

Lesson Plan for “In the Keeping” by C. Bee

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CCSS Standard(s): CCS.ELA-LITERACY.CCRA R.3, 6, 9, 10; W. 3, 4, 5; L.3, 5 ([ELA Anchor](#))

Objective(s): To write a vignette about a personal experience

Essential Question(s): How can strength in writing be achieved through brevity?

Preparation for Teacher (Strategy and Purpose): Using the Master Class web article on the [vignette](#) form, consider how writers create narratives by using few details about a short span of time or a particular place. Read “In the Keeping” and CE Martin’s “1993” as examples of vignettes that create narratives in a relatively small number of words.

Preparation of Students (Strategy and Purpose): Ask students in advance to choose a significant experience in their lives – one that they would like to explore further – that occurred in a small amount of time (see “1993”) or that was confined to a particular place (see “In the Keeping”). Students should have at least a day, preferably a few days, of advance notice to consider their subject matter.

In-class activities (recommended): The teacher will introduce the vignette form to students. Once students are clear about the form, the teacher will share instructions for using the form to explore the personal experiences they have chosen. Their works of less than 1,000 words should contain rich and vivid imagery to create a narrative that does not rely on plot.

Lesson Follow-up (Recommendations): Students can bring in their finished descriptive essays and break into small groups for peer review. *An alternate option would be to first assign a vignette of 1,000 words, then subsequently assign a revision that results in a 500-word version.

Technology: SmartBoard, Elmo, other device for sharing the texts

Tiered Instruction/Intervention/Differentiation: Accommodations per needs, IEPs, or 504s

Assessment: Students will write vignettes about their own experiences that create narratives from strong imagery rather than plot.

Homework: See assessment suggestion above.

Comments: The vignette form is an excellent way to teach students about concrete imagery and nuance. In writing narratives, student writers often focus on overt plot/action in an attempt to engage a reader. This activity could enhance their ability to shift their focus from action and toward seeing scenes in greater detail and finding meaning in specific objects, gestures, and places.