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

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

SOUTHEAST TRADITIONAL TRIBAL VALUES:
This activity reflects the following Southeast Traditional Tribal Values:

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

ALASKA STATE ENGLISH/LANGUAGE ARTS STANDARDS:
The activity addresses the following Alaska State Standards for grades 6, 7, and 8:

Reading Standards for Informational Text: Key Ideas and Details:

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

Writing Standards:

**Grade 6:**

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

Grade 7:
• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (eg., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
• Use appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts.
• Use precise language and domain-specific vocabulary to inform about or explain the topic.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from the information or explanation presented.

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

Speaking and Listening Standards:

Grade 6:
• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on
others’ ideas and expressing their own clearly.

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

**Grade 7:**

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

**Grade 8:**

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

**Language Standards:**

**Grade 6:**

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

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

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

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

   a. Vary sentence patterns for meaning, reader/listener interest, and style.
   b. Maintain consistency in style and tone.

Grade 7:

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

   a. Explain the function of phrases and clauses in general and their function in specific sentences in order to apply the conventions of English.
   b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
   c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

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

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

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

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

Grade 8:

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

   a. Explain the function of verbals (gerunds, participles, infinitives) in general and their antecedents).
   e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
function in particular sentences in order to apply the conventions of English.

b. Form and use verbs in the active and passive voice.
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
d. Recognize and correct inappropriate shifts in verb voice and mood.

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

a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
b. Use an ellipsis to indicate an omission.
c. Spell correctly.

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

a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact)

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


McLaughlin, Kristina, “Exploring and Sharing Family Stories” 
Includes lesson plans and extensions for a 2-week unit for a middle school English class (grades 6-8.)

Used in this activity:
“How to Interview a Relative” From the ReadWriteThink web site, sponsored by the International Reading Association and the National Council of Teachers of English, 2005. 

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