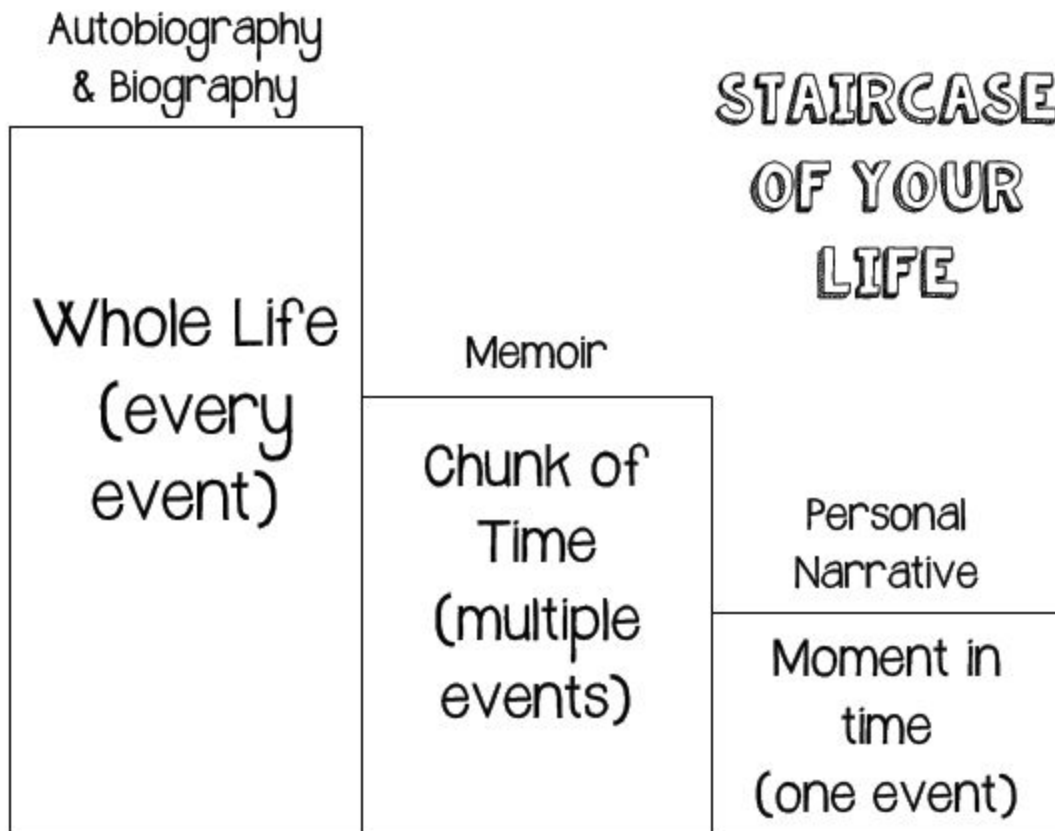


# Memoir Packet



In 6th grade, you wrote a personal narrative. It described a single event in your life that was important to you. In 7th grade, you will write a memoir. It will include a series of events, or a larger chunk of time in your life that was meaningful to you.

## Characteristics of a Memoir

- It focuses and reflects on the relationship between the writer and
  - a particular person, place, animal, or object.
  - It explains the significance of the relationship.
- It is limited to a particular phase, time period, place,
  - It maintains a first person point of view.

# When I Was Your Age Mentor Texts

Ways that good readers 'read':

1. Listen to/read the story.

2. Make connections

3. Read to analyze

## Everything Will Be Okay- James Howe

1st read: Big Ideas

Connections

2nd Read: Analysis

- Whose perspective?
- Who do they have a relationship with?
- What happens?
- Where does the story take place?
- How do they describe the setting?
- What is the conflict?
- How is it resolved?
- What is the lesson of the story?

## Flying- Reeve Lindegergh

1st read: Big Ideas

Connections

2nd Read: Analysis

- Whose perspective?
- Who do they have a relationship with?
- What happens?
- Where does the story take place?
- How do they describe the setting?
- What is the conflict?
- How is it resolved?
- What is the lesson of the story?

