

## Average Writing Model

### Writing Process in Action: Narrative Writing (Unit 4, pages 184–187)

**Assignment:** To make the past come alive in a historical narrative, write a four- to five-paragraph story about one of your ancestors or someone else whose life interests you.

#### Women’s Suffrage

It was 1912 in New York City. A huge group of women were waiting at the bottom of Fifth Avenue to start a march for women’s suffrage. When the word came down that it was time to start great grandma Wilma picked up a sign that said “Equal Rights for all Women!” and held it over her head.

Great grandma Wilma had been a teacher once upon a time. Then she got pregnant and was fired. In olden days you weren’t allowed to be pregnant and work at the same time. Now she had five kids and was a full-time mom. She had seven before, but two of them died.

Her whole family watched the parade from the curb. Great grandpa Henry wasn’t too into the idea of women having a vote, but he showed up anyway. The kids waved and cheered as the women passed by.

Lots of them were wearing bloomers, the big pants that women had started wearing. Some people didn’t approve of those pants. Great grandma Wilma was wearing them, and also a black straw hat and little glasses. Lots of the other women in the parade were teachers, doctors, and lawyers. There were also other women too.

“Get back to the kitchen!” yelled one man.

Another man said, “When women vote I’ll eat my hat”.

Great grandma Wilma didn’t care. She ignored them and keep on going up the street. She was sure she was doing the right thing.

**Summary:** *This narrative includes some vivid historical details and presents a strong image of the main character, but the writing lacks specific word choices and effective transitions in several places. Also, the meaning of the character’s actions at the end of the narrative could be made more clear. The piece could be improved by revising it to include more effective transitions, by adding specific details and language, and by eliminating errors in spelling, punctuation, and usage.*

*This piece might receive a 3 if evaluated by the holistic scoring method. It might receive an 81 if evaluated by the analytic scoring method—30 points for Focus/Organization, 26 points for Elaboration/Support/Style, and 25 points for Grammar, Usage, and Mechanics.*

*Opening establishes setting and main character but contains grammatical and punctuation errors.*

*Sentence order and vague language make ideas confusing.*

*Provides some historical details, but many word choices are vague*

*Includes dialogue that sounds realistic but is punctuated incorrectly*

*Ending lacks sufficient historical context and detail.*