

# MEMORIES UNIT



<b>Day 1</b> Introduce the memories unit by talking about what makes memories. Letter to a child assignment (Writing)	<b>Day 2</b> How Memory Works (Reading and writing)	<b>Day 3</b> Keeping Memories Alive Assignment (Speaking, listening, writing, reading)	<b>Day 4</b> Snapshots project (Viewing and representing)	<b>Day 5</b> Recipes and Memories assignment (Writing)
<b>Day 6</b> Nursery Rhymes and History Assignment	<b>Day 7</b> Quilting and History Assignment	<b>Day 8</b> Patchwork Memories Assignment (Writing)	<b>Day 9</b> Patchwork Memories Assignment Continued	<b>Day 10</b> Oral histories assignment (Speaking and reading)
<b>Day 11</b> Storytelling (Speaking)	<b>Day 12</b> Interview Assignment (Speaking and writing)	<b>Day 13</b> Interview Assignment Continued	<b>Day 14</b> Something to Remember research assignment (Reading and Writing)	<b>Day 15</b> Something to Remember Research Assignment Continued  Develop film
<b>Day 16</b> Biography of Someone from Canada's Past Assignment (Reading and Speaking)	<b>Day 17</b> Who Am I Shadow Curtain Assignment (Writing and Speaking)	<b>Day 18</b> Scrapbook Assignment (representing, reading, writing, viewing) Guest Speaker (Possible)	<b>Day 19</b> Scrapbook Assignment Continued	<b>Day 20</b> Scrapbook Assignment Continued  Open letter to me

# MEMORIES



# MEMORIES



## JOURNAL ENTRIES

- 📖 Did you ever say something you regret to someone in your family? If you could restate them today how would you change the words?
- 📖 Did you ever apologize for something you didn't do? Explain why.
- 📖 Did you ever get blamed for something you didn't do? How did it make you feel?
- 📖 Did you ever willingly take the blame for someone else's actions? Do you regret doing it?
- 📖 Abraham Lincoln said: "Am I not destroying my enemies when I make friends of them?" Did you ever have an enemy who later became your friend? How did this happen?
- 📖 Did you ever have a nasty rumour started about you that wasn't true?
- 📖 Did you ever have a day when everything went wrong? Describe this day from start to finish.
- 📖 Did you ever get the giggles when you didn't want them? Describe what happened.
- 📖 Did you ever make a gift for someone instead of buying one? If so, what did you make? How did it make you feel to give this gift?
- 📖 Have you ever won anything in a contest or a draw? What was it? Were you surprised that you won?
- 📖 Do you recall the feeling you had when you first rode a two-wheeler without training wheels? Does this experience compare to any other experiences you've had lately?
- 📖 Do you remember your first friend? Who was it? What are some of the things you did together?
- 📖 Do you remember the first movie you ever saw in a theatre? Did you eat popcorn or candy when you were there?
- 📖 Did a movie character or creature ever frighten you when you were little? Describe it and what you did.
- 📖 Did you ever have a dream that happened more than once? Can you describe the most powerful part of the dream?
- 📖 Do you remember anything about your first day of school as a youngster? Were you scared? What do you remember most about it?

# MEMORIES



# MEMORIES



## JOURNAL ENTRIES CONTINUED

- 📖 Do you remember the first time you felt proud of yourself? Tell why.
- 📖 Did you ever do anything heroic? If so, describe what happened. If not, did anyone you know do something heroic?
- 📖 Did you ever buy something you saw in an advertisement and feel cheated later? What was it?
- 📖 Did you ever purchase something that broke the first time you used it? Describe what happened.
- 📖 Do you remember the first time you really hurt yourself? Explain what happened.
- 📖 Describe your favourite foods when you were little. Did you have a favourite dessert? Are any of these foods still your favourite?
- 📖 Did you make any odd food concoctions when you were a child? Describe it.
- 📖 When you were small did you ever eat anything that wasn't food?
- 📖 Did you ever do anything when you were younger that you wouldn't think of doing now?
- 📖 Where was your favourite place to play when you were small? What did you do there?
- 📖 Tell about the first time that you fell in love.
- 📖 Think of a photograph of yourself when you were younger. Write down the thoughts that you might have been thinking at the time it was taken.
- 📖 What is the funniest thing that has ever happened to you? Retell the event as completely as you can.
- 📖 Write about a "first" in your life.
- 📖 What is your earliest memory? Write as many details about it as you can recall.
- 📖 What is the greatest thrill you have ever had in your life? Retell your experience in as much detail as possible.
- 📖 Make a timeline of your life listing only the most important events that have happened so far.

Senn, J.A. 325 Creative Prompts for Personal Journals. Toronto: Scholastic Professional Books, 1992.

Sweeney, Jacqueline. 350 Fabulous Writing Prompts. Toronto: Scholastic Professional Books, 1995.

