EFP 11

Oral Narrative Write Assignment

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| Aboriginal Ways of Knowing and BeingLearning honours our Ancestors, Elders, Knowledge Keepers, and Descendants.Learning involves developing relationships, respecting distinct cultures, and honouring the perspective of others in our communities.Learning is a journey that takes courage, patience, and humility.Power affects relationships.Conflict influences one’s identity. Who gets to tell whose story? Restorying of the past.How is identity reflexive and shaped by environment? |

"Oral tradition is the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral tradition may consist of told stories, songs, and/or other types of wisdom or information, often incorporating dances or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truths (e.g., via symbol and metaphor), oral tradition provides a record of literal fact (e.g., regarding events and/or situations)." Source: English 10 and 11 First Peoples Curriculum – 2010 – Ministry of Education

For this assignment, you will be crafting an oral narrative for performance, with a particular awareness toward the elements of speaking that enhance an oral performance.

**You must have chosen a memorable event from your experiences to develop as an oral performance piece.**

1. **Some steps to consider getting started:**
* Identify the experience or event that you want to write about – how will it address the prompt?
* What will be your opener/ narrative hook/ attention grabber?
* What is the narrative complication (conflict)?
* Think about why the experience is significant – insights and reflection?
* Spend a good deal of time drafting your recollections about the ***details*** of the experience. This is how you will make your writing lively and interesting in order to engage the reader’s interest. Add significant details and personal observations. Sharing personal thoughts and feelings will invite the reader into the writer’s world and make them care about the writer’s experiences.
* How will you establish voice and tone?
* How will you establish sequence? Create an outline of the basic parts or events.
* Where will you state your thesis? (it does not have to be at the beginning) Will it be implicit or explicit?

You will be reading your narrative in small groups before you will hand in your final version of your oral narrative.

Then the next step would be to edit your narrative. You will then hand in a video of your narrative and the written piece as well on TEAMS.

**How to Tell a Story Effectively**

* Choose a clear central message. A great story usually progresses towards a central moral or message. ...
* Embrace conflict. ...
* Have a clear structure. ...
* Mindful and reflective of your personal experiences. ...
* Engage your audience. ...
* Observe good storytellers. ...
* Narrow the scope of your story.

You will need to thing of the following for your oral narrative:

Narrative Structure:

 *“Narrative” is a term more commonly known as “story.” Narratives written for college or personal narratives, tell a story, usually to some point, to illustrate some truth or insight. Following are some tools to help you structure your personal narrative, breaking it down into parts.*

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| **INTRODUCTION****The “Hook”** Start your paper with a statement about your story that catches the reader’s attention, for example: a relevant quotation, question, fact, or definition. **Set the Scene** Provide the information the reader will need to understand the story: Who are the major characters? When and where is it taking place? Is it a story about something that happened to you, the writer, or is it fiction? **Thesis Statement** The thesis of a narrative essay plays a slightly different role than that of an argument or expository essay. A narrative thesis can begin the events of the story: *“It was sunny and warm out when I started down the path”*; offer a moral or lesson learned: *“I’ll never hike alone again*”; or identify a theme that connects the story to a universal experience: *“Journeys bring both joy and hardship.”*  |

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| **BODY PARAGRAPHS****“Show, Don’t Tell”** Good story telling includes details and descriptions that help the reader understand what the writer experienced. Think about using all five senses—not just the sense of sight—to add details about what you heard, saw, and felt during the event. For example, *“My heart jump*ed as the dark shape of the brown grizzly lurched toward me out of the woods” provides more information about what the writer saw and felt than, *“I saw a bear when I was hiking”*.  **Supporting Evidence** In a personal narrative, your experience acts as the evidence that proves your thesis. The events of the story should demonstrate the lesson learned, or the significance of the event to you. **Passage of Time** Writing about the events of your experience using time chronologically, from beginning to end, is the most common and clear way to tell a story. Whether you choose to write chronologically or not, use transition words to clearly indicate to the reader what happened first, next, and last. Some time transition words are *next, finally, during, after, when,* and *later*. **Transitions** In a narrative essay, a new paragraph marks a change in the action of a story, or a move from action to reflection. Paragraphs should connect to one another. For example, the end of one paragraph might be: *“I turned and ran, hoping the bear hadn’t noticed me”*, and the start of the next might be: *“There are many strategies for surviving an encounter with a bear; ‘turn and run’ is not one of them.”* The repetition of words connects the paragraphs. (What does the change in verb tense indicate?) |

**CONCLUSION**

**The Moral of the Story** The conclusion of a narrative includes the closing action of the event, but also should include some reflection or analysis of the significance of the event to the writer. What lesson did you learn? How has what happened to you affected your life now?

**Narrative Essay Outline**

HOOK (catches the reader’s attention)

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SET THE SCENE (Where is the event set? What time of year? How old were you when this happened?)

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THESIS (what you learned, or how the event is significant to you.)

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**Body paragraphs:** *write three significant moments from the beginning, middle, and end of the event.*

Don’t forget to **“Show, Don’t Tell”:** List sounds, smells, sights, tastes, and textures that you remember. Your experience is your “evidence”. Use **transition words** to mark the **passage of time.**

Beginning Action

Topic Sentence (Transition words needed here.)

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Middle Action

Topic Sentence (Transition words needed here.)

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Middle Action

Topic Sentence (Transition words needed here.)

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Middle Action

Topic Sentence (Transition words needed here.)

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CONCLUSION

**Analyze and reflect** on the action of the story, including how the events are significant to you.

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Consider the following:

*First Person vs. Third Person* Narratives are a mode of writing in which writers often use first person perspective (“I saw”, “I did”). Check with your instructor to determine whether you can use “I” when telling your story.

*\*Verb Tense: Reporting vs. Reflecting* The events *of* most narratives are told in past tense: “As I hiked, I felt the warm sun on my back.” Use present tense when reflecting on the events: “Now I know how unprepared I was”. Notice the change in tense in this sentence as the writer reflects on the past event, from the present.

<https://www.sbcc.edu/clrc/files/wl/downloads/StructureofaPersonalNarrativeEssay.pdf>