□ Section 1:
  ✓ Read Anne’s personal narrative and underline sensory details in the story.

□ Section 2:
  ✓ Answer the questions about Anne’s narrative.

□ Section 3:
  ✓ Interview another family member about an important event or experience that you will use for your personal narrative project.

□ Section 1:
  ✓ Practice using sensory details to answer the writing prompts.
The End of Adolescence

By Anne D.

age: 13

Pennsylvania

The Mellon Arena crowd bristled with nervousness and excitement; both emotions reached their peaks. The familiar sound of drinks and food still fell on me after three hours, as did the idle chatter that occurred during the intermissions. However, both were lost on me, as I was busy contemplating the circumstances of the game.

This game meant so much to the seventeen thousand inside and the thousand people outside. The game meant the end of the series against the Rangers. This game meant seeing what could have been the finish of Jaromir Jagr’s National Hockey League career. This game energized the crowd, but still kept them on a teetering edge. This game, after all, meant everything.

My family and I awaited the beginning of overtime anxiously. My father, who had been a Penguins fan since before they had won the Stanley Cup in the ’90s, looked up at the scoreboard in trepidation. The score was tied and the game was beginning overtime.

When the Pittsburgh Penguins emerged onto the ice the crowd roared joyously. I, too, did this, though it was accompanied by a plethora of nervous butterflies.

We had been on a power play at the end of the third period and it had continued onto overtime. While the Penguins did not disappoint, firing shot after shot at the shaken goalie, none managed to fall into the net.

My hope started to twitch. I had been through other experiences with the Penguins that were close-calls, so I did not quickly lose my faith. It still nerved me, however.
The Penguins dominated the first five minutes of five-on-five expertly. It seemed as if it would be merely a matter of time, though I was sure it would be one that would stretch tauntingly.

Another minute passed to prove that point, and they went down the ice again, heading towards the net.

My breath hitched.

Time seemed to slow down as the superstars methodically passed the puck to each other, the Rangers watching with acute alertness. Every person, I was sure, was nervous about the experience; I was nervous about the experience, definitely.

The puck was passed one last time and in a quick flurry of movement the puck flew into the net, the shot so desperate, so miraculous, that no second after the puck crossed the blue line was silent.

The crowd exploded in fervor; my heart stopped as a red light indicated their success. The game--and series-winner--had been scored by Marian Hossa, who was triumphantly celebrating alongside his teammates. The Rangers, as well as their fans, eyed us with anger and envy; they could hardly stomach their crippling loss.

However, that did not matter. The only thing I could focus on was my ecstasy. The crowd fed off of every person’s energy, resulting in deafening cheers of joy.

The Rangers were gone and we had passed another leg of the playoffs. That fact alone caused outrageous joy as I hugged my family to rejoice.

The victory should have been enough, but I could hardly leave. My family, as well as a vast number of fans, stayed as if expecting another game, idly watching the empty ice for a few minutes.

It was with reluctance that we left, but our energy only traveled from the arena to the city itself. Various cars honked melodically, Penguin towels on their windows and people cheered to each other on the street like good friends, worn Penguins jerseys on their backs.

I could scarcely believe it on the ride home; my eyes were alight with euphoria. Everyone could scarcely believe it.
I knew, after hours of being star-struck by victory, that this game was vital. This game was direly important in the Penguins’s quest to win the Stanley Cup. I also knew that because of this game the Penguins were not only prepared to play the Philadelphia Flyers, but bloodthirsty, too. With the Flyers soon approaching, I knew I was.

Section 2
Directions: Answer the questions about Anne’s story below.

“If you want to be a writer, you must do two things above all others: read a lot and write a lot. There’s no way around these two things that I’m aware of, no shortcut.”
— Stephen King, On Writing

1. What is the central theme or message the reader learns from Anne’s story?

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2a. How did you determine the theme of the story? Was it clearly written in the story or did you have to make an inference?

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2b. A theme should be integrated into a personal narrative and stated at the end of the narrative. Did Anne do this effectively? What did you like about the way theme appeared in her story?

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3. Anne’s narrative followed a clear story arc.

**Plot Diagram**

- **Beginning (Introduction):** Provides reader with information about who, what, when, where, why.
- **Middle (Rising Action):** Outlines series of events in chronological order
- **End (Climax/Falling Action):** Summary or personal reaction

Why did clear organization make the story easy to understand?

4. **Re-write the following paragraph from the perspective of a Rangers player who just lost the playoff.**
The crowd exploded in fervor; my heart stopped as a red light indicated their success. The game-- and series-winner--had been scored by Marian Hossa, who was triumphantly celebrating alongside his teammates. The Rangers, as well as their fans, eyed us with anger and envy; they could hardly stomach their crippling loss.
Section 3
Directions: Interview another family member (not you and not the family member you already interviewed) using the guiding questions below. Record their responses. You will use these answers as the basis of your family narrative writing project. Fill in all the lines.

Remember, these questions are NOT about you. You are interviewing a family member!

1. What is one event or experience that has had a long-lasting impact on you as a person?
2. Why was event or experience meaningful?

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3. Where did this event/experience happen? Describe the setting.

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4. Who else was involved in this event/experience?
5. How did you feel throughout the event/ experience?

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6. What would have changed if this experience hadn’t happened or happened differently?

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Section 4
Directions: Respond to the prompts below. Include as many sensory details as possible in your answers. Fill in all the lines.

Remember sensory details are touch, taste, smell, and texture.

1. Imagine you are a dog. You are walking through a park on a Sunday afternoon. What do you see?

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2. Imagine your dream college. Think about what the college campus looks like. Describe, using as many sensory details as possible, your first day on campus. *(Think about moving in, attending your first class, meeting other students)*.

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3. You are in Hawaii at Waikiki Beach. Yet, you’re not lounging on the beach. Instead, you’re working in a restaurant on Waikiki Beach serving food and drinks. Describe your experience working at the restaurant.