Task Prompt: Students will explore habits, strategies, and attitudes of narrative poetry writers. Each student will use imitation strategies as he or she plans and drafts a narrative poem, based on an event from his or her life.

Our Rights

after “Footsteps to Follow” by Kelli Carter

What happened to the battles of glory,
   The call for freedom,
   The wars that lets us live the way we want,
   The gruesome confrontations of world powers,
   The heroes that sacrificed themselves for our prosperity?

Where has the voice of freedom gone?
   Should we follow our ancestors?
   Do they light the way?
   Can we follow their path?
   I am one of a million who are looking for an answer.

Do we look to our ancestors for our path?
   Or do we make our own?
   Do I follow the path of many?
   Or the path of few?
   Does the path contain achievements or failures?

So what happened to standing up for ourselves,
   And showing our leaders that we can?
   The more docile we stay,
   the more power our leaders have against us.
This is an example of an advanced 8th grade narrative poem. While is essay is very different from other advanced 8th grade essays due to the presentation of a universal story (rights of American children today) rather than the writer’s personal story. This student writer, though, pulled this story from a direct personal experience, so I encouraged the varied completion of this narrative poem. The influence of the mentor text is clear. The mentor text uses questions as this writer does to help to relate to the reader. The mentor text questions her fallen heroes while this text questions the voice that Americans and children have in our world today.