Jessica’s Sample Lesson Plans for the Memoir Unit

# Tuesday 9/8 – Whole Class Zoom Meeting

## Before Class

* Students should read “Menace” <http://hyperboleandahalf.blogspot.com/2013/10/menace.html> and “The Fart that Almost Altered my Destiny” <https://annalindthomas.com/the-fart-that-almost-altered-my-destiny/>
* Extra credit: students can find a memoir online that uses a visual, audio, or video element. Submit to BBL.

## Whole class zoom meeting

* Welcome and thank students for submitting their “About Me” pages that were due Sunday night. Use Zoom screen share to show a couple of interesting/cool examples of student work.
* Have students take 2 minutes to jot down some common characteristics of memoir based on the two samples they read for homework.
* Call on students to share ideas about common features of memoirs. Record their ideas on a word doc and have this doc visible in Zoom’s share screen mode. After class ends, post this word doc to BBL so that students can access it later if they want a refresher.
* After students have finished sharing ideas, compare to Norton Field Guide chapter 18 characteristics of a memoir. Share screen of Norton ebook and go through the key features on pp. 228-229 (check page numbers in case they’ve changed with the ebook format). Also discuss limited time span. Memoirs should have a specific time span. They are telling one specific story and not a whole autobiography or the story of a whole senior year, etc. Have students talk about the time span of “Menace” and “Fart.”
* Discuss the rhetorical situation of a memoir. This is personal writing, but it is for an outside audience. How do you help that audience engage with the subject and understand its significance? (Rhetorical situation: audience, author, subject, purpose, setting; see [OWL coverage of Rhetorical Situations](https://owl.purdue.edu/owl/general_writing/academic_writing/rhetorical_situation/elements_of_rhetorical_situations.html))
* Share screen and show each of the sample memoirs on their webpages. How are visual elements working for each piece? “Menace” is illustrated; what effect does that have on the reader? “The Fart” is light on visual elements, but take a look at the design of this author’s website. How does design affect the way site visitors read and navigate the site? What impression do you get from the site? Have students type up their responses and submit to a discussion board in BBL. Give students 5-7 minutes to respond.
* Share screen and look at a selection of student responses.
* If any students did the extra credit, have them share.

## End of Class Reminders

* For Thurs, read Norton ch. 18 and Analog memoir selection (specific reading TBD).
* Blog post due before class Thursday as well. Blog post should pick one of the 4 memoirs from this week (Menace, Fart, All Over but the Shoutin’ from Norton ch. 18, Analog memoir) and discuss what about the writing made it the most effective for them as a reader. Students may also want to compare the four memoirs in order to establish which one worked best for them (approx. 100-200 words).
* Group A meets in the classroom Thursday. Groups B and C should submit work as detailed on BBL.

# Thursday 9/10 – Group A Meets in the Classroom, Groups B and C submit work to BBL

## Before class

* Students should read Norton ch. 18 and Analog memoir TBD
* Post to their blog: Blog post should pick one of the 4 memoirs from this week (Menace, Fart, All Over but the Shoutin’ from Norton ch. 18, Analog memoir) and discuss what about the writing made it the most effective for them as a reader. Students may also want to compare the four memoirs in order to establish which one worked best for them (approx. 100-200 words)

## Groups Working Online

* Groups B and C should comment on two peers’ blog posts and also post responses to the discussion prompts below on the appropriate BBL discussion board thread. I will probably have one discussion board per day that includes all the prompts together so that students working online only have to make one discussion board post per class.

## In-Class

* Class discussion: We read humorous memoirs for Tuesday, but we’ve expanded the subject matter for today. What commonalities are you still seeing between all our examples? What writing or design features grab your attention as a reader? (Have a BBL discussion board set up with a prompt so that Groups B and C can submit their answers.)
* If you were to add a visual or audio elements to today’s memoirs, what would you do and why? (Groups B and C submit answers to class discussion board on BBL.)
* Examine how chapter 18 corresponds to these memoirs: story, details, significance. Also examine/discuss time span. (Groups B and C -- each student should pick 2 features of a memoir and explain how those features operate in one memoir from today or Tuesday. Post to BBL discussion board).

## End of Class Reminders

* Blog post due before class: Three ideas for your memoir essay and why you might want to write about each topic.

