

**NIH SEPA Environmental Health Investigators  
PhotoVoice Curriculum: Lesson 7  
Grade Level: Middle School  
Duration: 1 hour**

## **Drafting a Narrative**

### **Standards**

#### NGSS Connections to CCSS:

- ELA- E5: Read, write, and speak grounded in evidence.
- CCR Writing Anchor #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.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

#### National Core Art Standards:

- 7<sup>th</sup> VA:Cr3.1.7a: Reflect on and explain important information about personal artwork in an artist statement or another format.
- 7<sup>th</sup> VA:Cr1.1.7a: Apply methods to overcome creative blocks.

### **Objectives**

1. Students will convert their SHOWeD method writings into a narrative.
2. Students will recognize the importance of constructing a first draft of work.

### **Materials**

- SHOWeD Method handouts (completed from previous sessions)
- Narrative Drafting handout (1 per student)
- Colored pen for corrections (1 per student)
- Writing a Personal Narrative: Writing a Draft:  
[https://www.youtube.com/watch?v=5Y\\_fxQ\\_52pk](https://www.youtube.com/watch?v=5Y_fxQ_52pk)

### **Activities**

**Bell Ringer:** Watch “Writing a Personal Narrative: Writing a Draft” video. Have a brief discussion about writing a narrative and why creating a draft of work before a final draft is important. (10 minutes)

**Lecture:** Explain to students that a narrative is essentially a story; a written account of events. Discuss narratives and how students likely encounter several forms of narratives throughout the day. From informally creating them in conversation to reading formal text for school. Have students give an example of a narrative they encountered this week. (5 minutes)

**Activity:** Students will take their previous SHOWeD method writings and turn them into a narrative. To do this, students will need their SHOWeD method handouts that they filled out from previous sessions as well as their chosen photos. *The goal of the student Environmental PhotoVoice presentations is to share their environmental health concerns with others, as well as any solutions they have thought of that may address their concern.*

Students should exchange their drafts with another classmate and have them edit their writing for errors. Give students another color pen to make corrections. (30 minutes)

**Discussion:** Discuss the narrative writing process. Was it easy or hard to write a narrative based on the SHOWeD method writing previously created? Would a step by step method such as this assist with writing other types of narratives? Allow students to share their narratives or other thoughts on the process with the class. (15 minutes)

*\*Look over student drafts after class and make corrections in a different color pen than both students. Students should consider all edits and suggestions for their final draft during the next session.*

## Resources

*Narratives about Teaching Writing* from the National Council of Teachers of English book instruct teachers how to support students to write good narratives:  
<https://secure.ncte.org/library/NCTEFiles/Resources/Books/Sample/03898Chap02.pdf>.

The website of the National Council of Teachers of English offers writing resources to teachers: <https://ncte.org/resources/writing/>.

The *Facilitator's Toolkit For A PhotoVoice Project* describes how to facilitate a PhotoVoice project, as well as the SHOWeD method in Appendix E :  
[https://www.gocolumbia.edu/institutional\\_research/photovoice\\_page\\_documents/Facilitators\\_Toolkit.pdf](https://www.gocolumbia.edu/institutional_research/photovoice_page_documents/Facilitators_Toolkit.pdf).