Characteristics of a Memoir  
Story Elements

Setting: \_\_\_\_\_

Word Bank:

Characters: \_\_\_\_\_

Word Bank:

Problem:: \_\_\_\_\_

Word Bank:

Events: \_\_\_\_\_

Word Bank:

Solution:: \_\_\_\_\_

Word Bank:

Theme:: \_\_\_\_\_

Word Bank:

## Themes:

What are some frequently used themes in a story?

Start to brainstorm some 'important lessons' to you. What are some life lessons that you have learned that have shaped you to be the person that you are today?

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Pick 3 of those lessons. Describe a few events that have taught you those lessons

Lesson 1:	Lesson 2:	Lesson 3:
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
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## "Grading Memoirs"

Below you will see memoir writing samples from a wide range of age groups. Your job is to analyze the writing and decide the age of each writer.

Annotate the text to point out the setting, characters, conflict, and resolution.

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Bank of grade levels: 3rd grade, 5th grade,

### **The Crash**

It all started on a hot sunny day. I didn't think anything was going to happen, but boy was I wrong!

"Want to go for a bike ride?" my friend Lisa asked me.

We had just gotten to a really cool camp ground. It had a swimming pool, but the part that I liked the most was the cabins. They were surrounded by tall trees. There was a little trail that I thought would be a perfect place to run away to and have a romantic night with a boy, but enough of that mushy gushy stuff.

"Sure!" I responded as I was already getting my bike and helmet. We wobbled onto the road. We peddled as fast as we could so when we went over pot holes or the turtles, we would bounce off our seat like a bouncey ball.

Around the corner, over the bump! Ok here comes the turn. At first it looks like a nice turn, an ordinary turn, but that is exactly what it wants you to think. Here we go! I felt like I was going 100 m.p.h. CRASH! BOOM! BANG! My so called legs or what was left of them were squashed between two unmoving cars. The bony stems that were dangling from the rest of my body were unmovable.

"OWWWWWW!" I screeched, but what I did not know was that five angry people were staring at me.

"What happened here?" probably one of the biggest guys in history said.

"I'm sooo sorry about the car!"

"Well it's not my car, and I'm glad!"

The car on the left had a black streak from side to side from my handle bar.

The big hairy son of a God (I call him that because he was so big) walked me back to my camp site.

Later that evening . . .

"Sarah you have to come. YOU crashed into the cars so you WILL come." The horrible words came from my own dad's mouth.

"No! No! No! This isn't happening."

I imagined a guy about two times bigger than the first, but to my surprise the humungus person I had imagined was a skinny stick!

The skinny stick said that no harm was done. All it needed was a coat of paint. So I guess that I lived happily ever after except that I couldn't walk for the rest of the trip. Maybe that camp ground wasn't so cool after all.

-What grade do you think this writer is in? \_\_\_\_\_

-WHY? (Explain using evidence from their writing sample). \_\_\_\_\_

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## How My Situation Turned Out

I got this assignment to do. I had to write about an event that I regreted. But I didn't do it. I didn't tell my parents about it. Meanwhile, Ms. Stromberg asked me every day about this assignment.

I didn't do this assignment because I couldn't think of anything to write about. I didn't ask my mom for help, because I thought she would get mad at me.

When Ms. Stromberg asked me about my work, I just rolled my eyes. I hoped it would go away. However, what did happen, was Ms. Stromberg sent home a note which I didn't give to my parents.

Finally, Ms. Stromberg talked to my mom about it. When my mom heard about this, she got mad and hurt. She was mad because I didn't do my work, and hurt because I thought she would get mad at me if I asked for help.

I had to do this work until my parents were satisfied. I didn't get any books all weekend and no TV all Friday. I got very mad. I got so mad, I didn't think I'd ever read again.

I feel totally dumb. I should have gone to my parents for help.

It was all my fault. I learned that I shouldn't lie because it gets me into worse trouble. In the future I'm not going to lie. If I have a problem, I'm going to tell someone about it, and ask for help.

