Title of lesson: Radio Journals: Finding Story and Voice through Writing, Revision, and Recording

Suggested grade/age: 9-12

Approximate time needed to complete lesson: Four-Five 50 minute periods

Learning objective(s) and significance of lesson:
(Why is this lesson important in the development of your students' skills or knowledge? What do you want students to learn or be able to do? What “best practice” does this lesson incorporate?)

- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-structured details, and well-structured event sequences.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- To observe/analyze model texts as an entry point for creating, peer-revising, and sharing student writing
- To build skills in storytelling through voice: diction, detail, figurative language, imagery, syntax, and tone
- To introduce the use of digital audio recorders

Brief summary/outline of lesson:
(What steps do you take to implement this lesson in your classroom? Where is this lesson located in the school year or unit—beginning, middle, end? Does this lesson scaffold or build to a culminating assessment or demonstration of learning?)

This lesson comes from our Analyzing Radio and Film Documentaries class and is part of broader unit analyzing audio as a way to create story and voice leading up to the final radio documentary production. Students are analyzing several radio diaries as model texts, specifically exploring identity construction concepts (i.e. race/ethnicity, gender, religion, sexuality, ability, socio-economics, and age) as well as storytelling techniques of voice, sound, and music. The ultimate goal for this assignment is for students to find their voice through listening, writing, revising, recording, and sharing.

1. Day One: Listen to Juan’s diary
   a. Small writing groups (3-4) look for the following:
      i. Chart moments on plot line structure – identify through story arc
      ii. What can we determine about narrator’s identity by using markers
      iii. Identify use of effective voice – diction, detail, figurative lang., imagery, syntax, tone
      iv. How does this story define power for individual? for community? for society?
v. ALL - Connections to self, audience, current events, purpose, etc.
b. Small groups share findings followed by large group discussion
c. Model journal assignment – assign two-three page journal work for homework

2. Day Two: Finding your story
   a. Model revision stage identifying big ideas, memorable moments, and/or themes
   b. Writing groups proceed to read their two-three page journals to each other
   c. Use writing conferences and begin expanding stories – assign two-three more pages

3. Day Three: Revising and narrowing focus
   a. Model revision stage identifying effective voice, story, word choice, theme, etc. (focusing on the relationship between audience, purpose, p.o.v.)
   b. Writing groups pair/share journals and critique

4. Day Four: Editing, and Polishing
   a. Writing workshop conferences
   b. Writers begin revising and editing pieces to 2-3 minute spoken piece – finish script

5. Day Five: Recording and sharing
   a. Writing groups (3-4) use digital recorders to record each piece
   b. Groups listen, critique, and evaluate best piece – time to rerecord if needed
   c. Reflect on process of story and voice – listen to all pieces over several days

Related Resources:
(What technology, articles, books, or supplies do you recommend?)

Materials - digital recorders or iPhone (voice memo)

Resources

Possible extensions or adaptations for different purposes/student needs:

- Record stories before writing them to demonstrate development throughout the process
- Include a written reflection on the process of writing, revising, and recording
- Think about a social aspect to this piece to make a combination of social narrative and social participation
- Use recording as a culminating aspect for various writing projects
- Students could use this type of voice work to expand different voices or characterizations
- Use this as a beginning of the year approach to getting to know students
- Add a revision piece after the initial recording to polish piece even more

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