Revising Quotations

Iain Crichton Smith's Short Stories

Context: Scottish Set Text

Learning Intentions

We are learning

1. To use automatic memorisation techniques that will free up our working memory*

* ie. learning quotations ☺

Starter

Explain in three bullet points your own **process** for learning quotations/facts

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Extension

Write down one quotation from ICS' short stories that you have committed to memory.

1. Remember, remember… rhymes and mnemonics

Creating little rhymes and mnemonics is a classic strategy for memorising quotations.

It draws upon a few memory principles.

First, **repetition**.

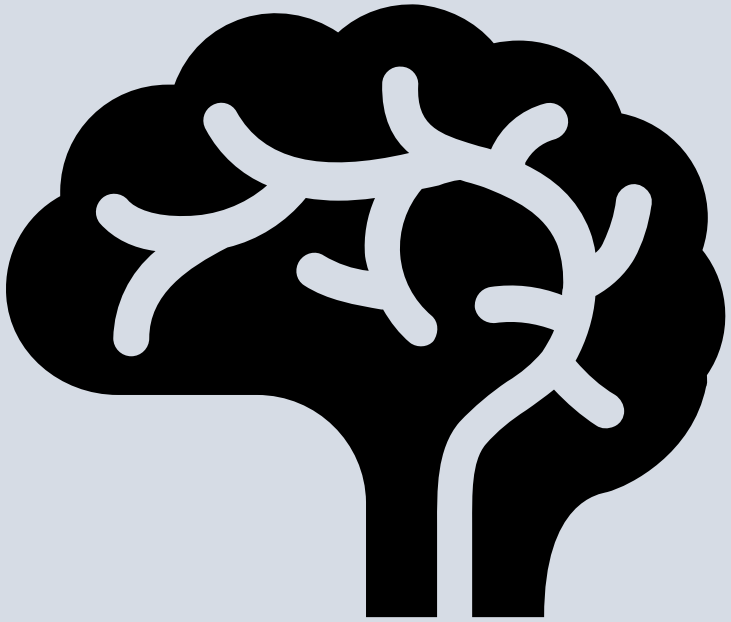
We better remember the rhythms and patterns of speech and song.

Task 1

Say the following quotation aloud as a class 7 times:

I have never had the courage to wear what I wanted to wear, for example a coloured waistcoat and a coloured jacket.

Now write down that quotation that you have just said aloud (1 min)



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2. **Interactive quizzing**

Quizzing is an age-old approach, and it has stuck because it works.

This low stakes testing approach is memorable because of the **'testing effect'**: we remember better when we have been tested on something.

Quotation quizzes are common but pretty much essential to good instruction that aids memory.

Task 2

Some words in the quotations below have been redacted. You have two minutes to complete the quotations:

- *The _____ woman was not popular in the village. She was an _____ from another village and had only been in this one for _____ years or so.*

- *He wished that that _____ was alive now so that he could show him his bank balance. The _____ _____. The Scottish words rose unbidden to his mouth _____ _____.*

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Task 2

Some words in the quotations below have been redacted. You have two minutes to complete the quotations:

- *The thin woman was not popular in the village. She was an incomer from another village and had only been in this one for thirty years or so.*

- *He wished that that factor was alive now so that he could show him his bank balance. The wee nyaff. The Scottish words rose unbidden to his mouth like bile.*

3. Visual cues and symbols.

We are able to cram a lot of content into our visual memory.

If I asked you to list the objects in your room your would do a decent job; however, if I first gave you time to visualise that same room, you'd likely increase your powers of recall.

Good readers visualise all the time. We need to draw out symbols and connect visual ideas.

Using images associated with quotations is a vital memory cue.

Task 4

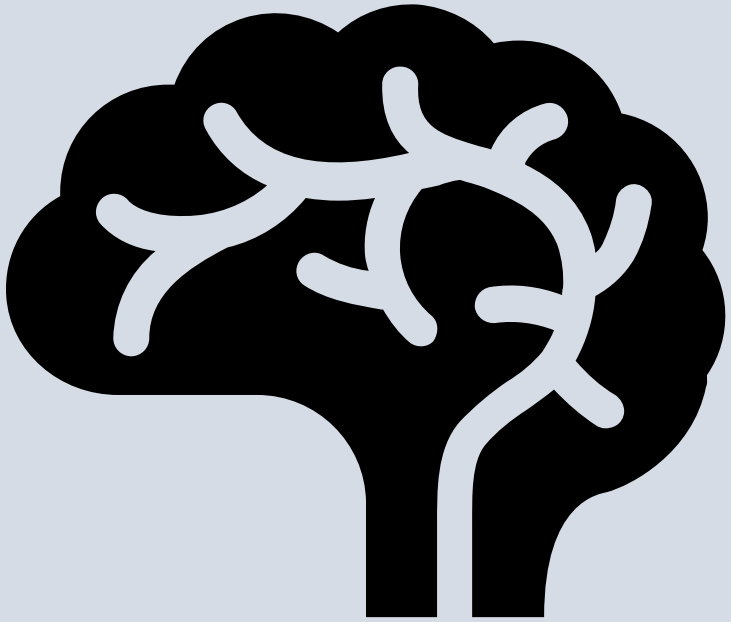
For the quotation below, draw a visual cue that will help you remember it:

She kept her fur coat as far away from them as she could.