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 3 Assignment 5

Unit 4 Assignment 4

Unit 3 Assignment 3

Unit 3 Assignment 6

### **Stage 4 Academic**

Unit 2 Assignment 1

Unit 2 Assignment 2

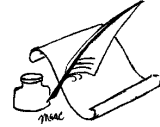
Unit 3 Assignment 3

### **Stage 4 Employment**

Unit 3 Assignment 2

Unit 9 Assignment 2A

## LETTER TO ME ASSIGNMENT



### **Description**

1. Conduct a large group discussion on what makes memories or have the class break into smaller groups and brainstorm about what makes memories. The end product should be a list of characteristics of what makes a memory.
2. Have each student write a friendly letter to him/herself as a child. The student should decide what they would say to the child and what they will ask the child based on the vast amount of information that they know about that child.
3. Before the students write the letters, the instructor should go over the format of how to write a friendly letter. See the handout entitled, Friendly Letter Format.
4. The students may want to design writing paper appropriate to the interests of the child.

### **Sub-skills Needed:**

1. Brainstorming strategies
2. Writing strategies
3. Discussion strategies

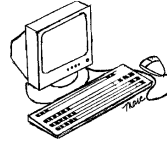
### **Materials Needed**

1. Copies of the handout entitled, Friendly Letter Format

# MEMORIES



## LETTER TO ME ASSIGNMENT CONTINUED



### **Computer Integration**

1. Using the word processor, each student will create a personal letter using the word processor. The friendly letter should be set up in the format shown in the blackline master entitled, Friendly Letter Format. The students may be as creative as they like with the creation of their letterhead and stationery keeping in mind that the letter should appeal to the person to whom it is being written. The students should also use the computer printer to address the envelope. Note that this is not covered in the Computer Curriculum Guide.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Templates Page 261  
Letter Wizard Page 273  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Evaluation**

#### Writing Rubrics and Checklists

- Student Writing Assessment Checklist
- #### Group Work Rubrics and Checklists
- Class Participation Assessment Rubric

### **Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 1  
Unit 1 Assignment 2  
Unit 1 Assignment 4  
Unit 2 Assignment 1  
Unit 3 Assignment 2  
Unit 3 Assignment 3  
Unit 4 Assignment 4

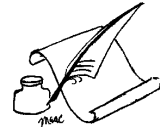
### **Stage 4 Academic**

Unit 1 Assignment 1  
Unit 1 Assignment 4A  
Unit 2 Assignment 2

### **Stage 4 Employment**

Unit 3 Assignment 1  
Unit 3 Assignment 2  
Unit 7 Assignment 3  
Unit 8 Assignment 1  
Unit 8 Assignment 2

## HOW MEMORY WORKS



### Description

1. The students will do research on how memory works and techniques for improving memory.
2. The students in the classroom should be divided into small groups.
3. Each group will do research on memory and create a poster with a labeled diagram, which will explain their findings.
4. The groups will present their findings to the class.
5. After all of the groups have presented, review the findings and have the students make their own notes on memory.

### **Sub-skills Needed:**

1. Research strategies
2. Co-operative learning strategies
3. Speaking strategies
4. Note taking strategies

### Materials Needed

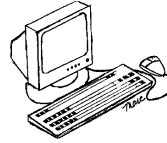
1. Poster board or chart paper
2. Markers
3. Copies of the handout entitled, How to Make an Effective Poster



# MEMORIES



## HOW MEMORY WORKS CONTINUED



### **Computer Integration**

The students will create a flow chart describing the continuum of how memory works. To accomplish this, the students will use the features on the draw tool bar in order to insert textboxes and arrows that will lead the reader through the flow chart. The students may embellish the flow chart with any artistic flair they wish.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Draw Objects Using the Drawing Tools Page 135  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Evaluation**

#### Speaking Rubrics and Checklists

- Presentation Rubric
- Speaking Rubric
- Oral Presentation Checklist
- Speaking Rubric II

### **Resources**

Hughes, Elaine and David A. Sohn. Writing By Doing: Learning to Write Effectively. U.S.A.: National Textbook Company, 1997.

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 1  
Unit 1 Assignment 2  
Unit 1 Assignment 6  
Unit 2 Assignment 1  
Unit 3 Assignment 2  
Unit 3 Assignment 4

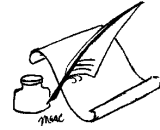
### **Stage 4 Academic**

Unit 1 Assignment 1  
Unit 1 Assignment 4  
Unit 2 Assignment  
1,2,3,4A,4B

### **Stage 4 Employment**

Unit 6 Assignment 1  
Unit 7 Assignment 3  
Unit 8 Assignment 1  
Unit 8 Assignment 2  
Unit 10 Assignment 1

## KEEPING MEMORIES ALIVE



### Description

1. Conduct a large group discussion on how people keep memories alive. From my own brainstorming, the following is a list of the methods, which I determined.

~Archives	~Artwork
~Dances	~Family Tree Research
~Films/Movies	~Heirlooms
~Oral Histories	~Photo Albums
~Poetry	~Quilting
~Rituals	~Scrapbooks
~Songs	~Storytelling
~Journals	~Memorials
~Libraries	
~Written History/Stories/Novels/Plays	
~Plaques and Historical Sites	

2. Have the students break into small groups to research and find evidence of the different ways that people/cultures keep memories alive. The instructor may want to assign a method to each group to prevent duplication.
3. Each group should display their evidence in the form of a pamphlet/brochure.
4. Once the pamphlets have been completed, have the class do a gallery walk. A gallery walk is where all of the students move around the room and view the work of their fellow students.

