

LESSON PLAN/CURRICULUM PACKAGE REVISION FORM

Focus/Topic in African American history that was REVISED this summer:

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African-American Folktales

The number of class periods for the topic has changed due to the incorporation of Gullah Tales as a part of the study, the craft of storytelling and West African oral tradition. The unit will probably contain ten or more lessons that will examine various aspects of the rich Sea Island culture with a focus on the handing down of morals and life lessons through storytelling. This amount of time would be needed to introduce the students to the Gullah/Geechee culture and language so they may gain some understanding the africanisms that exist in our African American society today.

1. The main purpose/goal has changed some what because students will now focus on the African connection that was brought to the Americas by their ancestors and cultural mainstays that continue to exist today.
2. I will use the same text, "Retold African-American Folktales", as well as supplemental materials, such as the video, Gullah Tales, Granpa's Tales, perhaps some of Zora Neale Hurston's works and some text from Row upon Row, when examining folk art contributions. I also plan to use the Encarta Africana software to allow students to do more in depth studies of their West African ancestral roots, the dark past of plantation life and the rich African-American contributions that have been sown into every aspect of American society.
3. I would like to have the students spend more time exploring African-American culture in the earlier decades, slavery through post reconstruction and the great migration. So I plan to have students researching history and making connections in literature. They need to see why people told the stories that they did.

4. Staying focused on folktales will be a challenge, but it is important for students to grasp a taste of the times and the environment surrounding literary works to be studied.
 5. I would like to use as much small group paring as possible for group interaction and reflection. Individual thoughts will be recorded through journaling. Hands on activities through online researching and group projects would also be a great way to have students totally immersed in the subject matter.
 6. I intend to use more supplemental resources; Internet, additional texts and articles that provide information about the cultural flavor of times in which the tales were written.
 7. I plan incorporate at least one group project during the semester. Small groups will choose some part of early African-American culture and its literary connections for study and group presentation, (ex. food / recipes, slave life / narratives, etc...). Other forms of evaluation will be along more traditional lines; student work samples, journals, notes, quizzes and tests.
 8. My hope is that students will view literature as a form by which one can explore their culture and ancestral origins.
- II. I hope to use this curricular package in the fall or spring semester. I'm sure I will teach either Black Literature or Freshman Seminar this school year.