CONNECTIONS

Writing

◆ Have students write a **letter** assuming the **perspective of someone in one of the Marshall photographs.** Perhaps this person is writing to family members telling about the scene pictured and his or her relationship with George Marshall. What story does this person have to tell? What attitude does he or she have toward Marshall? Why?

◆ Have students write a **journal entry** or **essay** about one or more ways they are part of something greater than themselves. For each group or cause:

   a) What is this group? Who belongs to it? What is its purpose?

   b) What is your own history with this group? When did you become a part of it? Did you have a choice about being part of it or not? If so, why did you join?

   c) What role do you play in this group, i.e. how do you help the bigger picture? What role might you play in the future? How do you feel about being part of this group? Why?

◆ Invite students to further **research** the context of one or more key photographs: what's the full story behind the event pictured here? Have researchers report back to the class.

Role Play/Movement

◆ Have students **recreate poses** in a selected Marshall photograph. Assign other students to **interview** the actors about who they are and what they're doing. Follow-up by having students **write a newspaper report.**

◆ Have students **experience teamwork** through a **Light-N-Lively Challenge:** have the class use their bodies to "build" a machine or musical instrument, real or imagined. Each student should have a specific role or motion to perform as part of the whole.

Art

Both ideas below could also be further extended as a **writing prompt** or a a **math (graphing)** activity:

◆ Have students **bring in photos** (or **drawings**) of themselves as part of a group. Encourage them to tell others about their role in this group. Then **compile a group mural** with the photos.

◆ Have students bring in **photos from newspapers or magazines** depicting people working for a common goal. **Sort and discuss,** then challenge groups of 3 - 4 to each make a **group collage** from the images.