Process

1. Select photos I want to write from - moments that matter - people that matter - ideas I'm interested in.

2. Glue them in. I imagined what I might write as I did this. My mind is composing - revising - trying on voice & details for each one.

3. I think of ways to begin: Dad, Bob, and I walk through a farmer's field and duck under a fence to get to a spot on the Wilson River. I find I am inventing details I can't remember - which is creative non-fiction - but I'll have to show students what I mean. • In the black and white photo I'm 5 ... maybe I'll write that from POV of me now instead of 1st person, present tense, which is my default in memoir.

4. I chose 4 photos I don't remember writing about + one I've played with some - but then I used a telling voice & I want to model slow.

5. Distractions ... ugh. I avoided starting. I want my experiment to create something beautiful so I'm afraid to start. If I send this home as homework that first day many may feel stuck. We will write one in class. Maybe our first two days will be focused here? I can confer, etc. all around this work.

6. Where to start?

1. what to show: scenes contain most of these ... will evaluate your own & explain decisions you make
   • voice - the author is present, speaking to readers / what is said, what is concealed - a part of the
   • setting - where, when in details / what the writer sees, hears, etc. / soundtrack of story
   • sensory details - setting - what the writer sees, hears, etc. if it enhances the scene
   • dialogue - internal or external ... what does the writer understand in this moment - why does it matter?
   • WHY or SO WHAT of moment

8. Started writing - I'm not happy with product - but playing is fine & remembering details I had forgotten is wonderful. A twice-lived life, as Don Murray said.

9. Must stop & get to the dentist. That's procrastination for you - I run out of time.

10. 4 hours later I reread to get going again.

11. 1st entry done - want to change everything or drop it entirely - voice is forced - like I'm trying to hard to make it important.

12. Will myself to try another - v hard after failure of 1st attempt. Also wondering about accuracy of assessment - I know the qualities of a scene - listed above - but if the topic doesn't work, I don't show them. It is so easy to draw the wrong conclusions. say more →

13. #2. love 3rd person - v hard to write - a mess, but tapped into something important. Then another revision, refining, tightening.

14. #3 as a companion to #2. Love the pairing, but neither really fits this assignment - will copy & assess & see what I learn.

15. The other 2 are still blank. One is so loaded (wedding) that I feel I can't write it well enough & the other I've written about a lot: ⋈. Maybe have students choose 5 & write 3?