-What grade do you think this writer is in? \_\_\_\_\_

-WHY? (Explain using evidence from their writing sample). \_\_\_\_\_

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## An Eight Pound Rival, Continued

For the next eight years, John dominated all the attention. Every time there was an argument, or even a fight, Mom took John's side. I had to share a room with A.J., my older sister, for a while after John was born, and then I had to share a room with the Devil himself. I was not impressed. So what? Yeah, he's extremely cute and only four years old, *but he was annoying me!!!!* Who made up the rules about how the youngest gets first priority and who gets to start off in mom's bed anyway?

In fifth grade, I expressed my resentment in a poem:

*My brother is on the bed right next to me.  
He's singing and playing bis new kazoo  
And making me mad all at the same time.  
I want him to SHUT UP!!!  
He's telling me how much better at things he is than me.  
He's putting down bis Kazoo. YES!  
But now he's biting the cat.  
I take bis kazoo and start biting him with it.  
My Mom comes in the room and starts yelling at ME. Jeeze.*

Through all this I didn't realize how much I loved him. Even being the attention-stealer that he was, he was a good companion, also. We had so much fun goofing off together, and I loved playing airplane with him. This was a game where I put him on my legs and he pretended to be flying.

John grew up to be a lot like me which made us extremely compatible, but it was hard because I had to share the limelight. He was very silly and a natural performer, so I felt like there was no more room for my silliness; he took silliness to a whole new level. John and I were frequently sent from the dinner table for being loud, obnoxious, or rowdy. Most times we left the table snickering, and ready to play some more. I was especially good at bullying him and that made me feel better about having to share the limelight. I really enjoyed having a buddy everywhere that I went with the family, even if I wasn't nice to him all the time. I really do love him and always will. He is very entertaining and funny and he has a good heart. I'm trying to accept that he didn't mean to dominate the center stage all the time, that's just one of the many lovable assets of his personality.

Now, I'm looking at John, over the mess on the kitchen table, wondering if he's all right, because he's only eight years old, and that was a lot of throwing up to do. Then he gets to go out and play with his friend, just like he wanted. I feel a little cheated. Would I have gotten to go back out if that was me? I really wish he could have the experience of a younger sibling, just so he would know how I feel.

## Memoir Brainstorming

In class, we came up with different 'significant life events' that you could use as inspiration to think of an experience for your memoir. Here are the significant events we talked about...

-life/death	-natural disaster	-wedding	-divorce	-medical event
-sporting event	-injury	-moving	-job related (losing a job, getting a new job)	-getting a new family member
-trip/vacation	-learned a new activity	-personal achievement	-meeting a friend	-losing a friend
-historical event	-growing up	-school (first day...)	-role model	-purchase
-disappointment	-nature experience (hiking, scuba diving)	-receiving an award	-accomplishing a goal	-helping someone/getting help

Pick your top 3-4 significant events that you have life experience from:

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Out of those 3-4 events, list 1-3 experiences for each category that stick out to you-

Event 1:	Event 2:	Event 3:	Event 4:



Time to narrow it down! Out of the different experiences you have listed, pick 3 experiences that you think you could write about with...

- A LOT of detail!
- Thoughts from you while you experienced it
- Feelings you had
- A setting that you can describe well

Top 3 experiences to write about:

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Turn and talk to 2-3 partners. Explain your top 3 stories to them. As a reader, ask them which story sounds most interesting to them.

Which story seems most interesting to the readers? \_\_\_\_\_

Time to choose the top 2 stories. For both stories, you are going to develop the main parts of a memoir. After developing BOTH stories, you will have to choose one to continue writing.

Memoir Characteristics	Memoir Memory #1	Memoir Memory #2
Big Idea		
Setting → Where does it take place?		
Beginning		
Middle → What is the problem, or the climax of the story?		
End → Is there a resolution, or some kind of end to the story?		
Lesson → Did you learn some kind of lesson?		

## Draft 1 Brainstorming:

### BOLD BEGINNING (Introduction)

Write a bold beginning. You must hook in your reader. Some possible choices include...