# MEMORIES



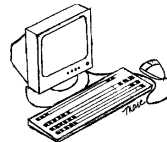
## KEEPING MEMORIES ALIVE CONTINUED

### **Sub-skills Needed:**

1. Discussion strategies
2. Brainstorming strategies
3. Co-operative learning strategies
4. Research strategies
5. Writing strategies

### **Materials Needed**

1. Access to the Internet
2. Research materials from which the students may find the information for which they are searching
3. Pamphlet examples to show the students how to set up a pamphlet/brochure



### **Computer Integration**

The students will create a brochure using the word processor. They may choose the format of their brochure. Pictures may be from ClipArt or downloaded off the Internet (if this skill has been taught). Creativity and drawing the eye to important pieces of information are key in brochure creation; therefore, the students should use the features from the draw tool bar, ClipArt, WordArt etc. to make their creation as attractive as possible.

### **Resources**

# MEMORIES



## Personalized Outcomes

## KEEPING MEMORIES ALIVE CONTINUED

If the students in the program have had experience with publisher programs or PrintShop, have them use one of these programs to create their brochures. Note that this is not covered in the Computer Curriculum Guide.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Draw Objects Using Drawing Tools Page 135  
ClipArt Page 151  
WordArt Page 157  
Save a Document Page 31  
Preview and Print a Document Page 32

## **Evaluation**

### Writing Rubrics and Checklists

- Research Papers Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist

### Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Group Work Rubric

# MEMORIES



## KEEPING MEMORIES ALIVE CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 3 Assignment 5

### **Stage 4 Academic**

Unit 2 Assignment 1

Unit 2 Assignment 4A

### **Stage 4 Employment**

Unit 3 Assignment 1

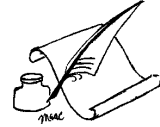
Unit 3 Assignment 2

Unit 4 Assignment 1

Unit 6 Assignment 1

Unit 7 Assignment 3

## SNAPSHOT PROJECT



### **Description**

1. For this project, each student should be equipped with a disposable camera. If your resources allow, your program may wish to purchase these cameras for the students, or you may be able to get your local camera or drug store to donate the cameras to your program. Keep in mind the processing costs as well.
2. Have the students take pictures of things that are important to them.
3. Assign a deadline for which the camera should be back, keeping in mind that it may take some time to process the film and that the students will require the photos for the final project in this unit.
4. Have the students keep a sequential log of the pictures they take. They should record the subject of the picture, the location the picture was taken, the date, and why the picture was taken.

### **Sub-Skills Needed:**

1. Note taking strategies

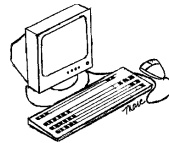
# MEMORIES



## SNAPSHOT CONTINUED

### **Materials Needed**

1. Copies of the blackline master entitled, Picture Log
2. Copies of the handout entitled, How to Take a Good Picture
3. Disposable cameras



### **Computer Integration**

The students will create their picture logs using the table feature on the computer. They may customize their table however they see fit. An example is shown in the blackline master entitled, Picture Log.

Note that a spreadsheet program may also be used to create the picture log, but this section is still being developed for the Computer Curriculum Guide.

If the program has a scanner, have the students practise using the scanner and the scanner features to enhance the photos that they have taken. Note that this is not covered in the Computer Curriculum Guide.

For those students who have more experience on computers, have the pictures taken by the students put onto CD-ROM. The students may then use a

### **Resources**

<http://www.kodak.com/US/en/digital/edu/k12Solutions/index.shtml>

# MEMORIES



## Personalized Outcomes

## SNAPSHOT CONTINUED

photo enhancement program to make changes and add creative touches to their photos. Note that this is not covered in the Computer Curriculum Guide.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29

Check Spelling and Grammar Page 40

Apply Bold, Italic or Underline Page 60

Change Font, Font Sizes, and Colours Page 77

Tables Page 215

Save a Document Page 31

Preview and Print a Document Page 32

### **Evaluation**

General Rubrics and Checklists

- Rubric Template



# MEMORIES



## SNAPSHOT CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 3 Assignment 2

Unit 4 Assignment 1, 4

### **Stage 4 Academic**

Unit 2 Assignment 1

Unit 2 Assignment 2

Unit 2 Assignment 3

### **Stage 4 Employment**

Unit 3 Assignment 1

Unit 3 Assignment 2

Unit 6 Assignment 1

Unit 12 Assignment 2

## RECIPES AND MEMORIES



### **Description**

1. Everybody can recall a special meal or food item that brings back memories. I think of my grandmother's perogies and cabbage rolls that we always had at Christmas time. Those foods bring back many memories for me.
2. Have each of the students recall a food item that brings back special memories for them. The student should obtain the recipe for this food item and bring the recipe to class.
3. The students should then write a descriptive story telling why the recipe means so much to them. The story should include words that describe touch, taste, sound, smell, and sight. A blackline master entitled, Recipes and Memories Template, has been included for the students' use
4. The class may want to create a class cookbook that includes the recipes and stories. Of course, publishing the recipes will depend on the degree to which the ingredients are secret to the family.

