adding additional words, phrases, sentences, or ideas.</p> <p>Self-Editing/Peer Editing: Students work alone or with a partner to examine and identify areas that might need correction for grammar, punctuation and spelling.</p>
<p>Oral Reading: Students read aloud one's own text or the texts of others to share work, build fluency and increase confidence in presenting to a group.</p> <p>Rehearsal: Students engage in multiple practices of a piece of text prior to performance to refine use of storytelling techniques.</p>	

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Standards Addressed in this Unit

Alaska English Language Arts Standards Grade 6

Writing

W.6.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.6.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.10. 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 discipline-specific tasks, purposes, and audiences.

Language

Vocabulary Acquisition and Use

L.6.6. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Reading: Informational Text

Key Ideas and Details

RI.6.2. 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.

RI.6.6. Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.

Speaking & Listening

Comprehension and Collaboration

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics and texts*, building on others' ideas and expressing their own clearly.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Alaska State Standards

English Language Arts

A.4 write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats

Cultural, Social, Personal Perspectives and Science

F.2 develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world;

F.3 develop an understanding of the importance of recording and validating cultural knowledge.

Cultural Standards

D.3 interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;

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Assessments

The essential question will be the guiding assessment and students will answer this question before and after the unit. Students will also maintain a reflective journal to respond to writing prompts provided in each lesson. The teacher should read student journals daily and differentiate based on student responses. The beginning of each lesson provides time to review and reflect on previous learning and would be a good time to clarify concepts.

- Pre-assessment and post assessment
- Journal reflection writing

Overview of Lessons	Literacy Strategies	Academic Vocabulary	Assessments
<p>Lesson 1: Hold Each Other Up!</p> <p><i>This lesson sets the stage for the unit. Students read informational text in order to better understand the meaning of “values.” Students focus on two Tlingit values: Be Strong and Have Courage & Hold Each other Up. Students learn to speak the Tlingit phrase: I gu.aa yáx x’wán (Be Strong and Have Courage) and Dikéex’ wooch gayilsháat (Hold each other up) and reflect on when these phrases might be used in school.</i></p> <ul style="list-style-type: none"> • Student Page 1: <i>The words we Live By</i> 	Marking the Text Quick Write	Values	Pre-assessment Journal Reflection
<p>Lesson 2: Oratory</p> <p><i>This lesson introduces students to the concept of oratory and reciprocity. Students read informational text to better understand the meaning of oratory. Students practice reading strategies, self-reflection journal writing and Tlingit language phrases to show support for peer speakers.</i></p> <ul style="list-style-type: none"> • Student Page 2: <i>The Art of Public Speaking</i> • Student Page 3: <i>Tlingit Phrase Sheet</i> 	Marking the Text	Oratory Reciprocity	Journal Reflection
<p>Lesson 3: Discovering your Story</p> <p><i>In this lesson the teacher guides students to identify a meaningful life story (personal narrative). Students complete a Life Map and practice telling their story to a peer or small group. Each student practices reciprocity by using the Tlingit phrases.</i></p> <ul style="list-style-type: none"> • Student Page 4: <i>Life Map Prewrite</i> 	Brainstorming Prewriting	Personal Narrative	Journal Reflection

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<p>Lesson 4: Expanding your Story <i>In this lesson students will expand their personal narrative into a written story. Students will use the writing process and will edit work using a writing checklist.</i></p> <ul style="list-style-type: none"> • Student Page 6: <i>Writer’s Checklist</i> 	<p>Drafting Marking the Draft Revising Editing</p>	<p>Simile Metaphor</p>	<p>Journal Reflection</p>
<p>Lesson 5: Sharing your Story <i>In this lesson students are prepared to share their stories and to demonstrate reciprocity within the context of a larger audience. Family members are invited to join the classroom for a storytelling event.</i></p>	<p>Oral Reading</p>	<p>Gratitude</p>	<p>Journal Reflection Post-assessment</p>

Suggested Pacing Guide

This unit will take approximately 2 weeks to complete. The length of the unit depends upon how much time is needed for students to complete their written personal narrative.

