### Long-Term Target Addressed (Based on NYSP12 ELA CCLS)

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)

### Supporting Learning Targets

- I can use a story map to plan a well-organized narrative that describes the moment captured in a photograph of one of the Little Rock Nine.
- I can understand the rubric for the narrative writing performance task.

### Ongoing Assessment

- Homework Question (for homework)
- Narrative Writing: Snapshot in a Journey story map

### Agenda

<table>
<thead>
<tr>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this lesson, students synthesize what they learned about a Little Rock Nine member's life from their brief research (during Lesson 3) with their understanding of what makes a strong narrative to build toward writing their narrative.</td>
</tr>
<tr>
<td>By reading and discussing the Narrative Writing: Snapshot in a Journey model, students get a sense of the narrative’s ideal length and style. They consider how the model addresses criteria on the rubric, specifically the content and analysis criteria.</td>
</tr>
<tr>
<td>Plotting the events from the model narrative onto the Snapshot in a Journey story map helps students understand how their own narrative should be organized and sequenced. Students should be familiar with the narrative storyline graphic organizer provided on the Narrative Writing: Planning the Plot supporting material, since they used this when they read the central text in Module 2.</td>
</tr>
<tr>
<td>Students do not have a lot of time to work on their story maps during this lesson. Their homework will be to finish their planning so they are ready for peer critique in Lesson 5.</td>
</tr>
<tr>
<td>Students only work on the plot, or storyline, of their narrative in this lesson. Then in Lesson 5, once the planning for the storyline is completed, students will think about and plan for specific narrative techniques that will dramatize their narrative and show how the character experiences this moment in his or her journey to justice. The next lesson is also the place where students will work with the language standards they have been learning about in this module—active and passive voice, and conditional and conditional and...</td>
</tr>
<tr>
<td>subjunctive moods. For now, however, students will concentrate on plot or storyline.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Post: Learning targets.</td>
</tr>
</tbody>
</table>
### Narrative Writing: Planning the Plot

#### Lesson Vocabulary
- well-organized, plot, exposition, rising action, complication, climax, falling action, reflection, conclusion

#### Materials
- Narrative Writing: Snapshot in a Journey model (from Lesson 2, one per student and one to display)
- Narrative Writing: Snapshot in a Journey rubric (from Lesson 2; one to display)
- Document camera
- Narrative Writing: Snapshot in a Journey story map (two per student and one to display)
- Narrative Writing: Snapshot in a Journey story map model (for teacher reference)
- Gathering Textual Evidence: Snapshot in a Journey note-catcher (from Lesson 3; one per student)
### Grade 8: Module 3B: Unit 3: Lesson 4

**Narrative Writing: Planning the Plot**

<table>
<thead>
<tr>
<th>Opening</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Engaging the Writer: Planning the Narrative (4 minutes)</strong></td>
<td>• Some students may benefit from being privately prompted before they are called upon in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of the cold call is a positive experience for all.</td>
</tr>
</tbody>
</table>
| • Invite students to turn and talk about their Homework Questions:  
  * “Which photograph did you choose?”  
  * “What moment in the person’s journey to justice does it represent?”  
  * “What might the person have been thinking and feeling at that moment?”  
  • Remind students that when they describe or “expand a moment” in a narrative, they dramatize the moment with details like the ones they have written about in response to the homework questions.  
  • After a few minutes, ask students who chose the group photo of the Little Rock Nine to raise their hands.  
  • Cold call on a student to explain why he or she chose that photograph to write about.  
  • Repeat with each of the other choices. | |
| **B. Reviewing Learning Targets (1 minute)** | • Discussing and clarifying the language of learning targets helps build academic vocabulary. |
| • Direct students' attention to the posted learning targets.  
  • Read the first learning target aloud while students follow along silently:  
    * “I can use a story map to plan a well-organized narrative that describes the moment captured in a photograph of one of the Little Rock Nine.”  
  • Point out that the learning target uses the term *well-organized*. Explain that students will use a story map to keep their thoughts organized as they plan the plot of their narrative today.  
  • Ask for a volunteer to explain what *plot* is. Listen for: “The plot is the storyline of a narrative,” or “The plot is all of the events that happen in a narrative.”  
  • Read the second learning target aloud while students follow along silently:  
    * “I can understand the rubric for the narrative writing performance task.”  
  • Explain that students will continue to use the model narrative and the rubric throughout today’s lesson to better understand the performance task before they write. |
A. Snapshot in a Journey: Mapping the Model Narrative (27 minutes)

