



Using Technology to Build "Experiences" for Writing Across the Curriculum

Judy Wright
Carmel Creek School
Fourth Grade

Focus Question:

If the best writing comes from our own experiences, how do we help students build the background knowledge they need to write across the curriculum?

Key Considerations

- How can we preserve "sacred" writing time while addressing all areas of our curriculum?
- How can we address writing standards in other areas of the curriculum?
- How can we make technology meaningful?

Standards Addressed

Common Core Writing Standards

4.3b Use dialogue and description to develop experiences and events or show the response of characters to situations.

4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

Social Studies Standards

4.3.2 Compare how and why people traveled to California in the 1850s.

4.4.3 Discuss immigration and migration to California in the 1850s.

*Note: In Grades 6-12, the Common Core contains reading and writing standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Diary Tradition

Throughout history, people have been compelled by a sense of responsibility to keep a record for those who would follow them across the frontier, whether those be geographic, scientific, or creative frontiers. In addition to maintaining a written record of their journey, writers also used diaries to record personal reflections and entertain themselves through the long evening hours.

Mentor Texts

- Moss, Marissa. Rachel's Journal: The Story of a Pioneer Girl.
- Knight, Amelia Stewart. The Way West: Journal of a Pioneer Woman.
- Scholastic Dear America Series. My Name is America: The Journal of Augustus Pelletier.

Sample Diary Assignment

OREGON TRAIL DIARY

Journey Continues

You've been on the trail for many days now. After a long day, you hunker down next to the fire and begin to record your thoughts and experiences...

In your diary, write about ...

- What you have had to do to survive.**
- What dangers and problems have you faced.**

As you write, remember to...

- imagine that you are there!*
- use sensory details (see, hear, taste, smell, touch)*
- include specific examples based on your Oregon Trail experience on the iPad*



You Are There! Quickwrite

- Daily life of a teacher during the Sling Dynasty.
- Daily life of a woman in Mesopotamia.
- Daily life of a child in a pre-colonial Mayan village.

Marrried to Super-Teacher

Technology Teacher Degree in English

OREGON TRAIL DIARY

OREGON TRAIL APP

Writing Lessons Outside the Workshop

How can we use technology to enhance our lessons? What mini-lessons could we teach using our diary entries?

In 2012...

Never! Paved Crater	Never! Swine Flu	Never! Sandy
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Born in 2003 Born in 2000 Born in 2005

- Never known a time without cellphones and mobile devices.
- Never known a time without Google and the Internet.
- Never known a world without a global economy and a global culture.
- Never known a world without female or minority leaders.

Key Considerations

- Preserving shared writing time.
- Writing outside the workshop.
- Foster deeper understanding of personal stories of the past.
- Making technology meaningful.

DIARY TRADITION

Purposes & Audience

- Accountability to a wider audience
- Shared writing
- Shared experiences
- Shared stories
- Shared memories
- Shared knowledge

Also possible to include other types of writing:

- Personal narratives
- Expository writing
- Persuasive writing
- Descriptive writing

Questions?

Tell me more...

I'm all ears

Comments?

Common Core Narrative Standards

W.1.1. Write narratives that describe events or recount the response of characters to situations, establishing a scene and setting, and narrating a series of related events. (grades 4-5)

W.1.2. Write narratives in which they imagine events, creating characters and settings, and developing a plot and a resolution. (grades 6-8)

W.1.3. Write narratives to examine a topic or issue, taking a position on a topic or issue, and supporting it with relevant facts and quotations. (grades 9-10)

W.1.4. Write narratives to analyze a topic or issue, exploring multiple perspectives. (grades 11-12)

MENTOR TEXTS

THE WAY WEST

THE OREGON TRAIL

THE OREGON TRAIL

What was it like for pioneers on the trail?

If we write from our experience...

How do we build the background knowledge to write across the curriculum?

Immigrant Experience

March 18, 1845

I have never had any one look for me, but I have seen many people who look like me. They are all from the same place, but they are all from different parts of the world. They are all from the same place, but they are all from different parts of the world. They are all from the same place, but they are all from different parts of the world.

TRIALS AND TRIBULATIONS

List 5 problems you faced on the trail.

List 5 things you had to do to survive on the trail.

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Reflection

Places in your Social Studies or Science curriculum to incorporate narrative writing.

April 18, 1845

The main reason of the first train is now almost as if for me. I have never had any one look for me, but I have seen many people who look like me. They are all from the same place, but they are all from different parts of the world. They are all from the same place, but they are all from different parts of the world. They are all from the same place, but they are all from different parts of the world.

DIARY ENTRIES

After reading the diary entries, write your own diary entry about your journey.

- Why are you making this dangerous journey?
- Who is accompanying you on your journey?
- During which season did you begin your journey? What is the weather like?
- What hardships have you faced on the trail?
- What have you had to do in order to survive?