

Name: Sharon Clay
Subject: English Language Arts
Grade: 7th
Unit: Writing a Memoir: Digital Storytelling

Description:

Students will read “I Promised I Would Tell” by Sonia Schreiber Weitz to gain an understanding about how personal experiences can create powerful messages. Once students have finished reading “I Promised I Would Tell” they will create a personal memoir using iMovie or Photostory.

Objectives:

Students will be able to create a 10 to 15 minute digital story using iMovie or Photostory. Students will be able to compare and contrast the life of at least one person from “I Promised I Would Tell” to someone in their own life.

Students will be able to identify figurative language in a memoir

Students will be able to use figurative language in their personal writing to enhance the text of their memoir.

Materials:

Class set of “I Promised I Would Tell”
Desktop or Laptop computers one for each student
iMovie or Photostory software
Scanner
Video camera
Chart paper

South Carolina Content Standard

Day One

Get Started: Journal Entry
“What is your earliest memory?”

Direct Instruction:

1. Class Discussion about journal topic
2. Distribute handout “Types of Memoirs”
3. Class Discussion [Who is Sonia?](#)

Guided Practice:

1. Read chapter one: Fragments of Light
2. Complete post-reading activity at “Facing History and Ourselves”

[Graphic](#)

[Organizer](#)

3. Have students share responses with other members in the class.

Individual Practice:

1. KWL chart about the book based on the first chapter only

2. Ask students to create a list of people in their lives who have died
3. Choose one person from list and jot down as many things as you can remember about that person

Closure:

1. Exit Slip –name of person they circled on list and approximate age at time of death

Day Two

Get Started: Journal Entry

“What is your happiest memory?”

Direct Instruction:

1. Class Discussion about journal topic
2. Distribute handout [“Characteristics of a Memoir”](#)
3. Class Discussion: students will need to refer to list of people from Day One. What time of memories do you have about the people you identified?

Guided Practice:

1. Chart OBLIGATION: students will work in groups to generate definition for obligation (use flip chart paper) [Universe of Obligation](#)
2. What is a Universe of Obligation
3. Create a circle of obligation for teacher
4. Discuss the significance obligation

Individual Practice:

1. Read “Into the Darkness” Chapter Two
2. Students should respond to this question individually: What do you think Sonia means when she says, “without compassion...love...humanity...to dull the pain”? In your journal, write about a personal experience when compassion, love, and humanity could have eased pain and loss. How do these human responses affect relentless suffering? See [Facing History.org](#)
3. Re-read “Secret Wedding” page 7 and “Silent Echo” on page 13 the answer the questions below
 - a. Who is the poem about?
 - b. What is the relationship between the subject and the writer?
 - c. What is the writer’s purpose? In other words, what does the writer want you to know about this relationship?

Closure:

1. Exit Slip –Where is your favorite place to visit?

Day Three

Get Started: Journal Entry
“Describe your saddest memory”

Direct Instruction:

1. Class Discussion about journal topic
2. Use [“Characteristics of a Memoir”](#) to generate discussion about students personal ideas regarding their memoir
3. Class Discussion: “Secret Wedding” and “Silent Echo” questions a,b, and c.

Guided Practice:

1. Read chapters 3 and 4 “The Ghetto” and “Plaszow, March 1943-December 1944”
2. Choose one person from memoir and create character sketch
 - a. PHYSICAL DESCRIPTION
 - b. WHAT THE CHARACTER SAYS
 - c. WHAT THE CHARACTER DOES
 - d. WHAT THE CHARACTER THINKS
 - e. WHAT OTHERS SAY TO OR ABOUT THE CHARACTER
 - f. WHAT OTHERS DO TO THE CHARACTER
 - g. THE SETTING IN WHICH THE CHARACTER IS FOUND
 - h. WHAT THE CHARACTER IS LIKE

Individual Practice:

1. Choose subject for your personal memoir use [Starting Your Memoir](#) questions to start generating ideas
2. Choose an area and answer all questions

Closure:

Exit Slip –List any questions you have about “I Promised I Would Tell” or about starting your memoir

Day Four

Get Started: Journal Entry
“Describe your saddest memory”

Direct Instruction:

4. Class Discussion about journal topic
5. Use [“Characteristics of a Memoir”](#) to generate discussion about students personal ideas regarding their memoir
6. Class Discussion: “Secret Wedding” and “Silent Echo” questions a,b, and c.