Lesson	Length of Class Session	Number of Sessions
Lesson 1	45 - 60 minutes	1
Lesson 2	45 - 60 minutes	2 Elder visit
Lesson 3	45 - 60 minutes	1-2
Lesson 4	45 - 60 minutes	5-7 Writer’s Workshop
Lesson 5	45 - 60 minutes	2 Storytelling Event
Total Class Sessions		11 -14

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Lesson 1

Dikéex' wooch gayilsháat- Hold Each Other Up

Lesson Overview:	This lesson sets the stage for the unit. Students read informational text in order to better understand the meaning of “values.” Students focus on two Tlingit values: Be Strong and Have Courage & Hold Each other Up. Students learn to speak the Tlingit phrases: <i>I gu.aa yáx x'wán</i> (Be Strong and Have Courage) and <i>Dikéex' wooch gayilsháat</i> (Hold each other up) and reflect on when these phrases might be used in school.
Essential Question:	<i>What does it look, sound and feel like to hold each other up?</i>
Alaska Standards:	L.6.6; W.6.10; SL.6.1; RI 6.2; F2; F3
Objectives: <ul style="list-style-type: none">• Students practice reading strategies while reading informational text.• Students respond to content in writing and oral discussions.• Students define “value” and reflect on their own values.• Students practice speaking the Tlingit phrases “hold each other up” and “be strong and have courage”.	Assessments: <ul style="list-style-type: none">• Pre-Assessment• Journal Reflection

Duration: 60 minutes

Materials

- Student Page 1: *Values: The Words We Live By*
- Student Journals
- Highlighters or Colored Pencils

Vocabulary

- values
- *Dikéex' wooch gayilsháat* Hold each other up
- *I gu.aa yáx x'wán* Be strong and have courage

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Procedure

Step 1 Introduction

Introduce purpose of unit:

- Over the next 2 weeks, you will be learning what a value is -and will practice the traditional Tlingit value: *Hold each other up*. You will also demonstrate strength and courage while speaking to an audience.

Pre-Assessment

On Notebook paper- Have students answer the following question. Let students know they will answer this same question at the end of the unit to see how their understanding has grown.

- Write what you feel you know right now: *What does it look, sound and feel like to hold each other up?*

Collect all papers and save for the end of the unit.

Note: *This is a good time to set expectations for reflective writing: Have students record the question and answer in complete sentences.*

Step 2 Building Background Knowledge: Values

Students read informational text in order to understand the meaning of “values.” Students discuss the two Tlingit values: Be Strong and Have Courage; Hold Each other Up.

Before Reading:

- Pass out the Student Page 1: *Values: The Words We Live By*
- Review or teach the strategy: “Mark the text”. Students use highlighters or colored pencils.

During Reading:

- Have students read the passage and mark the text for key words or phrases that define or explain the meaning of “values”.
- Have students complete the quick write at the end of the student page.

After Reading:

- Discuss and define “value.” Ask student to share the words/phrases they marked and use their responses to create a definition. Post the definition in the classroom.
- Ask for volunteers to share quick writes
- Direct students to locate the list of Tribal Values on the Student Page
- Discuss the value: ***Be strong, have courage.*** Ask:

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Why might this be an important value?
When would a person need to be strong/have courage?
What are the different ways we show strength/courage?

- Discuss the value: **Hold each other up**. Define the value as showing support for each other. Ask:

Why might this be an important value?
When would a person benefit from receiving this support from others?
What are the different ways we can demonstrate holding each other up?
How can we use our words to hold each other up in school?
What are some things we can say to each other to show support?

Step 3 Building Background Knowledge: *Tlingit Phrases*

Teach Tlingit Phrases:

Let students know they will learn a Tlingit phrase that will be used to hold each other up and have a Tlingit speaker teach the following phrases:

- *I gu.aa yáx x'wán* Be strong and have courage
- *Dikéex' wooch gayilsháat* Hold each other up

Discuss:

- When might we need to use this phrase with each other in our learning community here at school?
- Emphasize how our actions can support each other's learning experiences.
- Some things- such as public speaking- take a lot of courage for many people. We can support each other in class by encouraging other's to be strong and have courage when speaking. Tell students: During this unit we will be telling stories (speaking) and we will show support for each other by using Tlingit phrases. We will hold each other up so that everyone can feel strong and have courage while speaking.

