

SAMPLE IPA LESSON PLAN
Standard #1 (Active Learning)
Grade Nine

Teacher: Student A

Subject: English

Topic: Retelling slave experiences

Student Level: Ninth Grade

I. Objective/District Standards to Meet

A. Objectives

1. Knowledge_ Students can name each author, their respective work, and briefly outline their background.
2. Comprehension _ Students are able to paraphrase each work.
3. Application and Analysis _ Students will be able to identify the characteristics of a piece of writing by a writer who has first-hand experience.

B. Standards/Grade Specific Concepts and Skills

1. Reading 2 _ variety of materials
 - i Compare and contrast works within and across literary genres, with an emphasis on short stories, biographies, autobiographies, mythology, and folk tales.
 - ii. Respond to nonfiction, fiction, poetry, and drama taking personal, literal, interpretive, critical, and evaluative stances, with an emphasis on personal connections and literal understandings. Identify recurring themes across works, including the theme of "Search for Self "
2. Reading 3 _ variety of purposes
 - i Read and understand essential content of informational texts and documents in all academic areas. Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, and thoroughness.
 - ii. Read first_hand accounts (primary source documents) of historical events.
 - iii. Read and respond to diaries and memoirs of the immigrant experience.

II. Materials

A. Tapestry: A Multicultural Anthology

"The Slave Auction" by Frances E. W. Harper

"The Interesting Narrative of Olaudah Equiano" by Olaudah Equiano

B. Transparency of questions (Appendix A).

III. Organizational Structure of the Lesson

- A. Small group work to motivate the students' interest in the lesson.
- B. Individual student work concerning both works.

- C. Lecture concerning important background information the class will need to know about both authors.
- D. Small group work to discuss life rendering experiences and whether or not they are typically firsthand, positive, or negative.

IV. Procedure

I. Activity 1: Motivation

- A. Retelling or writing about a personal experience can be easy. But telling or writing about an experience that one is not closely related to takes knowledge and skill of communication. To motivate the class, the students will each pair up with another student.
 - 1. Students will be assigned a partner and sit next to their partner.
 - 2. Students will have five minutes to organize how they will tell their story. Students may make notes or an outline to assist them while telling the story.
 - 3. Each pair of students takes three minutes to tell his or her story to the partner. I will keep track of time and inform each pair when to switch storytellers.
 - 4. The pair will select one person to tell both stories (his or her own and his or her partner's as well).
 - 5. Each pair of students will be put into a group with one other pair from the class. Each pair will join with another pair.
 - 6. The "storyteller" from one pair will now tells both stories to the opposite pair without interruption. The pair listening to the other pairs' stories have to determine which story was the actual experience of the storyteller and which story was the storyteller retelling from his or her partner.
 - 7. The roles will reverse
 - 8. As a class we will come back together to discuss what occurred. Some possible questions for reflection and how this activity relates to the lesson for today:
 - i. Who was "tricked?" Was it easy or difficult to tell which story the teller actually experienced and which story he or she was trying to retell? Did anybody tell the "fake story" with exceptional skill?
 - ii. What made it difficult retelling the story? Would notes have helped you recall the story?
 - iii. What were some of the clues that the storyteller had actually experienced the story? What were some of the clues that the storyteller had **not** actually experienced the story?

B. Activity 2: The Readings

The students will read two works from the anthology. One work is written from a firsthand experience, meaning that the person actually went through what he or she wrote about. The other is written based on knowledge that the author has about the subject he or she wrote about.

- 1. Students need a sheet of paper.
- 2. Split the paper vertically. One side is for Equiano's work, the opposite for Harper's.

3. Students need to analyze each work. Analyze the content, form, and language in order to determine whether or not they believe it is from a firsthand experience or not. Students should determine which aspects compel them to believe it is or is not a firsthand experience (use of vocabulary, speaking in first person, rich detail, etc.). Students record their thoughts on the sheet of paper.

C. Activity 3: Discussion

Once each student has finished, we will come back together as a whole class and discuss some of the ideas students have generated. The goal here is for students to observe how other classmates' analyzed the two readings. I anticipate some students to disagree with one another, argue for or against a certain works quality as well as its persuasiveness as a firsthand experience.

1. As a class we will create a list of the characteristics of each reading that make us think it is or is not a first person story.
 - i. How many students thought it was the first writer (Equiano) who was speaking from first hand experience? Why or why not?
 - ii. How many thought it was the second writer (Harper) who was speaking from first hand experience? Why or why not?
 - iii. What influenced you from each work?
2. I will provide important background information of the authors. This will tell the students who wrote their respective work from a first hand experience.
 - i. Frances E.W. Harper
 1. Born in 1825 in Maryland when Maryland was still a free state.
 2. Benefited from education all her life.
 3. Moved to the North to teach at a young age.
 4. In 1854, Maryland passed a set of laws that allowed the sale of escaped slaves from the South. The laws stifled Harper's desire to move back to her home state of Maryland.
 5. Harper was an avid speaker against the discrimination of women and slaves though she never was enslaved.
 - ii. Olaudah Equiano
 1. Born in the late eighteenth century in Africa. Served as a slave in Africa as a young boy.
 2. Captured by white slave traders at an early age and sent to the United States to be sold.
 3. Captured every opportunity he could to educate himself while in America.
 4. Bought his freedom and wrote his narrative, The Interesting Narrative of Olaudah Equiano, retelling the horrors of slavery.
3. Why is Harper's poem convincing even though she had never been through a slave auction?

D. Activity 4: Reflection

1. Students are to return to their groups from the beginning of class. They should ponder the following questions and share at least one event that has affected

- their life that is not a first hand experience (i.e., the attacks on September 11, 2001; the death of Martin Luther King, Jr.; Gorbachev's plan for Democracy).
2. Do you believe Harper wrote "The Slave Auction" because it was something close to her, even though she never experienced it for herself?
 3. Working within the theme of "search for self," do only firsthand experiences shape who we are?
 4. Do you consider an event that you did not experience directly to be important in influencing who you are? Why? How?
 5. Are experiences we consider life rendering typically bad experiences? Have any students accredited positive experiences as important to them?

E. Summary/Closure

1. Is it easier to write and speak about an experience that has happened to you rather than something that has happened to somebody else? Why or why not? Are experiences closely related to us just as important as firsthand experiences?
2. How did Harper make the reader feel as if she was actually a part of the slave auction? Was Harper's poem or Equiano's narrative more compelling? How was one more compelling than the other?
3. How were the two texts similar and dissimilar? Did their differences affect whether or not the poem was believed to be from a first hand experience or not?

V. Assignment

- A. For homework or in class if there is time, I want each student to write a brief paragraph about what they think each author's purpose was in their respective work.
- B. Answer the following question: did the author's detail of the experience have a positive or negative impact (detail meaning, Equiano describing how the ship was structured or Harper explaining the cries of children during an auction)? Briefly explain why or why not.

VI. Adaptations

- A. Interpersonal skills _students need to interview another student. This will take listening and speaking skills as well as the ability to recall what the other student said.
- B. Intrapersonal skills _ students will need to determine based on their own reasons how the two works are similar and different.
- C. Speaking and listening skills _ Though this is a lesson plan focused on reading, students have the opportunity to communicate and learn the effectiveness of it through speaking and listening in pairs and in groups.

**Guiding Questions
for Telling your Firsthand Experience**

What happened?

Where and when did it take place? (Time, place, setting)

Who was there? Which “characters” played an important role in the experience? What were their “roles?”

Why was it significant? What makes this event/experience stand out from others? Why is it important to you? What were the consequences?

How did the experience make you feel? Is it a funny or serious experience?