LITERACY NETWORK

Women's Fashion in Colonial America Unit Plan for Grades 6-12

Includes:

- Common Core Standards
- Arts Standards
- Lesson Topics
- Group Projects
- Classroom Activities
- Assessment Options
- Resources

Timeframe

4 - 5 weeks
This unit is designed to align to your current curriculum in English Language Arts. The unit can be modified as needed based on specific topics you are teaching, grade levels, and student populations. The unit can also link seamlessly to The Arts, and Social Studies/History.

Description of the Unit

This unit addresses the question, How can women's fashion during the Colonial era provide a window into the lived experience of Black and Indigenous persons of color in the Americas? The unit is a series of lessons that provide opportunity for students to engage in deeper study of a colonial lifestyle and culture through fashion. Students will analyze primary sources to determine whose voices and stories are centered and which ones are absent or marginalized from Colonial narratives. Students will understand how to distinguish different sources and draw conclusions about the lived experiences of women based on their attire. Furthermore, the lessons allow students to explore the role and portrayal of Black, brown and Indigenous women in primary sources.

Common Core Anchor Standards Addressed

<u>Reading</u>

CCSS.ELA-LITERACY.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-LITERACY.CCRA.R.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-LITERACY.CCRA.R.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-LITERACY.CCRA.R.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-LITERACY.CCRA.R.10
Read and comprehend complex literary and informational texts independently and proficiently.

Writing

CCSS.ELA-LITERACY.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.SL.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

CCSS.ELA-LITERACY.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.CCRA.L.6
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Arts Standards Addressed

Creating

Anchor Standard #1
Generate and conceptualize artistic ideas and work.

Performing/Presenting/ Producing

Anchor Standard #6
Convey meaning through the presentation of artistic work.

Responding

Anchor Standard #7
Perceive and analyze artistic work.

Anchor Standard #8
Interpret intent and meaning in artistic work.

Connecting

Anchor Standard #10
Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11
Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Objectives

Students will be able to:

1. Utilize various strategies to distinguish primary and secondary sources.
2. Use close reading strategies to analyze primary sources.
3. Use fashion to examine the role of women and women's lifestyle during the Colonial era.
4. Draw conclusions from primary sources to make inferences about the lived experiences of women based on culture, socio-economic status, and geographic regions.
5. Explore the impact of women's fashion on society, culture, and economics over time.
6. Compare attire of females across cultural groups.
7. Make inferences about the clothing worn by females at different times during the Colonial era.
8. Evaluate how history has portrayed the lives of Black, Indigenous, women of color.
9. Use primary and secondary sources to reframe traditional narratives about women.
10. Design and create fashion options that challenge traditional gender roles and the role of women in society.
11. Raise questions about the factors that shape fashion choices locally, regionally, and globally.
12. Use text-dependent questions to inform perspectives for critical reading and analysis of primary sources.

Implementation

<u>Mini Lesson Topics</u>

1. Introduce the project to the class.
    a. Explain the purpose and overarching goals for the project.
    b. Ask students to brainstorm potential ways fashion has impacted their lives.
    c. Gallery Walk: Select images https://literacynetwork.net/her-story and post them around the room. Students circulate around the room to examine images related to fashion. Students look for commonalities between and among the different images.
2. Introduce close reading
    a. Explain and model close reading for students. Teach close reading sample lessons.
        i. https://us.corwin.com/sites/default/files/upm-binaries/60006_Akhavan_Excerpt.pdf
        ii. https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf
    b. Introduce students to tools that can help facilitate close reading. Guide students through analysis of the image

      i.   the Primary Sources Analysis Tool
      ii.   SEE-THINK-WONDER
      iii.   SCIM-C graphic organizer