Extension

Finding that too easy? Write down one more quotation and dual-code with an image or icon.

Now write down two quotations from Crichton Smith's short stories that you have thought about today. (3 mins)



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4. Build the ‘memory palace’ of quotations.

The ‘*memory palace*’ is a strategy that is thousands of years old.

You create a palace, or a humble house, with multiple rooms.

You then compartmentalise the rooms and start to allocate different quotations to different rooms, linking quotes to objects.

Task

Think of **three quotations** about complex characters in ICS’ short stories.

Put them (metaphorically) somewhere in this classroom room or your own house.

Ie. “Two houses to go. They looked at each other wildly. It must be one of them. Surely.”

is pinned to the promethean board.

Extension

You have **five** minutes to retrieve the quotations from your Memory Palace. Give your partner a note of the quotations, then say the full quotation and the place you put it. Swap over and repeat.

5. **Only connect…the story and the quotation**

Students are often good at remembering single quotations, but they are then unable to skilfully connect them up.

Now, we know that stories are psychologically privileged in the human mind, so we can connect the different quotes to the narrative.

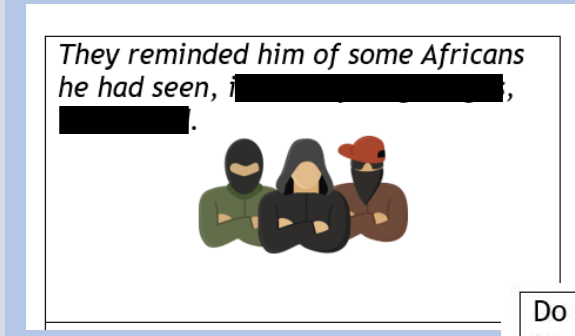
Try to remember quotations in chronological order

Try to retell the story of the novel or play through that quotation sequence.

Task 5

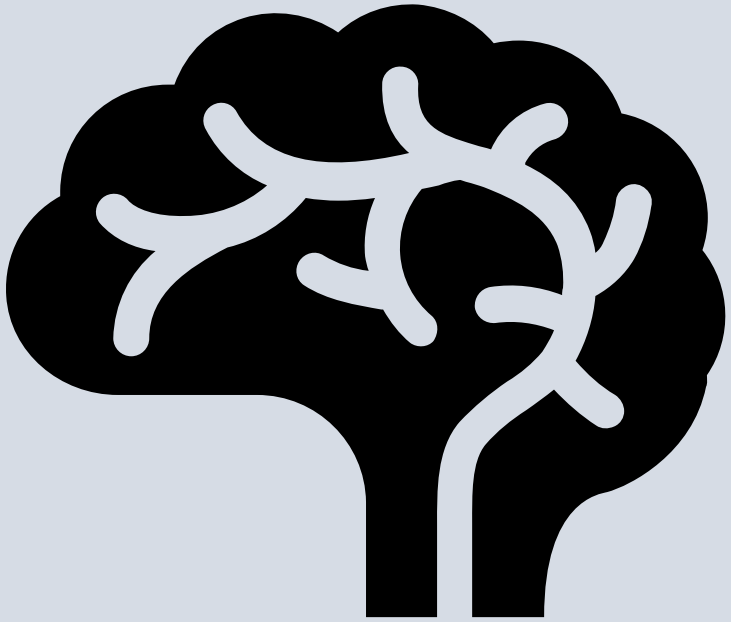
Finish each quotation by filling in the blanks.

Create 'censored' quotation cards for your own choice of quotations from the four stories.



Exit Task

You have three minutes to write down as many quotations that you can remember from today as possible.



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Starter

1. Retrieve your knowledge – list as many memory techniques as possible from last lesson.
2. Write down the first quotation we practised in the last lesson.

Extension

Where in the room did I leave this quotation: Ie. "See that? There's a showing up for yous... there's what you cry manners"

7. **Shorter quotations, with a narrower focus.**

Students sometimes think that learning long quotations is more effective.

The reality is that this approach clogs up working memory.

If you focus more on individual words, phrases and shorter quotations, then you will be more likely to generate in-depth explanations of those shorter quotations – the stuff of exam success.

Task 1

Here are **five** short quotations. Take five minutes to commit them to your working memory (use any technique you like).

Er...touch of the...drahaw...

Three pound a week!

Did you get held back a lot?

The pocket-sized Cassanova...he just went out

Aw here it comes...Prince Charming

Task 2

Retrieve your knowledge. Use the "Show Me" boards to show off your learning!

8. **Fewer quotations, but deeper.**

Some students are adept at learning lots and lots of quotations. The issue is not simply a student knowing 40 quotations; it is about knowing 15 quotations in great depth. Put simply, fewer, in this case is more.

Task

You now have to settle on your Slab Boys Quotations, the one that you will commit to memory for the exam.

