

# Class Book



## Writing Skills

- Using interviewing techniques to gain information
- Developing narratives
- Using word processor to publish writing

## Overview of the “Class Book” Strategy

By engaging in this strategy, students will not only link with past generations but will also experience the writing process. As the novel *Wish You Well* is based on oral history collected by author David Baldacci, so also may a “Class Book” be based on oral histories collected by students from adults they know. Once the histories have been collected, each student will choose a favorite recollection, turn it into a narrative, and contribute it to a class book named, for example, *Tales to Remember*. This book will undergo the publishing phases and may be shared by distributing copies to the authors.

## Activities for the “Class Book” Strategy

1. Have students gather and record oral histories from adult family members or adult friends.
2. Have each student write a narrative/short story based one of the oral histories he/she has gathered.
3. Allow the students to share their stories.
4. Have the students contribute their stories to a class book by editing and formatting them correctly, using word processing software.
5. Assist the students in publishing the class book, assuring that all stories are formatted consistently and appropriately.

## Assessment

Use the rubric shown on the next page to assess the stories.

**Assessment Rubric for Class Book Stories**

<b>“A”</b>	<b>“B”</b>	<b>“C”</b>	<b>“D”</b>
<ul style="list-style-type: none"> <li>• Captures reader’s attention from first sentence, paragraph, or line, making reader want to continue reading.</li> <li>• Interesting use of ideas, language, character development, imagery.</li> <li>• Work has clarity, leaving no questions in reader’s mind.</li> <li>• Contains no errors in grammar, usage, or mechanics, aside from those intentionally used for artistic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Gets reader’s attention with first sentence, paragraph, or line, drawing reader into rest of piece.</li> <li>• Interesting most of the way through because of use of ideas, language, character development, imagery.</li> <li>• Work has clarity, leaving only a few questions in reader’s mind.</li> <li>• Contains a few minor errors in grammar, usage, or mechanics, aside from those intentionally used for artistic purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• First sentence, paragraph, or line lacks excitement to draw reader into piece. Reader may not keep reading.</li> <li>• Offers little originality in ideas, language, imagery. Reader may lose interest.</li> <li>• Leaves several questions in reader’s mind.</li> <li>• Contains many and/or serious errors in grammar, usage, or mechanics. Errors may interfere with reading.</li> </ul>	<ul style="list-style-type: none"> <li>• First sentence, paragraph, or line not only lacks excitement but also contains a cliché idea/image or no ideas or images.</li> <li>• Lacks originality in ideas, language, imagery. Reader will not want to read past first few sentences.</li> <li>• Contains serious gaps that leave reader baffled.</li> <li>• Contains so many errors in grammar, usage, and mechanics that errors block reading.</li> </ul>