**NARRATIVE WRITING: modern times, Write from the perspective of the flag: personification**

In order to build background knowledge, a few days can be spent on the following activities (any reasonable order is appropriate):

 1. The classroom bulletin board may be decorated with flag and SSB, including demonstration and protest related items and posters including some important vocabulary words: personification, propaganda, John Phillip Sousa, military, military bands, Timeline 1840-1940,woman’s suffrage. Add words as they come up during the lesson and refer to the bulletin board frequently during teaching.

1. Choose one or two appropriate multicultural children’s books like Crow Boy or Amazing Grace as appropriate on an ongoing basis in order to review and inspire feelings about the time period during the writing process.
2. Listen to music suggested by students after previewing. March or dance to the music when possible.
3. Choose some of the music to analyze stanza by stanza. Assign stanza to groups. Have them read the stanza aloud, copy the stanza, list any words they do not understand and answer questions together about the stanza. Groups should draw a picture that demonstrates the main ideas they discover on poster paper. Tell the class about the stanza and interpretation.

8. Choose one song and chant the song lyrics with teacher’s assistance to help memorize the words. Perhaps chant while actively dancing or while standing in a circle alternately saying the words. This procedure can be practiced daily or as often as appropriate.

1. Continue discussing personification and practice.
2. Students begin thinking from the perspective of the flag today. Use sentence beginning template to assist. Remind students, using Sandra Cisneros’ quote that the flag is more than just the last 10 years. It has a long history which will make it act the way it does.
3. Continue to read and review the children’s books, review the lyrics, chant, dance, sing often during the writing process in order to allow students to re-evaluate and re-determine their opinion positions.
4. Continue to sing, discuss, refer to bulletin board, read parts of stories before each day’s writing so that students will have renewed vigor and ideas to contribute.
5. Teacher assists with editing the student’s writing one on one after peer reviews have taken place. Teacher asks questions like, does this introduction really bring the reader quickly into the story?, is the story line easy to understand, yet building up to a plot/climax?, is there adequate description?, does the fictional story seem realistic or do I need to change the style?, are there any spelling, punctuation, capitalization errors?, is the ending properly done?.
6. Throughout the school year, students may continue to sing, chant, do simple dance movements with this song and others that we learn.

When finished with this assignment, students may work in small groups to create their own songs, putting their lyrics to tunes they have been practicing.