### **Sub-Skills Needed:**

1. Writing strategies

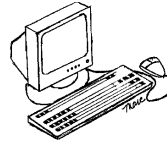
# MEMORIES



## RECIPES AND MEMORIES CONTINUED

### **Materials Needed**

1. The students' recipes.
2. Copies of the blackline master entitled, Recipes and Memories Template, -one for each student.



### **Computer Integration**

The students will use the word processor to type their recipes. They will use such features as tabs, margins, indents, and borders in order to complete this assignment. The students will also use the word processor to type their stories about why the recipe means so much to them.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Bullets Page 98  
Tabular Page 179  
Change Page and Margin Settings 124  
Indent Paragraphs Page 83  
Create Paragraph Border Page 89  
Create Page Border Page 92  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Resources**

# MEMORIES



## Personalized Outcomes

## RECIPES AND MEMORIES CONTINUED

### Evaluation

#### Writing Rubrics and Checklists

- Narrative Analytic Rubric
- Writing Evaluation Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Painting a Picture with Words: Descriptive Writing Rubric
- Telling a Story: Narrative Writing Rubric

# MEMORIES



## RECIPES AND MEMORIES CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 6

Unit 2 Assignment 1

Unit 3 Assignment 5

Unit 4 Assignment 1, 4

### **Stage 4 Academic**

Unit 1 Assignment 2, 3

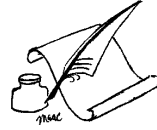
### **Stage 4 Employment**

Unit 3 Assignment 1, 2

Unit 6 Assignment 1

Unit 7 Assignment 3

## NURSERY RHYMES AND HISTORY



### Description

1. Divide the class into groups of three or four.
2. Instruct the class to do some research to discover the origin of one of the famous nursery rhymes.
3. Once the research has been completed, each group will create a choral reading incorporating the nursery rhyme with its origin. A sample has been provided. In order to model what is expected, the teacher may want a small group of students to perform the choral reading provided. See the blackline master entitled, The Origin of Humpty Dumpty. Be creative!
4. Each group of students will then perform the choral reading they have created. The groups may wish to create sound effects for their reading.
5. The teacher may wish to carry this assignment further by having each group write their own nursery rhyme about a recent event in history. It may even be a local historical event.

# MEMORIES



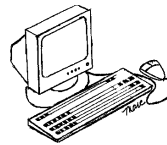
## NURSERY RHYMES AND HISTORY CONTINUED

### **Sub-Skills Needed:**

1. Co-operative learning strategies
2. Research strategies
3. Writing strategies
4. Speaking strategies
5. Note taking strategies

### **Materials Needed**

1. Research materials or Internet access from which the students may find the information for which they are searching
2. Copies of the blackline master entitled, The Origin of Humpty Dumpty



### **Computer Integration**

The students will use the word processor to create the script for their choral readings. The font size and bold features may be used to show where expression needs emphasis in the reading. If the students wrote their own nursery rhymes, have them use the word processor to type and edit their final product.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77

### **Resources**

# MEMORIES



## Personalized Outcomes

## NURSERY RHYMES AND HISTORY CONTINUED

Tabular Page 179

Save a Document Page 31

Preview and print a Document Page 32

### **Evaluation**

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Group Work Rubric

General Rubrics and Checklists

- Rubric Template



# MEMORIES



## NURSERY RHYMES AND HISTORY CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 1, 6

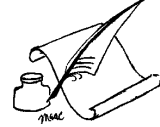
Unit 2 Assignment 1

Unit 4 Assignment 4

### **Stage 4 Academic**

Unit 2 Assignment 3, 4

## QUILTING AND HISTORY



### **Description**

1. Have a large group discussion about quilts and their significance. The instructor may have a quilt that has an interesting history to bring to class for discussion..
2. The students should work individually on this project.
3. Each of the students should research one of the following different types of quilts.

~Amish quilts	~Pioneer quilts
~Freedom quilts	~Japanese quilts
~Quilt Block quilts	~Friendship quilts
~Wedding quilts	~Album quilts
~Sampler quilts	~Charm quilts
~Crazy quilts	~History quilts
4. After the research has been completed, the students should write a one-page report describing the construction, history and purpose of the quilt type.
5. Using graph paper and pencil crayons or markers, the students should create a replica of the quilt type. The one page report will be attached to the back of the quilt replica.