- Tell students that although they will use *A Mighty Long Way* as a model for the kind of writing they are practicing in the performance task, it will be helpful to have a model narrative that is the same length as the one they will write to help them see what the final project will look like.
- Ask students to take out the *Narrative Writing: Snapshot of a Journey model* (from Lesson 2).
- Invite students to follow along as you read the model aloud.
- Ask:
  * “In this narrative, what was the moment when Elizabeth’s journey began?”
  Listen for something like: “When she arrived at Central High School on September 4, 1957 to a jeering mob with no help from the National Guardsmen, whom she thought would protect her.”
- Ask students to take out the *Narrative Writing: Snapshot of a Journey Rubric* (from Lesson 2) as you display a copy on the document camera.
- Draw students’ attention to the Content and Analysis row.
- Ask a student to read the “3” box aloud. Ask:
  * “Does this model narrative build from an informational text or texts about Elizabeth Eckford’s life? How do you know?”
- Listen for students to point out that the model includes details from informational texts, such as the woman coming to Elizabeth’s assistance, finding the bus stop, just waiting to escape the crowd.
- Explain that, since students have just found evidence that the model builds on an informational text, it would receive a score of at least 3 on this rubric.
- Invite students to turn and read the “4” box with an elbow partner.
- Ask:
  * “How does a narrative scoring a 4 in this category differ from one scoring a 3?”
- Listen for students to point out that the rubric uses the phrases “makes inferences” and “creatively imagine” to describe a 4-point narrative.
- Ask:
  * “Does this model narrative deserve a 4? Why or why not?”
- Listen for students to say that this model deserves a score of 4, since it draws on evidence from informational texts (e.g., the fact that Elizabeth was alone to encounter the anti-integrationist mob that first day of school) but makes inferences (e.g., the

Meeting Students’ Needs

- Filling in the story map for the model narrative may be time-consuming for some students; consider providing these students with an annotated copy of the model that has key sections highlighted and numbered. Students would write a number into each box of the story map, rather than rereading the entire model and copying down details into the boxes. (For example, you might highlight “From the moment I woke up that morning, the butterflies in my stomach were the size of softball gloves. I was nervous, excited, and ready to be part of the integration of Central High School” and number it “2.” If a student thought this was the first complication of the rising action, he or she would write “2” in the first “Complication” box.)
idea that Elizabeth is grateful to have left Central High School behind her) and uses significant descriptive details (e.g., the perspective of Elizabeth hearing her own footsteps as she walks through the jeering crowd).

• Display the Narrative Writing: Snapshot of a Journey model.

• Briefly annotate the model to reflect students’ ideas about its score on the rubric. For example, you might underline the sentence “I walked up to one of the National Guardsmen, comforted by the fact that they were there” and write, “Explicit use of evidence,” or underline “It was all I could do to hold off the panic that was rising in my throat” and write, “Creative imagining.”

• Display the Narrative Writing: Snapshot in a Journey Rubric again.

• Draw students’ attention to the Cohesion, Organization, and Style rows and explain that you will work on those aspects of the narrative next.

• Ask students to turn and talk:
  * “What are the basic parts in a narrative?”

• Remind students that they have already studied narrative writing this year (with their Inside Out & Back Again poems in Module 1 and the final performance task in Module 2). In this narrative, they will include similar parts, but it will not be written as poetry.

• After a few moments of student discussion, cold call students to share the parts of a strong narrative, including exposition (opening) and closing. (If students struggle to remember the parts of a narrative, ask them to look back at the rubric.)

• Reinforce that this narrative follows a plot structure they worked with during Module 2.

• Distribute and display the Narrative Writing: Snapshot in a Journey story map on the document camera.

• Point out the major parts of the plot structure that students did not mention during the review: the rising action, which includes several complications; the climax, which is the moment of highest action and excitement in the narrative; and the reflection, which helps lead to the conclusion. Remind students that their narratives will all end with the same sentence, “I have the rest of my journey ahead of me.”

• Tell students that the model narrative follows this plot structure. Ask:
  * * “What events in the model narrative make up the exposition?”

• Listen for students to say that the first three paragraphs of the model narrative make up the exposition, since they give the historical context of the narrative (“It was supposed to be my very first day at Central”), introduce the narrator (“I know firsthand what it feels like to face an angry mob”), and tell readers the narrator’s perspective on that first day of school (“How could this be? I asked myself. ‘Where are the others? Where’s Mrs. Bates?’”).
Narrative Writing: Planning the Plot

