

Narrative Writing: A Day in the Life

Lesson Overview

Overview:	This writing will be incorporated into the narrative writing unit. As the students look at the four primary source photos, they will choose one and write a narrative as though they were living during that time. It can be written in a variety of modes: diary, journal, letter, etc.
Grade Range:	6-8
Objective:	Students will: <ol style="list-style-type: none">1. Analyze pictures that illustrate a day in the life.2. Imagine themselves in the image and list three to five phrases describing what they see, hear, taste, touch and smell.3. Use those images to create a narrative writing piece: diary, journal or letter.
Time Required:	One class period of 50 minutes.
Discipline/Subject:	Language Arts, American History
Topic/Subject:	Cities, Towns, Women in History
Era:	Rise of Industrial America, 1876-1900; Progressive Era to New Era, 1900-1929

Standards

Illinois Learning Standards:

Social Studies:

16.A-Apply the skills of historical analysis and interpretation.

18.B-Understand the roles and interactions of individuals and groups in society.

Language Arts

5.A-Use the language arts to acquire, assess and communicate information.

Materials

Analysis Tools: Put Yourself in the Picture photo analysis

Library of Congress Items:

Title of Source: A Scene of domestic tranquility

Date of Creation: 190?

URL of Source: [http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@filreq(@field(NUMBER+@band(ndfahult+b207))+@field(COLLID+ndfa)))

[bin/query/r?ammem/ngp:@filreq\(@field\(NUMBER+@band\(ndfahult+b207\)\)+@field\(COLLID+ndfa\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@filreq(@field(NUMBER+@band(ndfahult+b207))+@field(COLLID+ndfa)))

Title of Source: Who said this was man's work?

Date of Creation: 190?

URL of Source: [http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@field\(NUMBER+@band\(ndfahult+b183\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@field(NUMBER+@band(ndfahult+b183)))

Title of Source: Mr. Ole Tronsedth (sic), Milton, North Dakota

Creator of Source: McCarthy, John

Date of Creation: 189?

URL of Source: [http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@field\(NUMBER+@band\(ndfahult+b454\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@field(NUMBER+@band(ndfahult+b454)))

Title of Source: J.Stewart wedding party, Nekoma, N.D.

Creator of Source: McCarthy, John

Date of Creation: 1903

URL of Source: [http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@filreq(@field(NUMBER+@band(ndfahult+b451))+@field(COLLID+ndfa)))

[bin/query/r?ammem/ngp:@filreq\(@field\(NUMBER+@band\(ndfahult+b451\)\)+@field\(COLLID+ndfa\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/ngp:@filreq(@field(NUMBER+@band(ndfahult+b451))+@field(COLLID+ndfa)))

Procedures

Procedure Step #	Resource or Material Used
1. Currently the class is narrative writing. Each student is given a copy of the photo analysis sheet.	Analysis tool
2. Teacher will display four primary source pictures for the students to choose from.	LOC items
3. Once the student chooses a photo, they will complete their analysis sheet with three to five phrases describing what they see, hear, taste, touch and smell.	Analysis tool
4. Students will then be grouped by the picture they chose. Each student within the group will share what they wrote for each of the senses. This will help students with details they may have possibly overlooked.	Analysis tool
5. When all groups have completed their analysis, discussion and analysis guide sheet, each student will write a journal, diary or letter using their chosen primary source photo.	
6. At the conclusion of class, the students will turn in their finished product.	
7. As an extension activity, the students will exchange their writing with another student and they will respond to their diary, journal or letter	

Evaluation

The teacher will give a completion grade based on the participation during the group analysis brainstorm session and the final mode turned in with all five senses and written in narrative format based on state rubric, i.e. ISAT

Extension

Character map. This will allow the students to elaborate even more on their opinion of the picture. It could be used as an additional diary, journal or letter entry. This is more of an emotional approach to the picture.

Author Credits:

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PUT YOURSELF IN THE PICTURE PHOTO ANALYSIS

Imagine yourself in the image provided and list three to five phrases describing what you see, hear, taste, touch and smell.

Sight What do you see? People? Words? Buildings? Animals? Interesting Items? Do these things give you clues about this time and place?
1.
2.
3.
4.
5.
Sound What do you hear? People? Animals? Nature? Sounds from inside or outside of buildings? Sounds can indicate something good, bad or sad.
1.
2.
3.
4.
5.
Taste What do you taste? Are things edible or is there "something in the air"?
1.
2.
3.
4.
5.
Smell What smells are around you? City or rural scents? People? Animals? Businesses? Do they make you think of something good or bad?
1.
2.
3.
4.
5.
Touch How and what do you feel? What is the environment like? Hot? Cold? Wet? Are there "things" that you can touch? What do they feel like?
1.
2.
3.
4.
5.