# MEMORIES



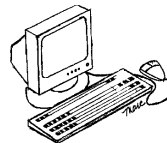
## QUILTING AND HISTORY CONTINUED

### **Sub-Skills Needed:**

1. Research strategies
2. Note taking strategies
3. Discussion strategies
4. Writing strategies

### **Materials Needed**

1. Research materials or Internet access from which the students may find the information for which they are searching (Children's books are an excellent resource for this purpose - see the resources list)
2. Graph paper and markers and/or pencil crayons
3. If available an actual quilt example



### **Computer Integration**

The students will type their one-page reports using the word processor. If the quilt design is not too intricate, the students may be able to use the features on the Draw toolbar in order to recreate a likeness of the type of quilt they studied. The Paint program may also be used for this process if the students are familiar with the program. The features of the Paint program are not covered in the Computer Curriculum. Another option is to download a picture off the Internet to place in the report.

### **Resources**

# MEMORIES



## Personalized Outcomes

## QUILTING AND HISTORY CONTINUED

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Draw Objects Using Drawing Tools Page 135  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Evaluation**

#### Writing Rubrics and Checklists

- Research Papers Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Written Report Checklist

# MEMORIES



## QUILTING AND HISTORY CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

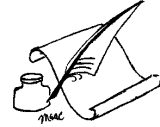
### **Stage 3**

Unit 3 Assignment 2 - 6

### **Stage 4 Academic**

Unit 2 Assignment 1, 2, 3

## PATCHWORK MEMORIES



### **Description**

1. Have the students bring in a scrap of fabric from an article of clothing, a blanket, or any other textile. The scrap of fabric that they choose should be from an item that brings back happy memories for the student.
2. The student will write a narrative about the memory the scrap of fabric brings back. The steps of the writing process should be used to achieve this goal.
3. The students should design a title page for the story using the scrap of fabric as part of the design. The title page should also include the title of the story and the author.
4. Because the writing process is a lengthy procedure two days have been allotted for this assignment. In reality, it took our students close to a month to complete this assignment because, naturally this was not the only assignment that they had.

### **Sub-Skills Needed:**

1. Writing strategies

### **Materials Needed**

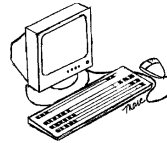
1. Fabric scraps

# MEMORIES



## PATCHWORK MEMORIES CONTINUED

2. Markers, pencil crayons, stencils, stickers, etc. for designing the title page
3. Unlined paper



### **Computer Integration**

The students will use the word processing program to write their stories. The students should be instructed to number their pages (except the title page) and create a header that will display the author at the top of each page. The program will also be used to create title pages for the projects to which the students' scraps of fabric may be attractively attached. The features such as WordArt and borders and shading will be useful tools for this project.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Draw Objects Using the Drawing Tools Page 135  
Header and Footer Page 129  
WordArt Page 157  
Create a Page Border Page 92  
Apply Shading Page 96  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Resources**

# MEMORIES



## Personalized Outcomes

## PATCHWORK MEMORIES CONTINUED

### Evaluation

#### Writing Rubrics and Checklists

- Narrative Analytic Rubric
- Writing Evaluation Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Telling a Story: Narrative Writing Rubric



# MEMORIES



## PATCHWORK MEMORIES CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 1

Unit 1 Assignment 6

Unit 4 Assignment 1, 2, 4

### **Stage 4 Academic**

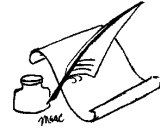
Unit 2 Assignment 4, 5

### **Stage 4 Employment**

Unit 7 Assignment 3

Unit 8 Assignment 1, 2

## ORAL HISTORIES/TRADITIONS



### **Description**

1. Begin the assignment with a discussion about oral histories. Ask the students if one of them knows a story from the past that has been passed orally down the generations. One student may wish to share a story with the class.
2. Have the students do research to discover how different cultures used oral histories/traditions in order to pass information from one generation to the next. Their research should include answers to the following questions: How did this process take place? How were the stories told? Who told the stories and to whom?
3. The students will find an example of a story that was originally passed down in the oral tradition. Without reading the story the student will learn the story and tell it to the class. During the telling of the story, the student should also provide the background information regarding the story.

### **Sub-skills Needed:**

1. Research strategies
2. Speaking strategies
3. Discussion strategies

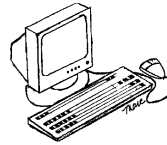
# MEMORIES



## ORAL HISTORIES/TRADITIONS CONTINUED

### **Materials Needed**

1. Research materials or Internet access from which the students may find the information for which they are searching



### **Computer Integration**

If available, the students will use the Internet to do research. The students may use the word processor to write out their stories and to make outlines from which to practise the telling of the story. Font size, Italics, and Bold may be used to assist the students in remembering where they should make emphasis.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Outline Numbers Page 109  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Evaluation**

Speaking Rubrics and Checklists

- Speaking Rubric
- Speaking Assessment Criteria
- Speaking Rubric II

### **Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 1

Unit 3 Assignment 5

Unit 4 Assignment 1, 4

### **Stage 4 Academic**

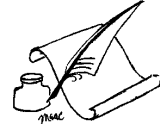
Unit 1 Assignment 2, 3

Unit 2 Assignment 1, 2

### **Stage 4 Employment**

Unit 8 Assignment 1

## STORYTELLING



### **Description**

1. To introduce the assignment, the instructor may share the traditional version and the revised version of a popular fairytale to serve as a model for the students to follow.
2. Each student should choose and read an interesting, popular fairytale. While reading, the student should pay attention to the main idea of the story.
3. After reading the story in its traditional version, each student will revise the fairytale keep the original idea of the story but put a new twist on it. Good examples of fairytales, with an adult twist, are listed in the resources column.
4. Each student will then tell the story to the group. The student may want to dramatize the story using classmates as impromptu actors. This will depend upon the comfort level of your group.
5. The story should be learned well enough so that the story is told not read.