Guided Practice:

1. Read chapters 3 and 4 “The Ghetto” and “Plaszow, March 1943-December 1944”
2. Choose one person from memoir and create character sketch
 - a. PHYSICAL DESCRIPTION
 - b. WHAT THE CHARACTER SAYS
 - c. WHAT THE CHARACTER DOES
 - d. WHAT THE CHARACTER THINKS

- e. WHAT OTHERS SAY TO OR ABOUT THE CHARACTER
- f. WHAT OTHERS DO TO THE CHARACTER
- g. THE SETTING IN WHICH THE CHARACTER IS FOUND
- h. WHAT THE CHARACTER IS LIKE

Individual Practice:

1. Choose subject for your personal memoir use [Starting Your Memoir](#) questions to start generating ideas
2. Choose an area and answer all questions

Closure:

Exit Slip –List any questions you have about “I Promised I Would Tell” or about starting your memoir

Homework: Start looking for pictures to use in your memoir. Bring them to class to be scanned

Day Five - computer lab

Get Started: Journal Entry

What do you think the saying “ A picture is worth a thousand words” means?

Direct Instruction:

1. Use the [Facing History -Sonia Weitz](#) link to share videos, and pictures of Sonia’s experiences- discuss the images viewed
2. iMovie or Photostory tutorial ([Photostory Tutorial](#)) ([imovie tutorial](#))

Guided Practice:

1. Read chapters 5 and 6 at “The Ghetto” and “Plaszow, March 1943-December 1944” [Facing History Site - Auschwitz and Beyond](#)
students will read the text from the site, meet with pre determined group to respond to post reading activity then discuss with entire class – engage students in discussions about material read – purpose, what did they see?, how did they feel?, why did author include in memoir? etc
2. [Facing History Site - Bergen-Belsen](#)
Students will read text from site, meet with predetermined group and chart examples of figurative language (foreshadowing, imagery, (e.g., similes, metaphors, personification, hyperbole)

Individual Practice:

1. Distribute memoir format –students should use previous in class writing assignments as prewriting activities journal topics, starting your memoir questions. (If students are still having trouble coming up with a focus for memoir try using this site [Scholastic -Write It Memoir](#))
2. Student resources [Draft](#), [Review](#), [Revise](#), [Polish](#), [Publish](#)
3. Distribute [Memoir Rubric](#), [Memoir Self Revision Questions](#), [Memoir Editing Checklist](#)

Closure:

Exit Slip – What is your purpose?

Homework: Continue to bring in pictures of that will help enhance your memoir, record audio and video of family and friends who you would like to add to presentation as well.

Day Six

Get Started: Journal Topic – What do you expect to learn about yourself once you have completed this memoir?

Direct Instruction:

1. You will instruct students on how to organize their personal memoirs. By this point they should have a topic and a specific focus. Just as Sonia Weitz's memoir is divided into segments students should be organizing their memories in this same fashion.
2. Encourage students to organize memories around a specific topic (holidays, school, granny, moving, losing a special person)
3. Once students have chosen topic they need to concentrate on a specific event for example, if they chose to write about school the area can be broken down into the following categories – My first Day, The Cafeteria, A Trip to the Principals Office, - whatever categories tie into their specific theme.

Guided Practice

1. Read "Mauthausen" and "Displaced Persons Camps"
2. Have students respond to the following questions (see [Facing History.org](http://FacingHistory.org)) page 262 or below
 - a. Identify a time when you went out of your way to help somebody else—a friend, a family member, a neighbor, or a complete stranger. What were the consequences of your actions for you and for others?
 - b. Identify a situation when you knew something was wrong or unfair, but you did not intervene to improve the situation. What were the consequences of your actions for you and for others?
 - c. Compare these two situations. What led you to act in one situation but not to intervene in the other
3. Discuss students response in small predetermined groups

Independent Practice:

1. Students should use this time to work on personal memoirs make sure they are referring to the [Draft](#), [Review](#), [Revise](#), [Polish](#), [Publish](#) handouts.
2. Meet with students individually to critique drafts of memoir
3. Once students have completed the drafts to your specifications they can move on to putting together the iMovie or Photo story presentation for their personal memoir.