- State a belief: *I think everyone should play a musical instrument.*
  - Repeat a single word: *Keys, keys, keys. There are so many keys on the piano.*
  - Share an interesting fact: *Playing a musical instrument will likely improve your math skills.*
  - Capture a memorable moment: *My palms still sweat from when I remember my first recital.*
  - Describe a sound: *"Ping, ping, ping" went the tempo keeper next to me.*
  - Ask the reader an interesting question: *Have you ever performed in front of 100 people before? Do you know how nerve wracking it is?*
  - Begin the story with dialogue: *"Have you practiced the piano today?" My mother nagged to for the tenth time as I went to school.*
- 

Choose your introduction. Write it. How will you capture your reader's attention? Make it **BOLD**.

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### MAGNIFICENT MIDDLE (Body)

Your story *needs* to be told in a sequential way (in order). Tell your story bit-by-bit. Write your story only using key phrases for now, starting with the beginning of your story, flowing into the middle of the event (including the climax/problem), and keywords for the end of the story. You may not need to use all of the spaces, but MOST should be filled.

\*\*When it's time to draft the story, write using YOUR voice. Imagine you're telling the story to a close friend. Think CAREFULLY about your keywords/phrase below. Use them to retell your story.

Key Word/Phrase: \_\_\_\_\_

Details:

\_\_\_\_\_

Key Word/Phrase: \_\_\_\_\_

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Key Word/Phrase: \_\_\_\_\_

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Key Word/Phrase: \_\_\_\_\_

Details:

\_\_\_\_\_

Key Word/Phrase: \_\_\_\_\_

Details:

\_\_\_\_\_

## DIALOGUE

What kind of dialogue do you want to incorporate in your memoir?

Who said it?	What did they say?	Beginning, middle, or end of your story?

## THOUGHTS AND FEELINGS

Where can you incorporate thoughts and feelings?

What is the thought or feeling?	WHAT were you thinking? OR WHY did you feel it?	Beginning, middle, or end of your story?


First Draft Outline!

Use the brainstorming from the last few pages to fill in your graphic organizer.

# OPENING

Hook:

Time:

Setting:

Main Characters

# Body- Beginning

Describe how the story begins. What events build up to your climax or problem?

Add in sensory details- thoughts, feelings, setting descriptions.

## Body- Middle

Describe the most exciting part of the story. What happens?  
Include A LOT of detail!

Add in sensory details- thoughts, feelings, setting descriptions.

## Body- END

HOW does the story end? What happens?

Add in sensory details- thoughts, feelings, setting descriptions.

## Conclusion

How does your story wrap up? Did you change? Did your perspective of someone or something change? Did your problem get solved? Is there a moral to your story? Why is this memory important to you?

## Directions for writing your first draft:

Ms. Wagner has shared a google folder with you.

1. Make a folder WITHIN your hour's folder that says " \_\_\_\_\_'s (your name) Memoir Folder"
2. Open the document named "Memoir Skeleton". Make a COPY of it and move it to YOUR memoir folder.
3. Use your drafting worksheets that you recently filled in to start writing your memoir skeleton. This is considered a version of your first draft.

→ DUE DATE FOR MEMOIR SKELETON: \_\_\_\_\_

4. Create a new document in your folder and name it "FIRST DRAFT". Copy the text from your memoir skeleton into the FIRST DRAFT document. (It should not be in the table format anymore). It should now start looking like an essay. Print it when it is completed.

5. After the lesson on revising, you will need to complete 2-3 revisions. The first revision is by YOURSELF, the next 1-2 are your PEERS.

→ DUE DATE FOR REVISIONS: \_\_\_\_\_

6. Create a new document in your folder and name it "SECOND DRAFT". Copy the text from your FIRST DRAFT and make the necessary revisions from step 5. Print it out when it is complete.

→ DUE DATE FOR 2nd DRAFT: \_\_\_\_\_

7. Revisions round 2. With different peers, you will get your SECOND DRAFT revised and edited.

8. Create a new document in your folder and name it "THIRD DRAFT". Copy the text from your SECOND DRAFT and make the necessary revisions from step 7. Print it out when it is complete.

9. Final round of revisions. With different peers from steps 5 and 7, you will get your THIRD DRAFT revised and edited. This is the last time you can change your draft before writing your FINAL DRAFT.

