

**Dianne Foster – Collinwood Group**

**LESSON PLAN/CURRICULUM PACKAGE REVISION FORM**

**Great Migration 2002**

Now that the seminar is ending, you should refer to your original Curriculum Package form, and review your earlier work. Please be as specific as possible.

**Focus/Topic in African American history that you revised this summer:**

***The study of the literary form – the epic:***

***A comparison of “Beowulf” (an Anglo-Saxon epic) to African epics***

1. Has the main purpose/goal of your curriculum initiative changed? Describe your new purpose/goal. *The main goal of my original plan has not changed. I will just implement additional materials and techniques to enhance the effectiveness of the plan.*

2. Have the materials you will use to prepare this package changed? Please describe your new preparation.

*Materials have changed somewhat. I will use the same literary works, but will incorporate additional African epics. Instead of giving students the one assigned African epic, I will allow them to select one of their choosing to be compared to the Anglo-Saxon epic – Beowulf. Students may access the internet to locate epics.*

3. Have the instructional materials you intend to use with students changed? Please describe any changes in instructional material.

*The materials have not really changed. Students, however, will be using more materials with this revised plan because they are all free to use an African epic of their choosing. I must then devise relevant materials/study questions, etc. that can be used with all epics – not necessarily content specific.*

4. Do you think you will use the same instructional method? Please describe any changes in instructional methods.

*I will probably allow students to work more independently on this project. I will reduce lecture and devote more time to sharing in cooperative learning groups and accessing internet.*

5. Will you plan the same activities for students? Please describe any changes.

*Some of the activities will remain. I will, however, include activities that will aid them in making a selection to compare to the Beowulf epic.*

6. Will you use the same modes of evaluation. *Additional components of evaluation will be used, since I will be incorporating at least two new pieces to this unit. Students will*

*receive group grades for the work that will be done in cooperative learning setting. There will be additional appoints awarded for work done on the internet.*

7. Do you expect any changes in student outcomes as a result of your revisions? Please describe new outcomes, and distinguish them from previously sought outcomes.  
*I expect that students will develop a greater appreciation for Anglo-Saxon and African literature. Students are being given the opportunity to make some decisions on their own, regarding the epic they will chose, so they such experience some degree of success just from having selected the literature of their choice.*
  
- II. When do you expect to use this curriculum package. *I expect to do The Anglo-Saxon Period and Beowulf in late fall – possibly the latter part of October. Visitors are always welcome to my classroom. I would appreciate a call or e-mail, however.*

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## LESSON PLAN

**Grade Level:** 12<sup>th</sup> Grade  
**Subject:** English IV  
**Duration:** 1 Week  
**Materials Needed:** Internet; collection of supplemental books in classroom

**DESCRIPTION:** A study of folktales of Africans and Black Americans to increase understanding of ancestry, heritage, and folk culture.

**GOAL:** To use various folktales of Black Americans to discover links between African folktales and those of the Black experience.

**OBJECTIVES:**

- Students will select one African folktale and one Black American folk tale
- Students may use internet to access web sites, or they may use collection of books in the classroom.
- Students will identify traditional elements of literature from each folktale.
- Students will interpret and explain each folktale.
- Students will identify folk traditions associated with the folktales.
- Students will become familiar with at least one additional African or African American folktale by generating a series of interview questions to

ask an assigned partner about his/her literary choices.

- Students will write an essay, in which they a comparative look at both folktales.

**ELA STANDARDS:**

- Reading with accuracy and fluency to comprehend a variety of text
- Reading from a variety of genres for a variety of purposes
- Writing in a variety of genres for a variety of purposes, using standard English conventions, grammar and usage and writing.
- Speaking effectively; listening critically, and responding to visual and auditory media.

**EVALUATION:**

- Test on African and African American folktale
- Comparative Essay
- Varied lessons on the interview process