Step 4 Closing and Assessment

Journal Reflection Prompts:

Set expectations for journal writing. You may choose to assign points or grades for completed journals or create a scoring guide so students understand habits of work expectations.

Have students choose one of the following to write about in their journals. Instruct them to write the prompt down and to answer with complete well thought out sentences. Let students know they will be sharing their responses in the following lesson.

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Describe a time in your life when you needed to be strong and have courage.
Describe a time you held up someone.
Describe a time in your life when you were held up.

Formative Assessment:

Be sure to read the pre-assessments and keep for the end of the unit.

Read student journal entries. Be sure every student has a thoughtful response because they will be expected to share it during the next lesson.

Student Page #1

The Words We Live By

What are Values?

Every person has values. Values are the ideas people have about what is right, good and fair. Here are some examples of values:

- Respect for elders
- Respect for property
- Respect for nature

Cultural Values

People who are from the same culture often share the same values. They learn these values from family, elders and community.

People from different cultures often share the same values too. For example, all cultures include respect as a value. However, it is important to understand that different cultures show respect in different ways.

For example, in some cultures a handshake shows respect to the person you are greeting. In other cultures a handshake would be considered rude. Another example is the use of eye contact. Some cultures show respect by using eye contact. Others show respect by lowering their eyes to avoid eye contact.

Understanding how another culture shows respect can help you to be more respectful towards that culture.

Traditional Tribal Values: Our Way of Life

The Tlingit, Haida and Tsimshian people have lived in Southeast Alaska for a very long time. For thousands of years they have interacted with each other. They share a set of values. Respect is one very important value among the Tlingit,

Haida and Tsimshian people. Here is a list of the Southeast Traditional Tribal values:

- Discipline and Obedience to the Traditions of our Ancestors
- Respect for Self, Elders and Others
- Respect for Nature and Property
- Patience
- Pride in Family, Clan and Traditions
- Love, Loyalty and Generosity
- Be Strong in Mind, Body and Spirit
- Humor
- Hold Each Other Up
- Listen Well and with Respect
- Speak with Care
- We are Stewards of the Air, Land and Sea
- Reverence for Our creator
- Live in Peace and Harmony
- Be Strong and Have Courage

?

How many of these traditional tribal values are rooted in respect?

Personal Values

You have your own values. The things you believe are right or wrong reflect your personal values. Your personal values come from your family, your elders, your culture and your experiences.

Quick Write:

What are your personal values?

How are your personal values connected to your family and your culture?

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Lesson 2 Oratory

Lesson Overview:	This lesson introduces students to the concept of oratory and reciprocity. Students read informational text to better understand the meaning of oratory. Students practice reading strategies, self-reflection journal writing and Tlingit language phrases to show support for peer speakers.
Essential Question:	<i>What does it look, sound and feel like to hold each other up?</i>
Alaska Standards:	L.6.6; W.6.10; SL.6.1; RI 6.2; F2; F3
Objectives:	Assessments:
<ul style="list-style-type: none"> Students use marking the text reading strategy. Students apply Tlingit language phrases in context. Students define oratory. Students reflect on self as a public speaker. 	<ul style="list-style-type: none"> Journal Reflection

Duration: 2 Class Sessions

Materials

- Student Page 2: *The Art of Public Speaking*
- Student Page 3: *Tlingit Phrases for Holding Each Other Up*
- Student Journals
- Highlighters or Colored Pencils

Vocabulary

- oratory
- reciprocity
- Aáa yes
- *Gunalchéesh* thank you
- *Dikéex' wooch qayilsháat* Hold each other up
- *I gu.aa yáx'x'wán* Be strong and have courage

Literacy Strategies

- Marking Text

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Procedure

Step 1 Activating Prior Knowledge

Review previous Learning:

Post the Tlingit Phrases/words on a chart and practice/review the phrase from the previous lesson.

