



Using Primary Sources to Teach Narrative Writing

<http://www.loc.gov/pictures/resource/cph.3a26270/>

Overview/Prior Knowledge

Narrative writing is a required component of the Dual Enrollment English Composition I course. The students are required to write an advertisement analysis, a comparative analysis, a research-based argumentative essay, and a narrative essay. The narrative is the final required essay.

Objectives

- To engage and orient the reader by setting out a problem, situation, or observation and its significance.
- To introduce character(s) and create a smooth progress of experiences or events.
- To use narrative techniques to develop experiences, events, and/or characters.
- To use strong word choice to convey a vivid picture.

Time Required

60 minutes

Recommended Grade Range

11th-12th Grade

Subject/Sub-Subject

Dual Enrollment English Composition I

Standards

W. 11-12.3

TSW write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Library of Congress - Teaching with Primary Sources Skills:

- To examine primary sources closely to form conjectures about their meaning and intent.
- Support inquiry by posing questions that are relevant to learning goals and require analysis of primary sources
- Model primary source analysis that includes observing, reflecting, and questioning
- Use primary sources that connect to the subject/topic under study
- Presents primary sources in a historically accurate context
- Provide for students of varying abilities, learning styles and interests to learn with primary sources
- Require students to demonstrate knowledge or skills gained from the analysis of primary sources

Highlighted Strategies:

Brainstorming

“Pass It On” Alphabet Story

Think-Pair-Share

Google Share

Credits

Nikki Buss, Starkville Oktibbeha Consolidated School District

Materials

- Primary Sources from Library of Congress
- MacBooks
- Smartboard
- Projector

Procedures

- Overview of expectations for today’s lesson.
- Review of narrative techniques (setting, characterization, dialogue).

Introduction

TTW review narrative techniques.

TTW outline the concept of the “Pass It On” Alphabet Story.*

TCW complete short practice, projecting <http://www.loc.gov/pictures/resource/cph.3a26270/> on the Smartboard to create a partial “Pass It On” Alphabet Story.

*Explanation of the Pass-It-On Alphabet Story: Students will be divided into groups of 4-5. One student will begin the narrative by creating a sentence with the letter A. The group will continue their narrative by going clockwise. Student 2 will continue the narrative by adding a sentence

that begins with the letter *B*. The story will continue until they complete the alphabet. Each group will be able to “pass” on two letters (often *X* and *Z*). If using Google Share, other students in the group cannot type while another person is creating his/her sentence. Setting, character development, and dialogue must be developed. The story must have an appropriate exposition and resolution.

During

TTW distribute MacBooks and divide class into two groups.

TTW project Election Day! picture <http://www.loc.gov/pictures/resource/cph.3a51845/> on the Smartboard.

TSW be given one minute to look over the picture and make notes.

TTW then choose one person from each group to begin writing the narrative.

TSW be given one minute to create the first sentence.*

TSW continue by going clockwise, using Google Share, to create a story.

TTW keep watch on timer and tell students when to move forward.

Wrap up/Closure:

TTW wrap up the narrative writing introduction by reviewing the overall technique.

TTW read overview of Women’s Suffrage

Assessment

Formative:

TSW be evaluated based on their development of narrative:

- Does it make sense?
- Does it go along with the picture?
- Does it include setting, character development, and dialogue?

Differentiation

- Modeling
- Visual Aids

Teaching with Primary Sources Resource Guide

Title: Using Primary Sources to Teach Narrative Writing

Historical Background:

This lesson will focus on narrative writing in the ELA classroom using pictures on the Suffrage Movement from Library of Congress.

Primary Source 1:



Title: National Anti-Suffrage Association

Link: <http://www.loc.gov/pictures/resource/cph.3a26270/>

Purpose: The students will begin today's lesson by discussing women's suffrage. This picture will serve as a starting point for this discussion. The class will also analyze the photo and verbally create characters, setting, plot, and other narrative techniques to go along with this photo.

Primary Source 2:

Title: Election Day!

Link: <http://www.loc.gov/pictures/resource/cph.3a51845/>

Purpose: After working together as a whole group, the students will be divided into groups to create their own narrative using this picture. The students will use the Pass-It-On Alphabet Strategy for this assignment.



Additional information:

For those teachers interested in additional historical context, you may want to reference the "Teacher's Guide Primary Source Set: Women's Suffrage" at this link:

http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/pdf/teacher_guide.pdf

Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.