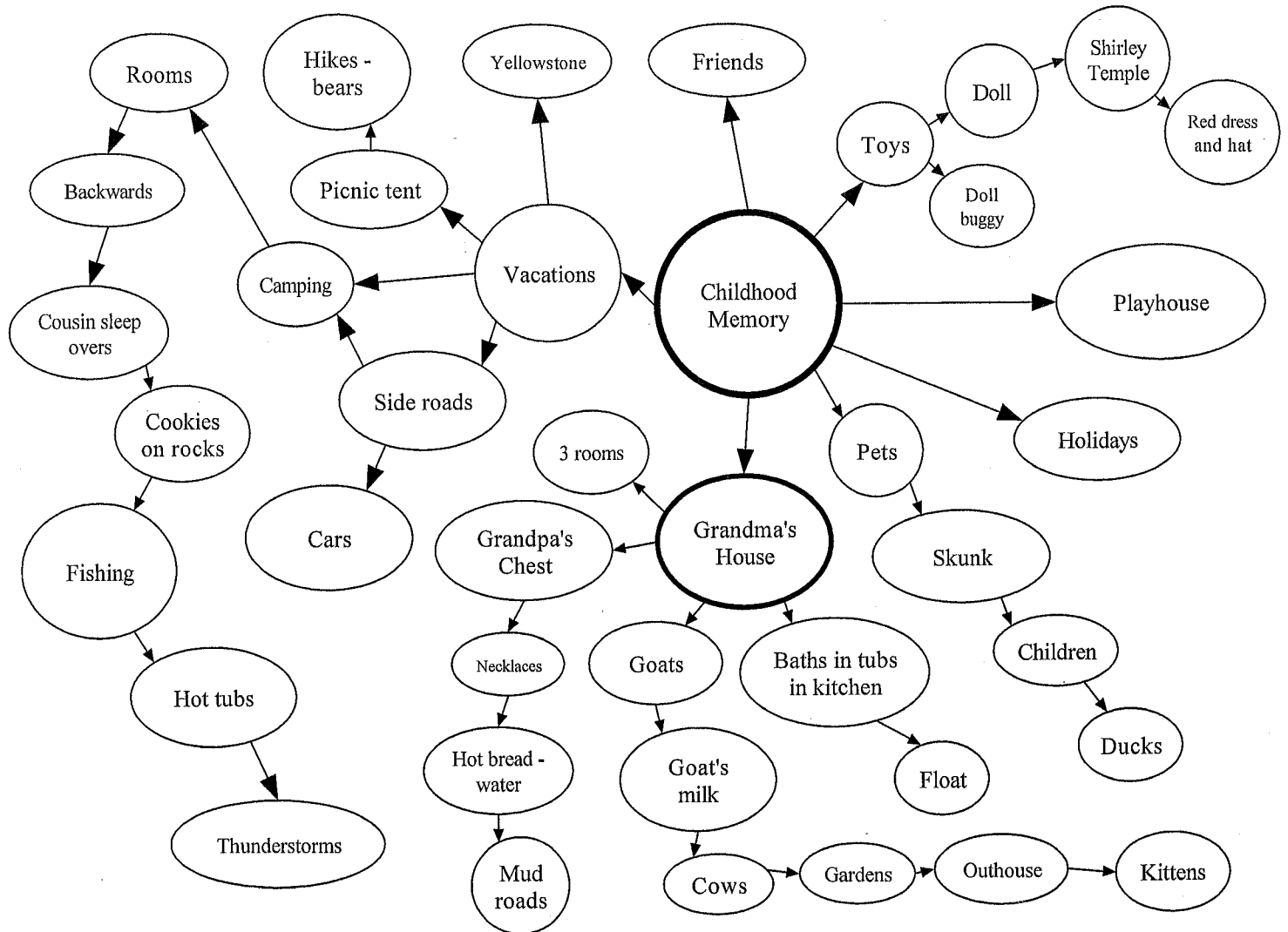


STUDENT SAMPLE CLUSTER 1

Look at this example of a cluster on CHILDHOOD MEMORY. Notice the student chose GRANDMA'S HOUSE to write about. Make your own cluster and choose one topic to write about.



STUDENT SAMPLE: Starting the story . . .

We knew we were in Cowley, Wyoming when we hit those bumpy dirt roads. Grandma and Grandpa's house wasn't far now. We had to make sure we had plenty of water to last the whole trip. Cowley water was the worst tasting water you've ever tasted. The house was small but cozy . . . and so on . . .

Start writing as soon as you get an idea. Write for about 3-5 minutes without stopping. If you get stuck—look at your cluster for additional ideas to add to your story. Each idea on the cluster could be a paragraph or a complete story. It's up to you.

I Shall Endeavor to Write ...for the Benefit of My Posterity
BYU Women's Conference 2004 (Abraham 1:31)

SUGGESTIONS FOR WRITING MEMORIES

1. **MAKE A TIME LINE**- divide your life into segments and list main events in each one.
2. **CHOOSE ONE MEMORY - FROM YOUR TIME LINE. MAKE A CLUSTER** like the one in your workbook.
3. **WRITE** - When you have at least 8 ideas on your cluster start to write your story.
4. **1ST LINE** - see yourself doing something --start with action!
5. **DESCRIBE** - the place where your are, the sights, smells, and sounds.
6. **DESCRIBE** - the people around you. (relationships)
7. **TELL** - about one time you used the "thing" or "did it" and what happened as a result.
(example the time you crashed into a tree riding your bike,)
6. **IMPORTANCE** - of the event - why was the object or happening significant ? (end with significance).
7. **WRITE FIRST DRAFT** - Don't worry about spelling, etc. just get your ideas down on paper.
8. **After writing** - think of a title.
9. **READ ALOUD** - to yourself or another person for feedback.
10. **REWRITE** - final form correcting your spelling, punctuation.
11. **PLACE** your story in a folder. Add others as you finish.
12. **COMPILE** stories in sequence for your personal history.

**I Shall Endeavor to Write . . .
for the Benefit of My Posterity** (Abraham 1:31)

How can the writing of personal journals and life stories enrich our families now and in generations to come? How do we get started? What should we write? How can we help our children find joy in family histories and journals?

The underlying purpose of this presentation is to show the writer how to organize material and ideas into a well structured story by relaxing and letting thoughts flow.

Everything that has happened to you is inside your brain locked in little compartments. The difficulty most writers have is trying to unlock these memories and recreate the events on paper so that others will understand and enjoy reading them. Through clustering, experiences surface and can be easily expanded. As the writer looks at the clustered page, there are many possible choices and writing begins automatically without stopping to think about the mechanics of sentence structure. Editing is saved for a later draft. When there are questions about content, a word of prayer is offered.

The Clustering method removes the fear of mental block. The writer becomes deeply involved, and a story fills the page. The result is a memory in the "true voice" of the writer that others will enjoy reading.

The presenter is a successful English Composition teacher of thirty-five years and a presenter for Family History Writing Workshops.

Please look at the sample cluster on the next page and make one of your own. Then start to write. If you get stuck, look at your cluster. Each item could be a paragraph or a story. Success in writing will follow.