- *Dikéex' wooch gayilsháat* Hold each other up
- *I gu.aa yáx'x'wán* Be strong and have courage

Set purpose for Today's lesson:

Today you will read about **Oratory**

Step 2 Building Background Knowledge: Oratory & Reciprocity

Before Reading

Discuss:

Have you come across the word “oratory” before?

What do you think the word “oratory” means?

Pass out the Student Page 2: *The Art of Public Speaking*.

Let students know they will read the passage to better understand the word oratory.

During Reading

Have students read the passage and mark the text (using highlighters or colored pencils) for words or phrases which define or describe oratory.

After reading

Define **oratory**: What are some words or phrases you underlined that define Oratory?

Discuss and define **reciprocity**

- Don't let words fall to the ground. What is meant by this phrase?
- Discuss how when someone gives you the gift of story, you can **reciprocate** with appreciation.

To prepare students for reciprocity in the classroom: Teach Tlingit phrases and when to use them. Have students practice.

- Say “yes” to show you agree with the speaker's words: *Aáa* (yes)
- Say “thank you” to show appreciation for the words: *Gunalchéesh* (thank you)
- Encourage the speaker when they need support: *I gu.aa yáx'x'wán*
(be strong; have courage)

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Step 3 Student Practice: *Tlingit Phrases*

Students practice being a storyteller and a listener in pairs or small groups:

- Students take turns reading their journal reflections from lesson 1 while the listener holds up speaker by practicing the Tlingit phrases. Be sure to pass out phrase sheets and/or have the phrases posted in the room where all can see.
- Say “yes” to show you agree with the speaker’s words: *Aáa* (yes)
- Say “thank you” to show appreciation for the words: *Gunalchéesh* (thank you)
- Encourage the speaker when they need support: *I gu.aa yáx.x’wán* (be strong; have courage)

Step 4 Optional: *Elder or Cultural Specialist Visit*

Invite a cultural specialist or elder to the class to talk about values or to share a story. Have students practice using phrases during the visit.

Step 5 Closing and Assessment

Journal Prompts: Have students respond to all of the following:

How do you feel about public speaking?

Is it easier for you to talk to one person rather than a large group of people?

How did it feel to be held up by your partner?

Send home the Student Page 3: *Tlingit Phrases for Holding Each Other Up* and have students teach family members the phrases.

The Art of Public Speaking

What is Oratory?

Speaking well to a group of people is an art form. The words a speaker chooses will depend upon the audience and the reason for the speech. Speakers use words to inspire and to heal. Speakers use words to connect us to our ancestors. Some speeches include words to live by, such as values. Talented speakers connect with their audience.

Oratory is the art or practice of speaking in public.

Glossophobia: *“The fear of speaking”*

If you get nervous when you speak in front of a group of people you are not alone. Public speaking is the number one fear among humans. More people fear public speaking than death. There is even a word that means “fear of speaking”. The word is *glossophobia*.

Tlingit Oratory

Speaking with care is a value shared by Southeast Alaskan tribes. The people understand that words are very powerful. They understand how the words we choose impact those around us. Living in harmony is another value shared by Southeast Alaskan tribes. Living in harmony with others requires thoughtful speech.

Clan leaders are often called upon to speak. A clan leader learns to be careful with words and to manage one’s emotions. It is important for a clan leader not to become easily excited or angered. Understanding how to keep emotions in check is an important trait in a clan leader. A clan leader is trained by elders to be cautious with speech and to understand how words of comfort are a gift.

Hold each other up!

How can we support each other when we speak in public? The answer is: hold each other up! ***Don’t let the words fall to the ground!*** When listening show respect and encouragement for the speaker. Use your own words to show support for the speaker’s words:

- Say *Aáa* (yes) to show you agree with the speaker’s words
- Say *Gunalchéesh* (thank you) to show appreciation for the words.
- Encourage the speaker when they need support. Say *I gu.aa yáx̣x’wán* (*be strong; have courage*).