### **Sub-Skills Needed:**

1. Writing strategies
2. Speaking strategies

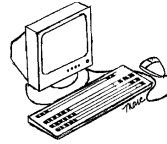
# MEMORIES



## STORYTELLING CONTINUED

### **Materials Needed**

1. Access to sources with traditional fairytales (*Cinderella*, *Little Red Riding Hood*, or the *Three Little Pigs* are very popular and have many revised versions)



### **Computer Integration**

The students will use the word processing program to write their fairytale versions. The Outline feature may be used for the prewriting and drafting stages. As well, drafting, editing, and revising stages may all be done on the word processor.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Outline Numbers Page 109.  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Resources**

<http://falcon.jmu.edu/~ramseyil/drama.htm>

[http://www.indiana.edu/~eric\\_rec/fl/pcto/concept.html](http://www.indiana.edu/~eric_rec/fl/pcto/concept.html)

Dahl, Roald. The Roald Dahl Treasury. London: Jonathan Cape Ltd., 1997.

# MEMORIES



## Personalized Outcomes

## STORYTELLING CONTINUED

### Evaluation

#### Writing Rubrics and Checklists

- Narrative Analytic Rubric
  - Writing Evaluation Rubric
  - Writing Assessment Rubric
  - Student Writing Assessment Checklist
  - Painting a Picture with Words: Descriptive Writing Rubric
  - Telling a Story: Narrative Writing Rubric
- #### Speaking Rubrics and Checklists

- Speaking Rubric
- Oral Presentation Checklist
- Speaking rubric II

# MEMORIES



## STORYTELLING CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 3 Assignment 3, 4, 5

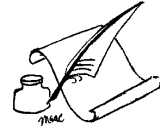
### **Stage 4 Academic**

Unit 2 Assignment 4

### **Stage 4 Employment**

Unit 12 Assignment 2

## INTERVIEW ASSIGNMENT



### **Description**

1. The students will identify a person who has experienced a significant event in the history of Canada, the world, or their family.
2. The student will research the event and prepare a list of significant questions to ask the identified person. More questions may arise as the student interviews. The student should be instructed to ask further questions and to delve into diverse topics
3. As the student interviews the identified person, they will record the responses of the interviewee. The instructor may want the students to practice note taking, or the students may wish to tape record the interview.
4. The students should record the questions and responses in good copy to be included with the assignment when it is submitted.
5. Finally, using the writing process, the students should write a story about the event from the interviewee's perspective.
6. I always have the students include a title page with their assignments. It tends to put a nice finishing touch on the assignments.



# MEMORIES



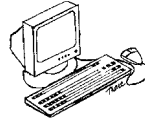
## INTERVIEW CONTINUED

### **Sub-skills Needed:**

1. Research strategies
2. Speaking strategies
3. Note taking strategies
4. Writing strategies

### **Materials Needed**

1. Tape recorders - if the instructor chooses to have the students record information in this way



### **Computer Integration**

The students will use the word processor for a couple of tasks. First of all, the students will prepare their list of interview questions using the word processor. This neat list of questions may then be given to the interviewee for review prior to the interview. That way the interviewee has time in which to prepare or think before responding. Secondly, the students will type their stories using the word processing program to assist them through the writing process; this includes the title page, which is to be attached to the front of the assignment.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60

### **Resources**

<http://www.abc.se/~m6921/oral.txt>

# MEMORIES



## Personalized Outcomes

## INTERVIEW CONTINUED

Change Font, Font Sizes, and Colours Page 77

Bullets Page 98

Numbers Page 100

Create a Page Border Page 92

Save a Document Page 31

Preview and Print a Document Page 32

## Evaluation

### Writing Rubrics and Checklists

- Narrative Analytic Rubric
- Writing Evaluation Rubric
- Writing Assessment Rubric
- Student Writing Assessment Checklist
- Painting a Picture with Words: Descriptive Writing Rubric
- Telling a Story: Narrative Writing Rubric

# MEMORIES



## INTERVIEW CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 1, 2,  
3, 4, 5, 6

Unit 2 Assignment 1, 2, 3

Unit 3 Assignment 1, 2,  
3, 4, 5

Unit 4 Assignment 1, 2,  
3, 4

Unit 5 Assignment 1, 2,  
3, 4

### **Stage 4 Academic**

Unit 2 Assignment 1

Unit 2 Assignment 2

Unit 2 Assignment 4

Unit 3 Assignment 2

### **Stage 4 Employment**

Unit 3 Assignment 1

Unit 6 Assignment 1

Unit 8 Assignment 1

## SOMETHING TO REMEMBER RESEARCH ASSIGNMENT



### **Description**

1. The students will identify a significant event in history that appeals to them. The event may be from Canada's history or the history of the world.
2. The students will research the event using a variety of sources. Sources to consider would be: encyclopedias, history books, films, old newspapers, old magazines, the Internet, non-profit and government agencies, television and radio archives, etc.
3. The students will create a timeline of the event. When creating the timeline, each student should take into account the basis of the event. This will help one to be creative in the device used for the timeline.
4. The students will present their timelines to the large group.
5. The instructors may want the students to work individually or in small groups.
6. Following the presentations the instructor or the presenting student may wish to lead a class discussion about the event and its effects on history.

