1. Focus

Introduce the Mentor Memoir

**Say:** In order to recognize and understand the features of a genre, writers read and listen to examples of the genre by other writers. Today I’m going to read aloud a memoir written by a woman named Sandra Hauss. As we read Sandra’s story, we’re going to pay attention to some key genre features of memoirs. You will include these features when you write your own memoirs.

Display the photograph of the writer on page 15 of *The 1960s: Times of Change* and read aloud her biographical information before turning to the beginning of the memoir on page 8.

**Say:** This memoir takes place in the 1960s. What do you know about the 1960s? What does this make you think about the story this memoir will share? Allow students to share their thoughts and predictions. If your class includes English learners or other students who would benefit from vocabulary and oral language development to comprehend the memoir, use “Make the Mentor Text Comprehensible for ELs.”

Read Aloud the Mentor Memoir

Read aloud the text, stopping at some or all of the places indicated (or at other points you choose) to highlight four key features of a memoir:
1. Memoirs are written in the first person.
2. Memoirs include dialogue.
3. Memoirs include the writer’s thoughts and feelings.
4. A memoir includes a strong ending that makes the reader think.

First Person narration

After reading page 8. **Say:** The pronoun *I* signals to me that this is a first person narrative. The first person narration draws me in as a reader and brings me close to the events and the feelings that the writer is telling about.

Writer’s Thoughts and Feelings

Page 11, after first paragraph. **Say:** When the writer says, “I knew it was wrong to treat people differently because of their race, religion, nationality, or skin color,” she is sharing with her readers the thoughts and feelings that were important to her and that motivated her to action. This causes me to reflect on my own feelings on the topic and to feel a connection with the writer.

Use of Dialogue

Page 12, after second sentence. **Say:** The writer’s use of dialogue is very effective here. It’s likely that she didn’t remember the exact words, but they...
still sound like they represent accurately what the people would say. From this dialogue, I can tell that the writer was concerned with people’s rights at a very young age, that she was an independent thinker, and that she believed in taking action about things she thought were wrong.

**Strong Ending That Makes the Reader Think**

After reading page 15. **Say:** I like the way the writer ties her story together with this image of a person being like an equation. This is a creative ending that makes me think. She brings into this ending something from each of the events she has written about, and when I see it as “Grandpa David + Civil Rights + Music = Me,” it makes me think about the parts of my life that make me the person I am.

### 2. Rehearse

**Respond Orally to the Mentor Memoir**

After reading, invite students to share their personal reactions to the text by asking questions such as:

- Did you find it easy or difficult to understand the writer’s story and see how the events were related? Explain.
- At what points did you find yourself relating to the writer?

If necessary, model the following sentence frames to support ELs and struggling students:

- I found it ______ to follow the story, because ______.
- I found myself relating to the writer when ______.

### 3. Independent Writing and Conferring

**Say:** Today we learned about some features of a memoir. Remember that features such as first person narration, inclusion of thoughts and feelings of the writer, dialogue, and a strong ending will help you tell the story in your own memoir. They will allow your audience to relate to your story, make sense of it, and learn something from it.

Invite students to write a paragraph describing a connection they made to the mentor memoir. Students may make a text-to-self, text-to-world, or text-to-text connection.

### 4. Share

Bring students together. Invite volunteers to share the connections they made to the memoir.

**Make the Mentor Text Comprehensible for ELs**

#### Beginning

Point to photographs in the book or display them using the interactive whiteboard resources. Help students understand who is writing the memoir. Point to the writer’s modern-day photograph on page 15. **Say:** The writer. Label the photograph, if possible. Use photographs and gestures to explain that other photographs show the writer when she was younger. As you point to other photographs, work with the students to make sentences with the following sentence frame: The writer tells about ______.

#### Intermediate and Advanced

Use the interactive whiteboard resources to provide students with additional background related to the 1960s. **Ask:** What do you see? What are people doing? Encourage a conversation to build vocabulary and background information.

#### All Levels

If you have students whose first language is Spanish, share these English/Spanish cognates: discrimination/la discriminación; music/la música; protest/la protesta; segregation/la segregación.

Use the interactive whiteboard resources to find images to front-load key vocabulary and concepts for the read-aloud.