You should have your **Slab Boys Starting 11** – the iconic quotations and your

Slab Boys **Substitute 9** (the good quotations that you like and know how to work with).

COVER ALL BASES!

Lucille, Alan, Hector, Phil, Sadie, Curry, Social Class, Conflict, Humour, rebellion, relationships

9. **‘Just a minute’ meaning rehearsal**

One key approach to having deeper quotation knowledge is to remember the quotation AND the many associated meanings or techniques.

Talk for ‘*just a minute*’ on an individual quotation.

If you can’t then have another go later. If you can’t, your partner/group members can fill the gap.

It becomes an interesting and interactive approach to pooling insight & knowledge.

Task

Here is the list of quotations from earlier:

Er...touch of the...drahaw...

Three pound a week!

Did you get held back a lot?

The pocket-sized Cassanova...he just went out

Aw here it comes...Prince Charming

As a class, we are going to play "Just a Minute" with them. Let's not drop the ball!

10. Promote 'word consciousness'.

Students too often remember the quotation but have a superficial understanding, or a singular insight, into meaning.

By promoting 'word consciousness', we look at layers of meanings within words.

For example, a key word in **'A Christmas Carol'** is **misanthropic** (misanthropic comes from the Greek: '*miso*' – hating; '*anthropos*' – man. People who hate people i.e. Scrooge). We should go to town on teaching these crucial vocabulary choices so that students understand the etymology of the word, thereby enhancing their depth of word knowledge and making the quotation more likely to stick in their memory.

Task – Becoming Word Conscious in Slab Boys

Slab Boys contains lots of archaic or strange cultural references. Below are listed five. Google/explain what each one is/means.

1. Bennies (pg.78)
2. Scoth Pie Thermidor (pg.10)
3. Sotto voce (pg.14)
4. Dr Kildare (pg.81)
5. Orange Lodge (pg.24)

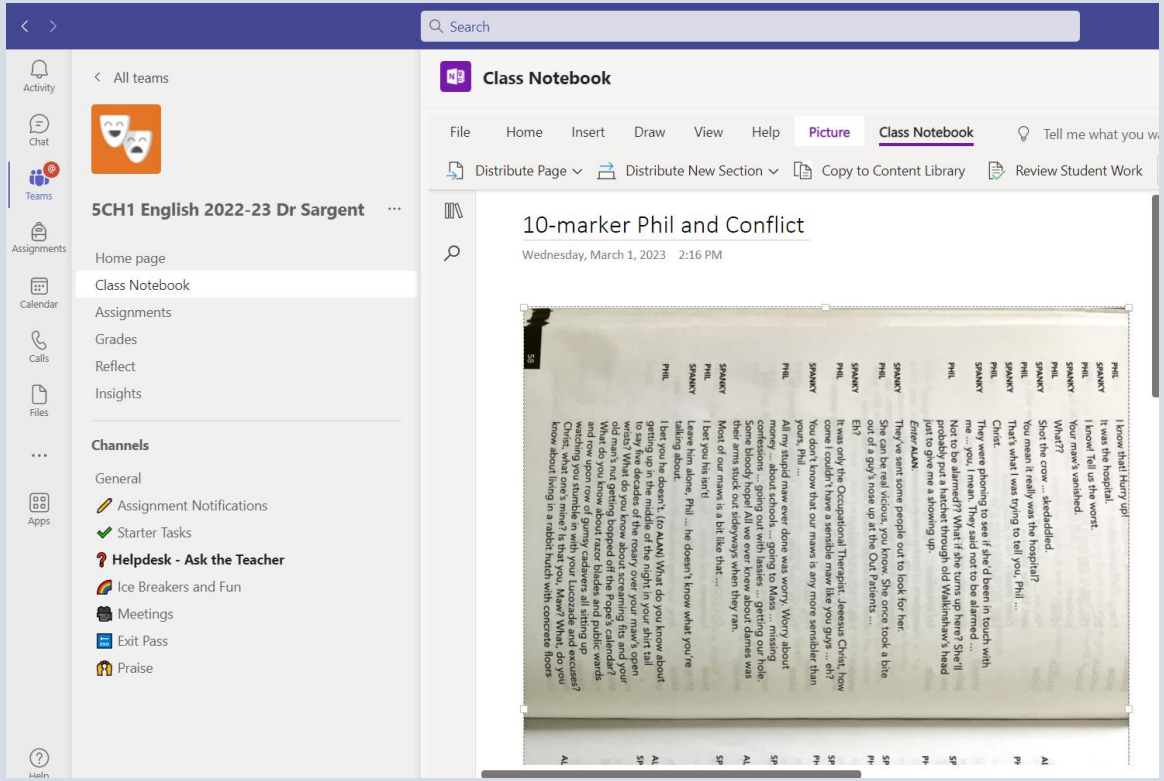
Extension

Now locate five more strange references and repeat process.

Bringing it all together

You now have twenty minutes to write a complete 10-marker. The extract is in your OneNote jotter.

The question is this

With reference to this extract and to elsewhere in the play, show how the theme of conflict is explored.*

*inner conflict and conflict with others