# MEMORIES



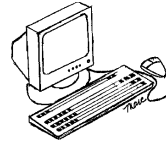
## SOMETHING TO REMEMBER CONTINUED

### **Sub-Skills Needed:**

1. Research strategies
2. Co-operative learning strategies
3. Speaking strategies
4. Discussion strategies

### **Materials Needed**

1. Research materials
2. Materials for creating the timelines - this may vary



### **Computer Integration**

The students will use the word processing program to create their timelines. They may be creative in the ways they choose to tackle this assignment. They may choose to do the assignment using columns, the table feature, or elements from the Draw tool bar depending on their knowledge of the word processing program when the assignment is given.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Columns page 202  
Tables Page 215

### **Resources**

# MEMORIES



## Personalized Outcomes

## SOMETHING TO REMEMBER CONTINUED

Draw Objects Using Draw Tools Page 135

Save a Document Page 31

Preview and Print a Document Page 32

### Evaluation

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Group Presentation Assessment Rubric
- Group Work Rubric

Research Rubrics and Checklists

- Research Cycle Rubric

# MEMORIES



## SOMETHING TO REMEMBER CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 1, 2,  
3, 4, 5, 6

Unit 2 Assignment 1, 2, 3

Unit 4 Assignment 1, 2,  
3, 4

Unit 5 Assignment 1, 2,  
3, 4

### **Stage 4 Academic**

Unit 1 Assignment 1

Unit 2 Assignment 4A

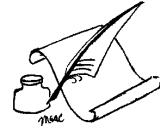
Unit 2 Assignment 4B

### **Stage 4 Employment**

Unit 3 Assignment 1

Unit 8 Assignment 1

## BIOGRAPHY OF SOMEONE FROM CANADA'S PAST



### **Description**

1. The students will choose a person from Canada's past. This should be someone whom the student admires for the chosen person's accomplishments. This person should be one who has much written autobiographically in order to make the research easier.
2. The students will research the life of the chosen person making notes as they go.
3. The students will use the notes they have made to write a speech of introduction.
4. Each student will present an introduction to the class, pretending the chosen person is in the room and about to speak to the large group.
5. Keynote speakers are invited to a variety of different events. It is a valuable experience to learn how to introduce speakers to an audience.

### **Sub-Skills Needed:**

1. Research strategies
2. Note taking strategies
3. Writing strategies
4. Speaking strategies



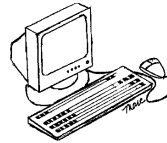
# MEMORIES



## BIOGRAPHY CONTINUED

### **Materials Needed**

1. Research materials that have biographies or autobiographies of distinguished people from Canada's past
2. Index cards – if the students like this form to make notes for speeches



### **Computer Integration**

The students will use the word processing program to create their notes for their speech of introduction. The students may choose to use different font styles or colours or different bullet types to separate the different points in their introductions. If the students prefer speaking from index cards, they may wish to size their notes to cut and paste onto the cards. Otherwise, they may use the printed 8 1/2 x 11 sheets.

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Bullets Page 98  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Resources**

<http://www2.tvo.org/vclips> go to assessment

<http://7-12educators.about.com/education/7-12educators/library/weekly/aa032000a.htm>

<http://www.biography.com/>

# MEMORIES



## Personalized Outcomes

## BIOGRAPHY CONTINUED

### Evaluation

#### Speaking Rubrics and Checklists

- Speaking Rubric
- Speaking Assessment Criteria
- Speaking Rubric II

# MEMORIES



## BIOGRAPHY CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 1, 2,  
3, 4, 5, 6

Unit 2 Assignment 1, 2, 3

Unit 3 Assignment 2, 3,  
4, 5, 6

Unit 4 Assignment 1, 2,  
3, 4

Unit 5 Assignment 1, 2,  
3, 4

### **Stage 4 Academic**

Unit 1 Assignment 1

Unit 2 Assignment 4A

Unit 2 Assignment 4B

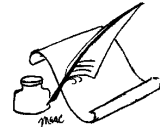
### **Stage 4 Employment**

Unit 3 Assignment 1

Unit 7 Assignment 3

Unit 8 Assignment 1

## WHO AM I SHADOW CURTAIN



### **Description**

1. The students will choose a well-known personality from Canada's history.
2. The students will research and find a series of facts about this well-known personality.
3. The students will then write an oration as if the well-known personality were speaking. The personality should not reveal a name; rather, start with obscure autobiographical details and move toward the more obvious..
4. These orations should be performed behind a large sheet. A bright light should be placed behind the sheet. The student performing the oration will stand between the bright light and the hanging large sheet. This will create a shadow of the speaker on the sheet. Therefore, the student should prepare a silhouette that reflects the well-known personality.
5. At the end of each oration, the student will ask the audience, "Who am I?" At this point the audience should be given an opportunity to guess. Once the audience has guessed or given up, the student may wish to share any additional information about the well-known personality or the student may want to share

# MEMORIES



## WHO AM I SHADOW CURTAIN CONTINUED

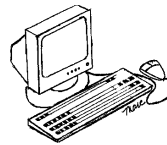
one or two of the reasons for choosing the personality.