3. Introduce and explain the differences between primary and secondary sources. Describe ways to analyze primary sources, specifically objects and how they can be used to tell a person's story.
   a. https://www.archives.gov/education/lessons/worksheets/artifact
   b. https://www.archives.gov/education/lessons/worksheets/artifact-novice
   c. Video: https://ny.pbslearningmedia.org/resource/imwwii-pd-primarysources/working-with-primary-sources-and-artifacts-teaching-strategies/
   d. http://www.smithsonianeducation.org/idealabs/ap/guide/writehist_p.htm
   e. Focus on the story that the artifact can tell: http://www.smithsonianeducation.org/idealabs/ap/essays/looking.htm

4. Scaffold students through the inquiry process.
   a. Distribute a KWL chart to facilitate the brainstorming process.
   b. Place students in heterogeneous **inquiry groups** with a mixture of reading and skill levels. These groups will work together on the research project.
   c. Review what it means to ask questions and how it can help increase our comprehension and analysis of texts. Review the initial questions on the KWL. Ask students to brainstorm and add 2-3 additional questions to the KWL chart.
   d. Scaffold students' understanding of how to generate questions based on the text.
      i. Guided Practice:
         1. Explain to students they are looking at fashion as a primary source. The inquiry process can help students learn how to develop questions for further inquiry about a topic. They can use their questions to conduct more research. They can use these tools to help their analysis of the fashion
         2. Use the sample activities to guide close reading, questioning, and analysis
      ii. Small Group/ Partner Work:
         1. Provide students with sample images and the Bloom's Taxonomy stems or Webb's DOK and have them work in teams to develop questions based on the image. Students use the questioning stems to write questions about the primary source texts (fashion images). They can work in partnerships or small groups to write 1 question at each level of Bloom's or DOK
      iii. Jigsaw Groups: Students work in small groups and use the sample images provided to look at the texts from different

perspectives. Give all groups the same set of images. Groups will examine the images using the perspective they are assigned. They will use the guiding questions to frame their group analysis.

1. Typical questions for looking at fashion from a <u>Feminist perspective</u>
   https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/feminist_criticism.html

2. Typical questions for looking at fashion from a <u>Critical Race Theory perspective</u>
   https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/critical_race_theory.html

3. Typical questions for looking at fashion from a <u>Cultural Studies perspective</u>
   https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/new_historicism_cultural_studies.html

4. Typical questions for looking at fashion from a <u>Post Colonial perspective</u>
   https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/post_colonial_criticism.htm

5. Facilitate a class debate. The debate will explore the impact of women's fashion on society, culture, and economics over time
   a. Assign students to different perspectives (small groups looking at "pro" and 2 groups looking at "con"). Students will use the primary sources discussed in class to present an argument supporting their perspective on the impact of women's fashion on society, culture, and economics from the colonial period to today.
   b. Use the debate sheet to facilitate the experience. Each group will get a chance to present their arguments, and respond to rebuttals.

6. Facilitate a writing workshop on narrative writing.
   a. Teach students about / review the elements of storytelling/narratives and distinguishing features of the narratives.
      i. Personal narratives
      ii. Drama
   b. Place students in **writing groups**. The writing groups for this unit can be heterogeneous, homogeneous, or both based on the instructional goals.
   c. Students use the writing process to create a narrative account of a woman or a group of women who would wear the clothing. The narrative can be a first person or third person story about the person. There are two writing options. Depending on time, the teacher will determine whether to use both or prioritize one over the other. These storytelling experiences can help students develop

more empathy and increased awareness of the lived experiences of the women.

    i. Option 1: Personal Narratives - Students will write individual personal narratives in first person. Students should use the writing process to plan the elements of their story. During the revision phase they should focus on dialogue, character traits, and setting to help enhance the story. Students will meet in writing groups to share and peer edit their stories. The final drafts of the narratives can be assembled in a class newspaper using a word processing software or newsletter template.

    ii. Option 2: Drama/ Scriptwriting - Students work in partnerships or triads to write a short drama (script) they will perform for the class, grade, or school community. Students should focus on monologues as ways to reveal insights about individual characters, the interactions between the characters and their wider social contexts, and the ways in which their attire might influence their movement and experiences in a given situation.