10. Create a new document in your folder and name it "FINAL DRAFT". Copy the text from your THIRD DRAFT and make the necessary revisions from step 9. Make sure your final draft has the following criteria

:

- TOP LEFT CORNER: Your full name, the hour you have ELA class.
- ENTER 2 TIMES + CENTER: Title of your story
- Times New Roman font, size 12, 1.5 spaced and the following margins →

Margins (inches)

Top 0.4

Bottom 0.4

Left 0.35

Right 0.35



## Memoir Assignment Requirements:

As always, I am available for extra help. If you are confused or want me to look at a piece of your memoir to see if you are on the right track, feel free to come and see me.

### FORMAT:

- 12 pt Times New Roman font,
- Margins: refer to the previous page
- Length: 2-5 pages
  - Going over or under that limit will result in significant loss of credit. (If you feel you are the exception to this rule, please see me.)
- Your paper should have a title that is original and clearly conveys the main idea of your memoir (Memoir is not an appropriate title).
  - Your title should NOT be italicized, underlined, in bold, in a larger/different font (size 14), or in quotation marks. It should be centered and placed one line after your heading. Do not use a title page.
- The following heading should appear in the upper left corner of your first page:
  - Your Name
  - Your Teacher's Name
  - The hour your class meets (i.e. 1st hour)
  - Due Date

### ASSIGNMENT:

A memoir is an account of a personal, emotional experience that attempts to allow the reader to feel what the writer felt in that moment. Your task is to write your own memoir. Your story must focus on ONE specific memory (winning the science fair, scoring the winning point during a basketball game, a car accident, breaking your leg, getting your first pet, etc.) *Be careful not to ramble onto tangents.* Your goal is not to describe an entire year of your life. The action in your memoir should have a short time span (a few hours, days, weeks, months). Keep it school appropriate, and remember that I am a mandatory reporter (I am required to report things such as abuse and neglect to Protective Services). Make sure the reader can empathize (feel your feelings) with you, can understand how you felt and experience the emotions you felt at the time you're describing. Include enough details to paint a clear picture of the experience. Condense or expand your thoughts to fit within 2-5 pages. Remember that if you go over or under your page limit, it will result in significant loss of credit.

Example of heading:

Josie Samonian

Ms. Wagner

5th hour

Due: November 20th, 2017

### My Trip to California

I was ten years old and had never been to California. In fact, I had never been further west of the Mississippi River when my parents told me, my brother and my sister that we were going on our biggest vacation yet. The plan was to drive there – more than 2,000 miles in all – in my dad's latest car.

## **Memoir Rubric and Points**

\_\_\_\_\_/5 ROUGH DRAFT: At least 1 rough draft is included to show this has been a process that involved some / revision, not a single draft.

\_\_\_\_\_/5 SECOND DRAFT: At least 1 rough draft is included to show this has been a process that involved some / revision, not the first draft.

\_\_\_\_\_/5 HEADING: The heading of your paper meets the required formatting.

\_\_\_\_\_/5 LENGTH: The length of your paper is between 2 and 5 pages typed.

Criteria	EXCEEDS THE STANDARDS 12 POINTS	MEETS THE STANDARDS 10 POINTS	APPROACHING THE STANDARDS 7 POINTS	BELOW THE STANDARDS 5 POINTS	INCOMPLETE OR MISSING 0 POINTS
<b>Focus/Description</b>	-Narrative insightfully includes all aspects of the prompt. -The writer is extremely engaging in the narrative; has well established -Expertly introduces a narrator and/or character.				Story does <u>not</u> provide any evidence of focus or description.
<b>Organization</b>	-Seamless progression of events -Skillfully uses a variety of techniques to sequence events and build on details. -Provides a conclusion that clearly reflects upon the experience of the story.				Story does <u>not</u> provide any evidence of organization.
<b>Narrative Techniques</b>	-Skillfully uses a variety of narrative techniques as dialogue, pacing, reflection, multiple plot lines to develop experiences/events/ or characters.				Story does <u>not</u> provide any evidence of narrative techniques.
<b>Language</b>					Story does <u>not</u> provide any evidence of language mastery.