Closure: Submit any questions about personal memoir or "I Promised I Would Tell"

Homework: Continue to bring in pictures of that will help enhance your memoir, record audio and video of family and friends who you would like to add to presentation as well.

Day Seven

Get Started: Journal Topic – Who will you dedicate your memoir to and why?

Direct Instruction:

1. Students will view “I Promised I Would Tell” video produced during summer 2010 “Teaching of The Holocaust” class at Columbia College
2. Discuss the video components (music, images, transitions)
3. Walk students through imovie/photostory production using your own images, audio, and video

Guided Practice:

1. Go to [I Am Free](#) complete the pre-reading activity with class
2. Read [I Am Free](#) at the Facing History site, complete during reading activity

Independent Practice:

1. Students should continue working on iMovie/Photostory to complete personal memoirs. Be sure students are referring to rubric for clarification. You will need at least five full days in the computer lab dedicated to the production of the movie. Time should also be arranged for a movie screening. You can invite parents, family members, and school administrators to showcase students produced films.

Assessment:

Option One: In the memoir “I Promised I Would Tell” by Sonia Schreiber Weitz, the narrator recounts the tragic events of her life as a child survivor during the Holocaust. Select one of the **quotes** below from the memoir and write a five-paragraph essay, which addresses the following areas:

- a. Identify the speaker
- b. the quote’s significance to the memoir
- c. the quote’s relevance to your life
- d. the quote’s significance to Sonia’s life during the Holocaust and after she was liberated

“Remember, I love you...A remember to tell the world!” - page 25

“You and I never had a chance to dance together” – page 35

“I tricked him into kissing the hand of a Jewess” – page 45

“She was my lifeline, my savior, my mother, my father, my sister, my family. And I loved her beyond words” – page 58

Option Two: In the memoir “I Promised I Would Tell” by Sonia Schreiber Weitz, the narrator recounts the tragic events of her life as a child survivor during the Holocaust. Select one of the **poems** below from the memoir and write a five-paragraph essay, which addresses the following areas:

- a. Identify the who the subject of the poem
- b. the poem’s significance to the memoir
- c. the poems relevance to your life
- d. the poems significance to Sonia’s life during the Holocaust and after she was liberated

Secret Wedding- page 7

In Memory to My Mother – page 28
Victory – page 36
Death March – page 49
My Black Messiah – page 68
Jahr-Zeit – (for my mother) – page 75
The Tree of Life – page 100

CHARACTERISTICS OF THE 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 leaves the reader with one impression of the subject of the memoir.
- € It is limited to a particular phase, time period, place, or recurring behavior in order to develop the focus fully.

- € It makes the subject of the memoir come alive.
- € It maintains a first person point of view.

QUESTIONS LIST: WHAT THE READER WILL NEED OR WANT TO KNOW

Questions for memoirs when the subject is a person:

1. How long have you known this person
2. When did you first meet and how did you meet?
3. What do you like about this person?
4. How has this person helped you?
5. Is there one thing that he or she always says?
6. How do you feel about this person?
7. What have you learned from this person?
8. What's the first thing you notice when you see this person?

Questions for memoirs when the subject is a place:

1. What are your feelings when you think about this place?
2. When was the first time that you went to this place?
3. What's your favorite thing to do in this place? Who else comes to this place?
4. If you could change one thing about this place, what would it be? How often do you go there?
5. Does everyone feel like you do about this place? Is this place the same today as it was in the past?
6. What's the most important object in this place? Why?

Questions for memoirs when the subject is an animal (pet):

1. What physical feature of this animal do you like the best?
2. What's the first thing you notice about this animal when you see him?
3. Pretend this animal is with you right now. Close your eyes. What would you be doing with it?

4. What is this animal's favorite thing to do?
5. When did you get it? How did you get it?
6. How do you feel when you are with it?
7. Does everyone feel the way you do about this animal?
8. What's one funny thing that it does?
9. How does this animal help you or how do you help it?

Questions for a memoir when the subject is an object:

1. How did you get this object?
2. How long have you had it?
3. How do you feel when you're with it?
4. Where is it right now?
5. Has it changed any since you first got it?
6. What's your favorite thing to do with it?
7. Does everyone feel like you do about this object?
8. How has it helped you?
9. Is there a time when you really need it?
10. What if you lost it?