7. Continue to scaffold students through the inquiry process. Ask students to work with their **inquiry groups** to generate 1-2 additional questions for the KWL chart.

    a. Students will use the curated images in the text-set to explore the lives of women during the Colonial era by analyzing the clothing in the images.

        i. Students will use the questions from their KWL chart to conduct to answer their questions. They will use primary sources from the curated set and outside sources to answer their questions.

        ii. Students will create an annotated bibliography of their sources to explain what they are learning about women's fashion from each source.

        iii. Students will use Bloom's Taxonomy or Webb's DOK to develop questions asked on the images.

        iv. Groups will rotate and share their images and questions with the class at workstations.

    b.

8. Use the group project to facilitate opportunities for students to explore real-world issues and connections to contemporary society to take action.

    a. Work with students to develop a rubric that will be used to evaluate their projects.

9. Reflection

    a. At the end of the unit, students reflect on the learning experience. Ask students to write a letter to _____ describing what they learned and how it influenced their understanding of the role of women in society from historical and contemporary and cross-cultural perspectives.

Group Project - Fashion Show

1. Place students in heterogeneous groups based on their interests and skills. The groups should be an opportunity for students to continue their learning by leveraging each other's strengths and skills.
2. Assign each group a different perspective for the project: Indigenous women, Black African American women, and women of color in specific contexts (e.g., Mulatos).
3. Students will work in teams to create replicas of Colonial women's fashion representing individuals from different social status and cultural contexts. Students/groups should work together to conduct online research to local examples of the fashion from their assigned group. They will capture primary sources representing the fashion for a fashion book. They can illustrate/ draw pictures of the images. A curated list of resources linked in this unit can be used as a starting point.
4. Students will do research on contemporary fashion designers to determine which designer would be appropriate for a new collection of fashion for women of color.
5. After conducting their research, students will create/ design a garment/ attire that you think would help to expand the collection of a famous designer today. The students will recreate one of the replicas and modernize it for the fashion designer's collection.
6. Students will give a presentation to share their fashion collection. They will create a monologue that explains where and why a contemporary woman would wear clothing they studied. How might they feel? Provide the person's opinion about whether or not the attire is practical or functional.

Assessments

1. Expository Essay
    a. Students will write a comparative essay to compare the fashion of women across cultures. Writing prompt: How do women's fashions compare across cultures and what factors impacted the way specific women dressed during the Colonial Era?
2. Narrative Account
    a. Students will write an individual personal narrative essay about _____
    b. Group Project - Drama
3. Rubric template for group project
    a. Fashion show
    b. Fashion portfolio presentation
4. Test/ quiz
    a. Teachers will select questions from those created by the students when working in groups to develop an exam or quiz.

Resources Needed

<u>Instructional Resources</u>

1. Teaching marginalized stories and reclaiming narratives about Black, Indigenous, women of color. Distinguishing fact from fiction to recharacterize the portrayal of women in history.
   a. Phillis Wheatley
      https://www.newyorker.com/books/under-review/how-phillis-wheatley-was-recovered-through-history
   b. Harriet Tubman
      https://www.maxwell.syr.edu/news/perspective/the-truths-behind-the-myth-of-harriet-tubman/
      https://www.washingtonpost.com/opinions/five-myths-about-harriet-tubman/2016/04/22/b9f3a270-07f0-11e6-b283-e79d81c63c1b_story.html
   c. Pocahontas
      https://www.womenshistory.org/sites/default/files/document/2018-08/Pocahontas%20Cloze%20Note%20Presentation.pdf
      https://www.smithsonianmag.com/history/true-story-pocahontas-180962649/
      https://indiancountrytoday.com/archive/true-story-pocahontas-historical-myths-versus-sad-reality
2. Scaffolding student-centered inquiry:
   a. What is a gallery walk?
      https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk
   b. What is close reading? Sample lessons for close reading
      https://us.corwin.com/sites/default/files/upm-binaries/60006_Akhavan_Excerpt.pdf
   c. Scaffolding students through close reading. Sample lessons
      https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf
   d. Introduce See-Think-Wonder
      i. https://thinkingpathwayz.weebly.com/uploads/1/0/4/4/104440805/see_think_wonder__1_.pdf ;
         https://thinkingpathwayz.weebly.com/seethinkwonder.html
      ii. https://pz.harvard.edu/sites/default/files/See%20Think%20Wonder.pdf
      iii. https://www.facinghistory.org/resource-library/teaching-strategies/see-think-wonder
   e. Introduce Skim C
      https://guides.lib.umassd.edu/c.php?g=1072033&p=7805616
      i. http://www.historicalinquiry.com
   f. Introduce Questioning
      i. Bloom's Taxonomy
         https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf
         https://www.trentonk12.org/Downloads/05-2Bloom-16-17StemsforInstruction1.pdf