### **Sub-skills Needed:**

1. Research strategies
2. Writing strategies
3. Speaking strategies

### **Materials Needed**

1. A large bed sheet
2. A bright light of some kind – spotlights work well
3. Costuming for the students to create the shadow of their personality



### **Computer Integration**

The students will use the word processing program to create their speaking notes for their personality. The students may choose to use different font styles and colours or different bullet types to separate the different points in their introductions. If the students prefer speaking from index cards, they may wish to size their notes to cut and paste onto the cards. Otherwise, they may use the printed 8 1/2 x 11 sheets.

### **Resources**

# MEMORIES



## Personalized Outcomes

## WHO AM I SHADOW CURTAIN CONTINUED

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Bullets Page 98  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Evaluation**

General Rubrics and Checklists

- Rubric Template

# MEMORIES



## WHO AM I SHADOW CURTAIN CONTINUED

**Teacher Notes**

**Resources**

# MEMORIES



## Expected Outcomes

### **Stage 3**

Unit 1 Assignment 1, 2

Unit 3 Assignment 2

Unit 4 Assignment 2, 4

Unit 5 Assignment 1, 2,  
3, 4

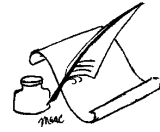
### **Stage 4 Academic**

Unit 2 Assignment 2

### **Stage 4 Employment**

Unit 8 Assignment 1

## SCRAPBOOKING ASSIGNMENT



### **Description**

1. The students will collect memorable items to be included in a scrapbook. The items should be collected along a certain theme. For example, the students may want to do a scrapbook for or about an individual person such as a child, a spouse, or themselves, for or about their family. The instructor may have the students create a scrapbook using the information and assignments from this unit on memories.
2. The instructor or the students may use any method they wish to create the scrapbook. The most common way is to use binders and plastic sheet covers to protect the pages. The completion of the scrapbook will depend on each program's availability of funds and/or materials.
3. The instructor may want someone to come in to discuss creative scrap-booking techniques. With the growing popularity of Creative Memories, the instructor may be able to find a local resident who is willing to come in and share their expertise. There are Internet sites that will provide ideas as well. See the resources text box on the next page.



# MEMORIES



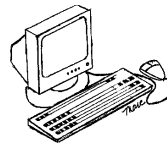
## SCRAPBOOKING CONTINUED

### **Sub-Skills Needed:**

1. Co-operative learning strategies

### **Materials Needed**

1. Stencils, punches, scissors, rulers, glue, etc
2. Nice papers – look for wallpaper books, coloured photocopy paper, coloured construction paper, magazines, etc. Of course, if you wish the scrapbook to be of archival quality, you will want to buy acid free paper.
3. Collections of items and memorabilia to put into the scrapbooks – 3D items may be somewhat cumbersome.



### **Computer Integration**

The students will use the features of the word processing program to create pages for their scrapbooks. Features such as WordArt, ClipArt, Borders, Font size and style, Font colour, AutoShapes, etc. may be used to make creative pages. If the students are not yet skilled enough in the program to create the entire page on the word processor, have them use only certain features of the program. They may then cut and paste the items onto their scrapbook pages.

### **Resources**

<http://www.dmarie.com/layouts>

<http://www.ivycottagecreations.com>

<http://www.scrapbooking.com/>

<http://www.ext.colostate.edu/pubs/columnha/ha9705.html>

[http://205.146.39.13/success/lessons/Lesson7/mssb2\\_1.htm](http://205.146.39.13/success/lessons/Lesson7/mssb2_1.htm)

# MEMORIES



## Personalized Outcomes

## SCRAPBOOKING CONTINUED

### **See Computer Curriculum Guide:**

Enter Text in a Document Page 29  
Check Spelling and Grammar Page 40  
Apply Bold, Italic or Underline Page 60  
Change Font, Font Sizes, and Colours Page 77  
Draw Objects Using the Drawing Tools Page 135  
WordArt Page 157  
ClipArt 151  
Create a Page Border Page 92  
Apply Shading Page 96  
Save a Document Page 31  
Preview and Print a Document Page 32

### **Evaluation**

#### General Rubrics and Checklists

- Rubric Template

Note that the scrapbooking activity itself is an evaluation tool in that the students can use the scrapbooking to reflect upon the different things that they have learned in the unit.

# MEMORIES



## SCRAPBOOKING CONTINUED

### **Teacher Notes**

### **Resources**

# MEMORIES