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Student Page #3

Tlingit Phrases for Holding Each Other Up

- Aáa (yes)
- *Gunalchéesh* (thank you)
- *Dikéex' wooch gayilsháat* (Hold each other up)
- *I gu.aa yáx_x'wán* (Be strong and have courage)

Student Page #3

Tlingit Phrases for Holding Each Other Up

- Aáa (yes)
- *Gunalchéesh* (thank you)
- *Dikéex' wooch gayilsháat* (Hold each other up)
- *I gu.aa yáx_x'wán* (Be strong and have courage)

Lesson 3 Discovering Your Story

Lesson Overview:	In this lesson the teacher guides students to identify a meaningful life story (personal narrative). Students complete a graphic organizer and practice telling the story to a peer. Each student practices reciprocity by using the Tlingit phrases.	
Essential Question:	<i>What does it look, sound and feel like to hold each other up?</i>	
Alaska Standards:	W.6.4; W.6.10; SL.6.1; SL.6.6; F.2; F.3	
Objectives:	<ul style="list-style-type: none"> • Students brainstorm a personal narrative topic • Students organize a personal narrative using a graphic organizer • Students use Tlingit phrases to support peers. 	Assessments:
		<ul style="list-style-type: none"> • Journal Reflection

Duration: 1-2 Class Sessions

Materials

- Student Page 4: *Life Map Prewrite*
- Drawing paper
- Student Journals
- Tlingit phrase sheet

Vocabulary

- | | |
|-----------------------------------|----------------------------|
| • Aáa | yes |
| • <i>Gunalchéesh</i> | <i>thank you</i> |
| • <i>Dikéex' wooch gayilsháat</i> | Hold each other up |
| • <i>I gu.aa yáx'x'wán</i> | Be strong and have courage |
| • Personal Narrative | |

Literacy Strategies

- Brainstorming
- Prewriting
- Graphic organizer

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Procedure

Step 1 Activating Prior Knowledge

Review Previous Learning

Practice Tlingit phrases

Set Purpose for Lesson

- Tell students today they will brainstorm and map out a real story which will be developed in later lessons into a full written narrative.

Step 2 Building Background Knowledge: *Personal Narratives*

Note to teacher: Be sure to familiarize yourself with the Life Map student page. This would be a great time to share your own personal narrative using a Life Map. This would demonstrate for students how to create/use a life map to tell their stories and would help build background knowledge of the personal narrative genre.

Whole Group Discussion: **What is a personal narrative?**

- You are the topic of a personal narrative.
- Personal narratives are a story about you and your experiences.
- Think of a real experience you have had that would be hard to forget. Think about what makes it so hard to forget. Tell what happened.

Whole Group Brainstorm: **Help students to identify meaningful personal narratives.**

Brainstorm a list of topics for personal narratives. Some possible topics:

- A time I held someone up
- An important discovery
- An experience that taught you a lesson
- A day when everything went right (or wrong)
- An embarrassing experience
- A frightening experience
- A memorable journey
- Your first day at a new school
- An experience that made you laugh until you cried
- A vacation trip
- A fishing/hunting/gathering trip
- Your first time away from home

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Life Map Prewrite: Pass out the Student Page 4: *Life Map Prewrite* and read together “What is a life map?” Discuss the assignment and have students complete a map for their personal narrative on drawing paper. Assist as needed.

Step 3 Student Practice

Small Group Practice: **Share personal narratives with a partner/small group**

- Have students practice telling their story to a partner or in a small group using the Life Map as a telling guide.
- Encourage the listener(s) to hold up the speaker by using the Tlingit phrases.