      ii. Webb's DOK

https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst
https://www.aps.edu/sapr/documents/resources/Webbs_DOK_Guide.pdf
https://www.synergiseducation.com/blooms-taxonomy-and-webbs-depth-of-knowledge/
https://static.pdesas.org/content/documents/m1-slide_19_dok_wheel_slide.pdf

3. Creating a class newspaper
    a. How to use a word processing software
       https://www.uis.edu/informationtechnologyservices/wp-content/uploads/sites/106/2013/04/Word2007Nsltr.pdf
    b. Newsletter template - Canva https://www.canva.com
    c. How to use Adobe Spark newsletter template
       https://www.adobe.com/express/discover/templates/newsletter
4. Tips for teaching narrative writing
    a. https://www.weareteachers.com/what-is-narrative-writing/
    b. https://performingineducation.com/creative-narrative-writing/
    c. https://elementarynest.com/teaching-narrative-writing-tips-and-activities/
    d. https://www.teachwriting.org/blog/2018/8/8/narrative-writing-mini-lesson-narrow-focus
5. Tips for teaching argument writing
    a. https://writing-speech.dartmouth.edu/teaching/first-year-writing-pedagogies-methods-design/teaching-argument
    b. https://www.edutopia.org/article/strategies-teaching-argument-writing
    c. https://www.nytimes.com/2017/10/05/learning/lesson-plans/10-ways-to-teach-argument-writing-with-the-new-york-times.html
6. Debate sheet and scoring rubric
   http://www.csun.edu/~ds56723/phil338/hout338rubric.htm\

7. Suggested novels - teachers can potentially align this unit with several texts that can be used for reading aloud or small group literature circles/book clubs.
    a. Johnny Tremain by Esther Forbes
    b. The Scarlet Letter by Nathanial Howthorne
    c. Phillis Wheatley: The Life and Legacy of the Slave Who Became Colonial America's Most Famous Poet
    d. The story of Phillis Wheatley by Shirley Graham
    e. A Free Woman on God's Earth: The True Story of Elizabeth "Mumbet" Freeman by Jana Laiz
    f. Never Caught: The Story of Ona Judge by Erica Armstrong Dunbar
    g. Mumbet's Declaration of Independence by Gretchen Woelfle
    h. War Comes to Willy Freeman by James Lincoln Collier
    i. Jump Ship to Freedom by James Lincoln Collier

    j.   The Poems of Phillis Wheatley: With Letters and a Memoir by Phillis Wheatley