- Write these details in the Exposition box of the displayed story map and have students do the same on their own maps.
- Point out that this part of the narrative has to do with the concept of justice (“I was nervous, excited, and ready to be part of the integration of Central High School”). The narrative is also written in the structure of a flashback, which students are encouraged to imitate (“It was the beginning of the 1959–1960 school year”).
- Tell students to continue working to fill in the story map on their own.
- Circulate as students work to ensure that they understand which parts of the narrative fill each role in the plot. Refer to the Narrative Writing: Snapshot in a Journey story map model (for teacher reference). Make note of students who seem to be struggling with this activity and plan to check in with them during the next block of independent work time.
- After several minutes, ask students to turn and talk with each other about their story maps. Circulate as they share, perhaps tuning into discussions where students disagreed with each other so that you can lift up those disagreements for the whole class to grapple with. Make note of common disagreements or misconceptions.
- Refocus whole group and address any common disagreements or misconceptions as a class.
- Briefly display the Narrative Writing: Snapshot of a Journey Rubric once again.
- Draw students’ attention back to the Cohesion, Organization, and Style rows and ask a student to read the first “4” box aloud:
  - “The narrative pace flows smoothly, naturally, and logically from an exposition through several related events.”
- Ask students to turn and talk:
  - “What score would you give the model narrative in this category?”
- Cold call a pair to share out. Listen for them to say that the model narrative should receive a score of 4 in this category, since it contains a clear exposition (beginning) and several related events.
- Repeat this process with the third Cohesion, Organization, and Style row, “The narrative’s compelling conclusion follows logically from and insightfully reflects on earlier events in the narrative.”
- Display the model.
- Annotate the model with students’ ideas, using language from the rubric, as they do the same on their own copies. For example, you might underline or circle the first three paragraphs of the model narrative and write, “Clear exposition.”
**Work Time (continued)**

**B. Snapshot in a Journey: Mapping My Narrative (10 minutes)**

- Tell students that now that they have researched a Little Rock Nine member in a photograph, chosen a moment to write about, and practiced using the story map with a model narrative, it is time for them to start planning the major events in the plot of their own narrative.

- Tell students to take out their Gathering Textual Evidence: Snapshot in a Journey note-catcher (from Lesson 3).

- Distribute a second copy of the Narrative Writing: Snapshot of a Journey story map to students.

- Tell students that they have the rest of today’s class, as well as tonight for homework, to plan their narrative. They should do so by using what they have learned about their chosen person’s life to craft the plot on the story map. Remind students that the story map should contain only the basic events in the story; it is only an outline for their narrative and does not need to include creative details or narrative techniques. Students will build in those parts of their stories in Lesson 5.

- Put a “Help List” on the board so students can sign up when they have questions.

- Circulate while students work, addressing questions and ensuring that their work meets the criteria of the task. Remind students that just as in the model, a lot of the details in their narratives will come from their own imaginations. This is good, as long as the facts of the story are based on textual evidence and true events. Remind students that, like the model, their own expanded moments need to be credible, based on what they know about the character and the times.

**Meeting Students’ Needs**

- Graphic organizers and recording forms engage students more actively and provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.

The “Help List” is a way for students to sign up to receive help from the teacher. Adapt this if you or your students prefer another method of arranging for assistance during this work time.
### Closing and Assessment

**A. Debrief Learning Targets and Previewing Homework (3 minutes)**

- Refocus students on the posted learning targets and read them aloud:
  - “I can use a story map to plan a well-organized narrative that describes the moment captured in a photograph of one of the Little Rock Nine.”
  - “I can understand the rubric for the narrative writing performance task.”

- Ask students for a thumbs-up, thumbs-sideways, or thumbs-down regarding their understanding of the criteria for the performance task.

- Take note of students who indicate they do not fully understand what is being asked of them in writing a quality narrative.

- Tell students that for homework, they should finish their story maps. Emphasize that they will need a strong draft of their map (not their actual story) for Lesson 5, since they will participate in a peer critique to strengthen their narratives before they start to write.

### Meeting Students’ Needs

- Consider setting aside time to meet with a small group of students who are having difficulty with planning the narrative.

### Homework

- Finish mapping out your narrative on the Narrative Writing: Snapshot in a Journey story map. Be prepared to share your story map and explain why you included these details during a peer critique in the next lesson.

*Note: Remind student to complete their independent reading in preparation for writing a book review in Lesson 7.*
Narrative Writing: Snapshot in a Journey Story Map

Exposition:

Rising Action

Complication:

Complication:

Complication:

Climax:

Reflection:

Conclusion:

“I have the rest of my journey ahead of me.”
GRADE 8: MODULE 3B: UNIT 3: LESSON 4

Narrative Writing: Snapshot in a Journey Story Map
(For Teacher Reference)

Exposition: On the first day of school in 1959, Elizabeth walks with Jefferson as he enters Central. It reminds her of her first day in 1957.

Rising Action

Complication: Elizabeth admires Jefferson’s perseverance. She only wanted the best education.

Complication: Elizabeth is anticipating the first day of school; she made herself a new dress.

Complication: Huge crowd at the school protesting desegregation.

Complication: National Guardsmen turn Elizabeth away.

Climax: Elizabeth catches the bus and escapes the crowd.

Reflection: The photograph made Elizabeth famous, which she never wanted.

Conclusion: Elizabeth admires Jefferson’s perseverance. She only wanted the best education.

“I have the rest of my journey ahead of me.”