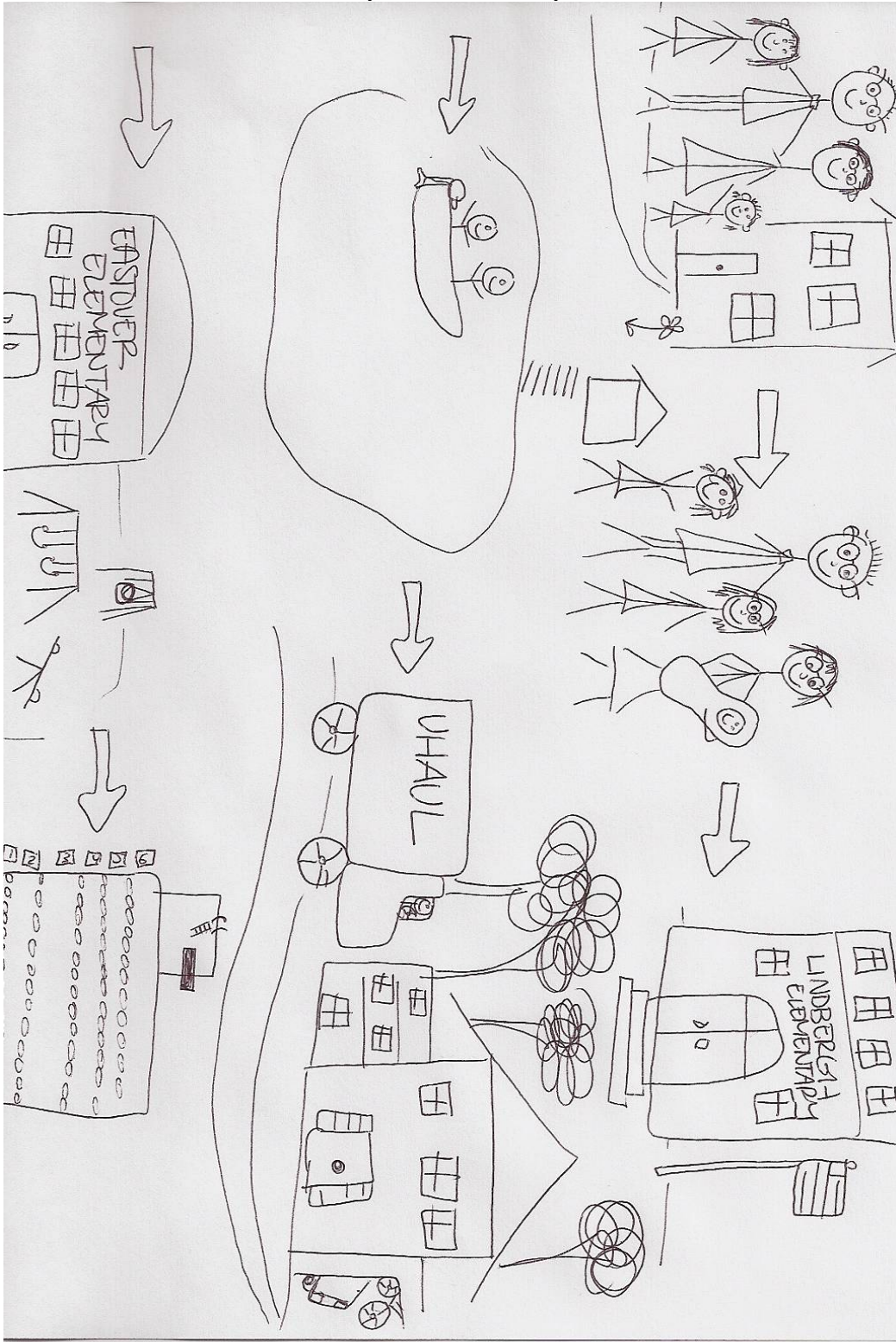
Large Group Practice: **Allow volunteers tell story to larger group.**

Step 4 Closing and Assessment

Journal Prompt:

- Reflect on the Essential Question: *What does it look, sound and feel like to hold each other up?*

Sample Life Map



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Life Map Prewrite

What is a life map?

A life map is a pictorial representation of one's life. It is a way for a writer to brainstorm big, life altering or small, but important moments in his or her life. Life maps can be simple with stick figures and squares for houses, or they can be a way in which an artist can capture an idea on paper. The life map flows in chronological order, and the idea is to use pictures and few words. The picture can be revisited over and over, added to, changed. It's just a starting place to generate ideas for stories.

