

Child Labor Personal Narratives



Writing & Visual Arts

Grade
4

Writing Standard 3 – Grade 4

W. 3 Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Visual Arts (MD) Standard-Grade 4

1.2.a. Compare ways that artists use and communicate mood and point of view using art vocabulary



CONNECTED OBJECT:

Students will write personal narratives to develop imagined experiences or events using the child labor photographs of Lewis Hine as inspiration.

MATERIALS & RESOURCES

- Child Labor Photographs
- Paper/Pencils
- Artful Thinking: I See, I Think, I Wonder organizer
- Writing Rubric Narrative
- Handout: sensory description words
- Handout: strong and precise verbs
- Tree Map (use as a prewriting tool to organize paragraphs)

KEY CONTENT VOCABULARY

- *Child Labor
- *First Person Point of View
- *Verbs/Adjectives
- *Transition Words

KEY ARTS VOCABULARY

- *Point of view
- *Interpret

A S S E S S M E N T

- Tree Map
- Completed Personal Narrative



L E S S O N S T E P S

- Use the Artful Thinking process: *I See, I Think, I Wonder* to explore a photograph from the child labor collection by Lewis Hine. Discuss how each photograph tells a story from the artist's point of view.
- Provide students with a copies of photos and ask them to complete the same Artful Thinking routine with their photograph.
- Explain the writing process, personal narratives and discuss information that will be the topics of their narrative writing project.
 - Model how to take the information from the Artful Thinking sheet to start a rough draft. (1st- introduce yourself and your family and why you need to work; 2nd – describe your work environment using sensory details; 3rd – describe the day Lewis Hine came to your work talking pictures; what were you thinking? How did it make you feel? Each paragraph should have at least 5 complete sentences).
 - Provide students with a copy of the sensory details and strong verbs handouts.
 - Students create a Tree Map to organize their thoughts for their narrative.
- Provide opportunity for students to peer review after rough drafts are completed.

EXTENSIONS & OPTIONS

This lesson can be extended by incorporating mood and tone. Students can select a color to support their mood. This could also lead into a discussion of how colors contribute to the mood of a piece of art.

SOURCES & RESOURCES

Artful Thinking: <http://www.pzartfulthinking.org/routines.php>
 Thinking Maps: <http://thinkingmaps.com/>
 Library of Congress Hine Collection
<http://www.archives.gov/education/lessons/hine-photos/>

G E T S M A R T T H R O U G H T H E A R T S

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S u p p o r t i n g D o c u m e n t s

Grade 4 – Personal and Fictional Narrative Rubric

Six Traits	4	3	2	1
IDEAS & CONTENT	<ul style="list-style-type: none"> • Includes a clearly presented central idea with relevant facts, supporting details, or explanations • Establishes a well developed idea/plot, and setting • Provides meaningful insight into why event/experience was memorable 	<ul style="list-style-type: none"> • Includes a central idea with mostly relevant facts, supporting details, or explanations • Establishes an idea/plot and setting • Provides meaningful insight into why event/experience was memorable 	<ul style="list-style-type: none"> • Includes a central idea with limited facts, supporting details, and/or explanations • Establishes a weak idea/plot and setting • Provides little insight into why the event/experience was memorable 	<ul style="list-style-type: none"> • Includes a central idea but lacks related facts, supporting details, and/or explanations • Establishes no real idea/plot or setting • Provides no insight into why the event/experience was memorable
ORGANIZATION	<ul style="list-style-type: none"> • Organizing structure that includes paragraphs • Engages reader creatively, relates significant events, and moves to a clear conclusion 	<ul style="list-style-type: none"> • Organizing structure that includes paragraphs • Engages the reader, relates significant events, and moves to a conclusion 	<ul style="list-style-type: none"> • Organizing structure with very few paragraphs • Minimally developed sequence of events and fails to fully engage the reader or conclude 	<ul style="list-style-type: none"> • Organization lacks paragraphing structure • Sequence of events is not present or confusing and fails to engage the reader or conclude
VOICE	<ul style="list-style-type: none"> • Voice chosen is appropriate to topic, purpose, and audience • Writing is expressive, engaging, and/or sincere 	<ul style="list-style-type: none"> • Voice is present • Shows an awareness of audience • Writing is somewhat engaging and expressive 	<ul style="list-style-type: none"> • Voice is inconsistent or weak • Shows limited awareness of audience 	<ul style="list-style-type: none"> • Little or no voice is evident • Awareness of audience or personal involvement is not evident
SENTENCE FLUENCY	<ul style="list-style-type: none"> • Sentences flow • Sentence length, structure, and complexity is varied 	<ul style="list-style-type: none"> • Sentences flow • Sentence structures are varied 	<ul style="list-style-type: none"> • Sentences are fragmented, run-on or confusing • Sentence structures are limited in variety 	<ul style="list-style-type: none"> • Sentences are incomplete and/or unclear
WORD CHOICE	<ul style="list-style-type: none"> • Uses vivid descriptive language and concrete sensory details • Enables the reader to visualize the events or experiences 	<ul style="list-style-type: none"> • Uses descriptive language and concrete sensory details • Enables the reader to visualize the events or experiences 	<ul style="list-style-type: none"> • Uses limited, repetitive word choice • Does not give a visual picture 	<ul style="list-style-type: none"> • Uses dull, repetitive word choice • Word choice may confuse the reader
CONVENTIONS	<ul style="list-style-type: none"> • Contains few if any errors in conventions that makes the writing easy to read and understand 	<ul style="list-style-type: none"> • Contains some convention errors that do not interfere with the meaning 	<ul style="list-style-type: none"> • Contains frequent convention error that are noticeable and confuse the reader 	<ul style="list-style-type: none"> • Contains so many convention errors that the writing is difficult to follow

3=proficient 2 and below=non-proficient, still developing

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