<div align="center">Learning Resources</div>

1. KWL chart with starting questions
https://docs.google.com/document/d/1X3VewneoG-jsF3UNYiO_fCkoJSL3AvjMsn4wsn_T2jM/edit?usp=sharing
2. Analyzing primary sources tool
Instructions
https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Photographs_and_Prints.pdf
Blank
https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf
3. SKIM-C strategy: Summarize, Contextualize, Infer, Monitor, Corroborate, Interpret
4. SEE-THINK-Wonder
https://thinkingpathwayz.weebly.com/uploads/1/0/4/4/104440805/see_think_wonder_template.pdf
5. Asking questions
   a. Bloom's Taxonomy Stems
   https://education.illinoisstate.edu/downloads/casei/5-02-Revised%20Blooms.pdf
   https://www.trentonk12.org/Downloads/05-2Bloom-16-17StemsforInstruction1.pdf
   b. Webb's DOK
   https://static.pdesas.org/content/documents/m1-slide_19_dok_wheel_slide.pdf
6. Curated Text Set of Images & Primary Sources
LOC primary sources
https://docs.google.com/document/d/1mCOer19hEnauR0Q03v8C26D0RlS1jx_M4doNnRZeSYU/edit?usp=sharing
18th Century Women's Clothing & Accessories
http://www.larsdatter.com/18c/women.html
7. Writing annotated bibliographies
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html
8. Character traits
https://www.northernpolarbears.com/cms/lib/PA09000074/Centricity/Domain/909/CharacterTraitsvsCharacterEmotionsAdjectiveLists.pdf
https://www.readwritethink.org/sites/default/files/resources/p-as_docs/sample_character_traits.pdf

Appendix

Workstation Task Sheet

1. Work with a partner to analyze the image below.
2. Collaborate with your partner to practice writing text-dependent questions about the women's fashion image.
3. Use Bloom's Taxonomy or Webb's DOK to create questions about the clothing in the image below.
4. Create 1 question about what the women are wearing for each level of Bloom's Taxonomy or Webb's DOK.
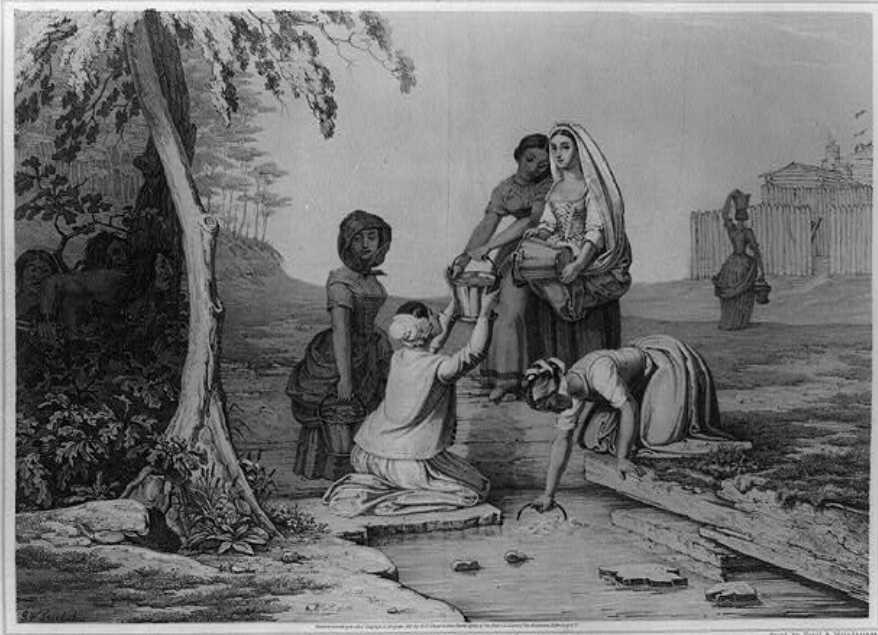

Virginia https://www.loc.gov/resource/pga.02419/

Workstation Task Sheet

1. Work together with a partner to analyze the images at this station.
2. Compare the two images.
3. Use the analysis tool to compare your noticings, make connections, and generate questions. Jot down your ideas in the space provided. https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf
4. Reflection: What does the attire of the women say about them and their positionality in the community? Do these images change your thinking in any way?

Virginia https://www.loc.gov/resource/pga.02419/

HEROIC DEEDS OF FORMER TIMES.

The Women of Bryant's Station Ky. supplying the Garrison with Water.