Personal Narrative Prewrite Assignment

- Think about an important personal narrative from your life.
- On a separate piece of paper create a Life Map to represent your story.
- Use simple pictures
- Use few or no words
- Make sure your map flows in chronological order.

Lesson 4 Expanding Your Story

Lesson Overview:	In this lesson students will expand their personal narrative into a written story. Students will use the writing process and will edit work using a writing checklist.	
Essential Question:	<i>What does it look, sound and feel like to hold each other up?</i>	
Alaska Standards:	W.6.4; W.6.5; W.6.10; F2; F3	
Objectives:	<ul style="list-style-type: none"> • Students write a draft of their story. • Students revise draft to add metaphor and simile • Students use a writers' checklist to edit self and peer work. 	Assessments:
		<ul style="list-style-type: none"> • Journal Reflection

Duration: 5-7 class sessions

Materials

- Student Page 5: *Writer's Checklist*
- Student Journals

Vocabulary

- | | |
|-----------------------------------|----------------------------|
| • Aáa | yes |
| • <i>Gunalchéesh</i> | <i>thank you</i> |
| • <i>Dikéex' wooch gayilsháat</i> | Hold each other up |
| • <i>I gu.aa yáx_x'wán</i> | Be strong and have courage |
| • Simile | |
| • Metaphor | |

Literacy Strategies

- Drafting
- Marking the draft
- Revising
- Editing

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Procedure

Step 1 Activating Prior Knowledge

Review Previous Learning: Practice Tlingit phrases.

Set Purpose for Today's Lesson: Have students retrieve the completed Life Maps. Discuss how the map is a visual representation of their personal narrative. Let them know that over the next several days they will create a written version of their story in a writer's workshop.

Note: This would be a good time to review steps of the writing process and any rules for classroom behavior/expectations for Writer's Workshop.

Step 2 Drafting the Story

Drafting

Using the Life Map Prewrite instruct students to complete a written draft of the story. Teach writer's craft mini-lessons to meet the specific needs of your students. Some ideas for mini-lessons:

- How to write a compelling beginning
- Elaborating with details
- Using transitional words and vibrant verbs (see teacher resource)
- Developing suspense
- Effective dialogue

Step 3 Revising: *Simile and Metaphor*

Teach and Practice Writing Simile and Metaphor:

- Provide examples of both. Discuss the difference between the two and allow students time to practice creating and sharing simile and metaphor (see the teacher resource pages for ideas if needed).
- Discuss how these literary elements are powerful ways to bring deeper meaning to a personal narrative
- Point out that Tlingit oratory includes simile and metaphor.

Revising for Simile and Metaphor

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Have students locate and mark a place in their drafts where a simile would be appropriate. Have students mark another spot in the draft where a metaphor would be appropriate. Assist students to add both to their draft.

Step 4 **Revising: *Peer Review***

This is an opportunity for students to test out whether their written story makes sense to others. Each child will share his/her story with a peer.

Set expectations for positive/constructive feedback for peer reviews:

Have one student read his/her story to a peer. The peer reviewer should first tell the writer one thing they really liked about the story and/or the writer's craft. After the positive feedback the peer reviewer might pose a question about something that wasn't clear- or an area they felt could have more details. The writer should take notes. Then they switch roles and repeat.

When finished students may choose to revise based on peer feedback.

Step 5 **Editing: *Writer's Checklist***

Self and Peer Editing: This is the final step before publishing the story.

Pass out the Student Page #5: *Writer's Checklist* and review with students.

Students first edit their own work completing the check sheet. Then they work with a peer to edit their work.

Step 6 **Publishing**

Options for publishing:

- Students type stories
- Students rewrite story
- Students record their story
- Students illustrate a final draft.
- Students create a power point or other digital version of the story
- Class Book of all stories
- DVD of students telling stories during the event.

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Student Page #5
Writer's Checklist for Self and Peer Editing

Author's Name: _____

Peer's Name: _____

Directions: Edit your written work using the Self-Edit columns, fixing any errors your notice. Then have a peer complete the Peer Edit columns while you observe.