# Tuesday 9/15—Group B Meets in the Classroom, Groups A and C submit work to BBL

## Before class

* Blog post due before class: Three ideas for your memoir essay and why you might want to write about each topic (approx. 100 words)

## Groups Working Online

* Groups A and C should respond to two peers’ blog posts. You could ask a question about one of the proposed topics or suggest a visual or audio component for one of the ideas or comment on why an idea particularly grabs your attention. These groups should also post today’s work to BBL as appropriate.

## In-Class

* Go around the room and have each person share at least one of their memoir ideas.
* Talk about time span and importance. Have students jot down ideas for each of those elements for each of the ideas they wrote about in their blog posts (Groups A and C should post to BBL). Go around the room and have students share thoughts about the significance and time span of their ideas.
* Pick a memoir topic that seems like it has some interesting potential (ok to change mind later). Lynda Barry seven minutes of writing exercise to generate details and immerse students in the moment of their prospective memoir. Instead of a word and having to draw an X on the paper as the video instructs, just have students think of a moment/image in their memoir idea and follow along. They are basically starting at second 48 of the video. <https://www.youtube.com/watch?v=UjmwJX4KobY> Groups A and C can do this on their own, take a picture of the resulting writing, and post to BBL discussion board.
* Share some cool details students unearthed by doing this exercise. Discuss how details support the significance of a memoir (refer back to class readings as examples).

## End of Class Reminders

* Group C meets in class on Thursday.
* Blog post due before class: Memoir pitch: time span, importance, personal investment/why statement, ideas for visual or audio component. (approx. 200 words)

# Thursday 9/17 – Group C Meets in Class Today. Groups A and B submit work to BBL.

## Before class

Blog post due before class: Memoir pitch: time span, importance, personal investment/why statement, ideas for visual or audio component. (approx. 200 words)

## Groups Working Online

Groups A and B should post responses to BBL where appropriate and complete the self-portrait exercise and post it to their blogs.

## In-Class

* Analyze samples (see “Analyzing Multimodal Examples” in the [Visual Design Lessons](https://standardsyllabus.weebly.com/sample-visual-design-lessons.html)) for how visual elements are working. (Groups A and B should pick a website and answer the what’s the point, what’s working well, and what’s not working well questions. They should post their work to BBL.)
* Experiment with Google image search. Show students how to search a word/term, go to images, tools, usage rights. (Post these instructions to BBL for students in groups A and B.)
* Have students make a “self portrait” or illustration for their memoir idea from eight images found through a Google image search. These images shouldn’t include any real portraits of the student, but rather be a symbolic collection to represent something about their personality and experiences. Have students post this “self portrait” to their blog. (Post instructions on BBL and have Groups A and B work on this independently and post to their blogs as well.)
* If time allows, have students start drafting for the memoir.

## End of Class Reminders

* All students should be drafting their memoirs. Complete rough draft is due by the conference time.
* Sign up for a conference time by Sunday night.

# Tuesday 9/22 and Thursday 9/24 -- Conferences

Conferences either via zoom, outside, or in the classroom with masks and social distancing.

Conference about student’s draft. Student should submit draft at least a few minutes before conference.

# Tuesday 9/29 – All Peer Review Groups Meet Online

Peer review groups (3 students per group) meet online during the regular class time and discuss each other’s memoirs.

Each group member should share their memoir with their group members and read memoir aloud to the group. Then the group can look at the text and discuss the memoir. Each author should fill out a post-review worksheet that is provided via BBL and submit via BBL. Post-review worksheets due by the end of the class period.

I’ll consult the class about preferences for technology to facilitate online peer review. Zoom or Google Meet are two possibilities. I might also consider setting up zoom meetings for students so that I can check in on the groups as they meet.

# Thursday 10/1—Whole Class Zoom Meeting

* Discuss common issues seen during peer review.
* Answer questions about the memoir.
* Discuss visual design of memoir on website. Use of visual element, alt text, whitespace, headings, etc. Refer back to 9/17 lesson on analyzing multimodal examples. Discuss how visual design complements student writing and is part of the rhetorical situation (refer back to lesson on 9/8 about rhetorical situation).
* Assign blog post reflecting on the memoir experience.

## End of Class Reminders

* Memoirs and reflection blog post are both due Sunday night.
* We’ll have a whole class zoom meeting for the next class.
* Reading due for next class.