

The Power of a Story: Narrative Writing

MENA SEA Lesson Plan

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Background: This lesson would be taught before student's begin writing their personal narratives. The students have been taught the storytelling arc and elements of narrative writing. This could be a stand-alone lesson that focuses on religious persecution of Muslims in Burma

Lesson Title: The Power of a Story: Narrative Writing

Standards:

CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Objectives:

Develop an understanding of the Rohingya Crisis in Myanmar

Develop an understanding of how a person uses lived experiences to craft their narrative

Cite how Wai Wai Nu effectively uses narrative elements to tell her story

Essential Questions:

How can personal narrative challenge dominant stories about specific cultures or regions?

How does Wai Wai Nu's story challenge dominant cultural stories about the Rohingya and Myanmar?

Does Wai Wai Nu's story fit into a broader story about Islamophobia? Where can you draw comparisons?

How can telling your story be empowering?

Materials:

Projector with video capabilities, pen, and paper.

[Worksheet for independent practice.](#)



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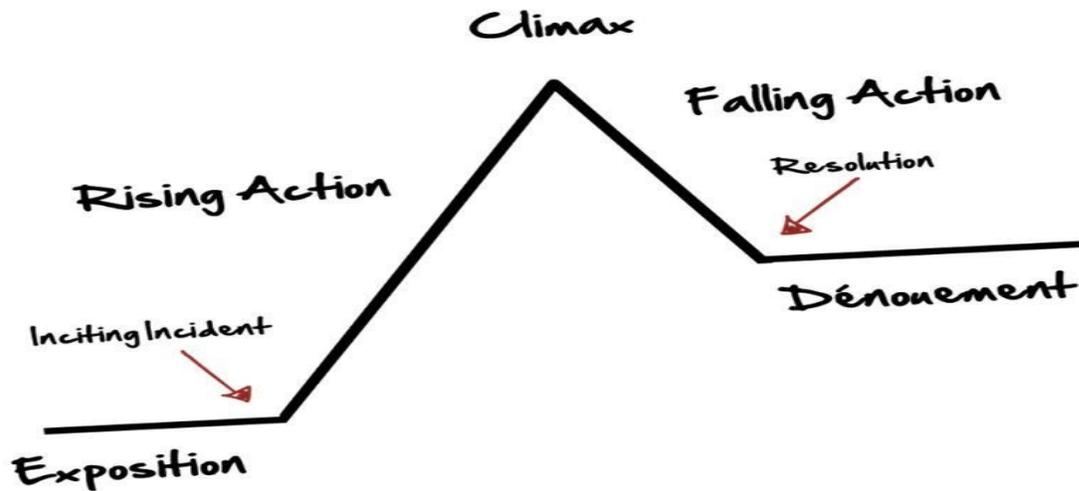
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Opening: Have the following questions written on the board: Why are people displaced? What stories of refugees are you familiar with? What unique struggles do refugees face? Allow students five- seven minutes to write in their journals about these questions. When the time has finished, have the students turn to a partner and share their ideas. Tell the groups they need to have a four-minute discussion and be prepared to share two of their ideas. After the four minutes have elapsed, have each group share out. Play the following video.



After viewing the video, have a whole class discussion on the Rohingya. Ask the students who are the Rohingya?, why are they being persecuted?, and what is happening as a result of this persecution?. Allow five- ten minutes for a whole class discussion.

Guided Inquiry: Tell students that they will be studying narrative storytelling. Review the storytelling arc with your students.



Review the elements of quality narrative writing (setting, persona, voice, plot, conflict, and theme). Show the following video.



After viewing the video, tell the students they will analyze Wai Wai Nu's story in the context of the current Rohingya struggle and as a personal narrative.

Independent Practice: Have students get into partners and analyze Wai Wai Nu's speech. Provide each set of partners with the worksheet linked in the materials section. The students will describe the elements of her story in terms of narrative writing and reflect on her story in the context of the Rohingya struggle.

Sharing/ Reflection:

Exit Ticket: Tell students they will be starting their personal narratives tomorrow. Have students reflect on a time that they overcame a struggle and write it on a notecard. Students submit to teacher. Teacher checks the notecards to ensure that they are appropriate topics for their narratives. If students do not have appropriate topics, have a one on one meeting with them the following day to brainstorm ideas.

Further Reading: Do a close analysis of this article. The article focuses on the intersection of Facebook and what is happening in Myanmar. Students can follow the cloze writing protocol.

<https://www.wired.com/story/how-facebooks-rise-fueled-chaos-and-confusion-in-myanmar/>

Resources:

https://www.youtube.com/watch?v=nyYE_o6dTmw

<https://www.youtube.com/watch?v=ZQQLh3RP0qI>