	Self-Edit		Peer Edit		
	Checklist Items	After completing each step, place a check here.	Checklist Items	After completing each step, place a check here.	Comments and suggestions
Punctuation	I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		I read the author's piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.		
	Quotation marks are included where needed.		Quotation marks are included where needed.		
Capital letters	I checked for capitals at the beginning of sentences.		I checked for capitals at the beginning of sentences.		
	Proper nouns begin with capital letters.		Proper nouns begin with capital letters.		
Grammar	My sentences are complete thoughts and contain a noun and a verb.		Sentences are complete thoughts and contain a noun and a verb.		
	I don't have any run-on sentences.		There are no run-on sentences.		
Spelling	I checked spelling and fixed the words that didn't look right.		Spelling is correct.		

Lesson 5

Sharing Your Story

Lesson Overview:	In this lesson students are prepared to share their stories and to demonstrate reciprocity within the context of a larger audience. Students add an introduction and closing which addresses the audience and demonstrates gratitude. <i>Family members are invited to join the classroom for a storytelling event.</i>	
Essential Question:	<i>What does it look, sound and feel like to hold each other up?</i>	
Alaska Standards:	A4; SL.6.1; SL.6.6; F2; F3	
Objectives: <ul style="list-style-type: none"> • Students begin their story by showing gratitude to audience members. • Students tell their story and thank audience members when finished. 	Assessments: <ul style="list-style-type: none"> • Journal Reflection • Post Assessment 	

Duration: 45-60 minutes

Materials

- Student Journal

Vocabulary

- | | |
|-----------------------------------|----------------------------|
| • Aáa | yes |
| • <i>Gunalchéesh</i> | <i>thank you</i> |
| • <i>Dikéex' wooch qayilsháat</i> | Hold each other up |
| • <i>I gu.aa yáx'x'wán</i> | Be strong and have courage |
| • Gratitude | |

Procedure

Step 1 Activating Prior Knowledge

Review Previous Learning

If needed, review Tlingit Phrases

Set Purpose for Today’s Lesson: Today we will add to our story an introduction and closing to express gratitude for our audience members during the storytelling event.

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Step 2 Revising: *Oral Audience Greeting and Closing*

Revising: *Audience Greeting*

To prepare students for writing a greeting to address the audience members:

- Discuss/define **gratitude**:
gratitude (noun): the quality of being thankful; readiness to show appreciation for and to return kindness. "She expressed her gratitude to the audience for their support"
- Discuss how to express gratitude for the audience at upcoming storytelling event. Explain how in Tlingit oratory the speakers address the audience by introducing self and then acknowledging clan relations or audience members present.
- Students should write an introduction to include the following;
 1. Self-introduction
 2. Expression of gratitude for audience members: (I am very grateful/happy to see your faces... I would like to acknowledge my mother (name)/father (name)/ brother/sister etc..)

Revising: *Closing*

To prepare students for writing a closing to address the audience members:

- Discuss how students can show gratitude by thanking the audience members for listening. Have students write a closing thank you to the audience.

Step 3 Student Practice: *Rehearsal*

Small Group Practice:

Have students form groups of 4-5 to take turns telling/reading story with greeting and closing. Listeners will practice respect/hold each other up using Tlingit phrases.

Step 4 Student Practice: *Storytelling Event*

Storytelling Event: Be sure to invite family and friends ahead of time.

- Explain how students have been working on the value of “hold each other up” while developing personal narratives.
- Prepare the audience for the reciprocity phrases and teach family/parents the Tlingit phrases. You may choose to have students lead this.

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- Students read personal narratives with introduction and closing. Audience members are encouraged to respond with Tlingit phrases

Step 5 Closing and Assessment

Journal Prompts:

- Post-assessment: *What does it look like, sound like, and feel like to “hold each other up”?*
- Self-Reflection: What did you learn about yourself as a public speaker?

Extensions

Teach Tlingit introductions and have students introduce themselves in Tlingit to audience during the storytelling event.