Kentucky http://loc.gov/pictures/resource/cph.3a07427/

Workstation Task Sheet

We can learn a lot about a person's identity, heritage, and beliefs by the way they dress.
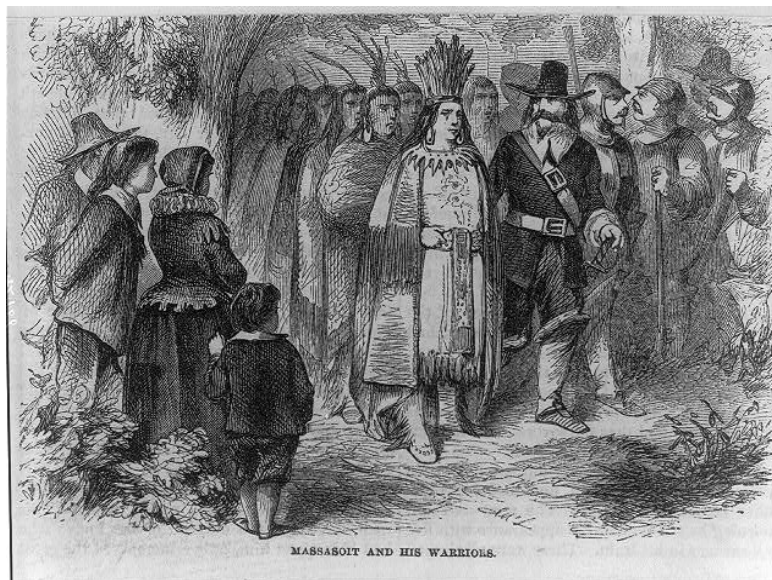
1. Work together with a partner to explore the images.
2. Use the See-Think-Wonder chart to guide your analysis.
   https://thinkingpathwayz.weebly.com/uploads/1/0/4/4/104440805/see_think_wonder_template.pdf
3. After reviewing the images, respond to the reflection questions that follow.

SAMOSET, THE INDIAN VISITOR.

New England https://www.loc.gov/pictures/resource/cph.3a43103/

Canada https://www.loc.gov/resource/cph.3b08107/

MASSASOIT AND HIS WARRIORS.

New England https://www.loc.gov/pictures/item/2005688547/resource/

Dominica (Caribbean)
https://fashionhistory.fitnyc.edu/c-1770-96-brunias-free-women/

Dominica (Caribbean)
https://collections.britishart.yale.edu/catalog/tms:586

West Indies
https://www.tate.org.uk/art/artworks/brunias-dancing-scene-in-the-west-indies-t13869

West Indies https://collections.britishart.yale.edu/catalog/tms:54265

Reflection Questions

1. What distinctions can you make about the attire worn by Indigenous peoples and people of color across geographic regions?

2. How has fashion been used historically to identify social class, occupation, role, etc.?

3. What can you say about the narrative - message, tone, story - being conveyed through the choice of the clothing worn by the women in the images?

4. Find 1-2 images of fashion that represent you. What do the images say about you, your identity, your heritage, your community, and/or beliefs?

Workstation Task Sheet

1. Talk to your partner about what you know about Harriet Tubman. Share examples of stories you have heard and/or books you have read about her.
2. Review the images in this newspaper from 1907. How does her clothing in each image influence your thinking about the stories you have heard? https://chroniclingamerica.loc.gov/lccn/sn85066387/1907-09-29/ed-1/seq-14/
3. Work together with a partner to examine the images of Harriet Tubman below.
4. Closely examine her attire in each image.
5. Use the character traits list to select three (3) descriptors to characterize her in each image. How does her clothing influence your interpretation and perception of her in each image?
6. Choose 1 of the images below or from the newspaper to write a narrative from the first person or third person point of view. Use the attached handout to plan your narrative.

New York https://www.loc.gov/item/2018645050/

https://www.loc.gov/item/2018645051/

https://www.loc.gov/item/2004678972/

https://www.loc.gov/item/95516701/

Student Handout - Picture Prompt Planning Sheet

<u>**Before**</u> - What's happening before the scene in the image? Think about setting (time and place).

<u>**During**</u> - What is happening during the scene in the image? Think about what the conversation - dialogue or monologue - might be.

<u>**After**</u> - What is happening after the scene in the image? Think about the links between before and during. Draw conclusions about what might be the most significant take away or meaning behind the image.