**MODEL NARRATIVE WRITING: 1900 – 1930, 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. Learn or review briefly John Phillip Sousa, women’s suffrage, World War I, and/or other important events of the time period.
2. Choose one or two appropriate children’s books like Waiting for the Evening *Star* as appropriate on an ongoing basis in order to review and inspire feelings about the time period during the writing process.
3. Listen to a Sousa march daily. March or dance to the music when possible. On the first day, have students write a sentence about how the march makes them feel. On the second day, ask students to write a paragraph telling what the person who wrote the march was probably like.
4. Read the words to “You’re a Grand Old Flag” together.
5. Work in pairs or similar to discuss each 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.
6. Look at pictures of people and places of the time period. Point out hollyhocks, garden, maple sap, and other traditions in “Waiting for the Evening Star”.

8. 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. Discuss personification and practice.
2. Listen to God Bless America. Discuss women obtaining the right to vote in the early 1920s. This song was an important song for them their cause.
3. Read together the words of the suffrage song, “Dare You Do It?”
4. Teacher demonstrates (with student assistance) thinking from the perspective of the flag. Use sentence beginning template to assist.
5. 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.
6. Using large chart paper teacher demonstrates writing an essay based upon class imagination the prewriting information. Teacher demonstrates story format with an intriguing beginning. Teacher may make errors and use less than adequate description or reasoning, so that these corrections may be made during the demonstration of editing. Teacher may demonstrate drawing an illustration to accompany writing as well, or discuss illustrating a story and have each student draw their own illustration with caption and add to bulletin board.
7. 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.
8. Teacher demonstrates editing the writing with the assistance of students. 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?. Teacher makes lots of corrections, probably in different colored marker, so that students clearly see that even the teacher’s work needs lots of editing.
9. When students are not present, teacher may rewrite the story with corrections. Teacher shows the work to student, but during the writing process, the messy edited version should remain in front of the room so that students are constantly aware of the need to rethink, revise and make corrections.
10. Throughout the school year, students may continue to sing, chant, do simple dance movements with this song and others that we learn.