**Lesson Title: Family Narratives**

**Name: Stephen Langford**

**Introduction**

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| **Lesson Overview** | Students will discuss family heritage, view an example of an Ewe story, and present on examples of family narratives in *Copper Sun* |
| **Content Standard(s) Addressed**  **(Common Core)** | **[CCSS.ELA-LITERACY.RL.11-12.1](http://www.corestandards.org/ELA-Literacy/RL/11-12/1/)** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  [**CCSS.ELA-LITERACY.SL.11-12.1.B**](http://www.corestandards.org/ELA-Literacy/SL/11-12/1/b/)Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  [**CCSS.ELA-LITERACY.SL.11-12.4**](http://www.corestandards.org/ELA-Literacy/SL/11-12/4/) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| **Measureable Objective Based on Content Standard(s)** | Students will write descriptively about an aspect of their own family narrative  Students will compile and synthesize textual evidence about a character from *Copper Sun*  Students will investigate and present findings collaboratively |
| **Essential Question(s)** | How do families create and pass on their narrative? |
| **Prior Knowledge** | Oral Traditions, Cultural Practices, Transatlantic Slave Trade |
| **Link to 21st Century Skills** | Critical Thinking, Social and Cross-Cultural Skills, Global Awareness |

**Assessment/Accommodation**

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| **Formative Assessment**  **(attach specific instructions and/or examples)** | **Discussion and Preparation**  Before break, have students write down one observation they learned about Ewe storytelling  Check in with groups during preparation for the presentation and make sure they have textual evidence |
| **Summative Assessment (attach specific instructions or examples)** | ***Copper Sun* Family Narratives Presentation**  Evaluated using presentation rubric including criteria for textual evidence, participation, character map, persuasiveness, and presentation skills |
| **Accommodations**  **(specific to this lesson and based on specific students)** | Allow students who have difficulty presenting in front of a class the option of writing down their piece of evidence and description of their contribution to the group. |

**Lesson Plan**

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| **Materials** | *Copper Sun*, Sharon Draper  “Headless Crabs” folk tale transcript |
| **Bell Ringer/Review Activity** | Journal prompt: “Write about a family heirloom, story, or tradition that is important to you. Think about what it conveys about your family’s “culture” and what similarities and/or differences you see between your family and the larger cultures in which you live.” |
| **Detailed Activities and Procedures (with transitions and time allocations)** | **Journal prompt (10 minutes)**  **Introduce Ewe oral traditions (10 minutes)**  Give background on Ewe culture and oral cultures, forms of storytelling  **Watch video of Ewe folk tale “Headless Crabs” (5 minutes)**  While students watch, they should write down at least three observations or questions about the formula of the story, symbols, or presentation  **Discuss “Headless Crabs” (15 minutes)**  Students share their observations and questions with a partner, then with the class. Discuss Ewe storytelling formula and significance of oral tradition to Amari in *Copper Sun*.  **Break (5 minutes)**  **Copper Sun Family Narratives Presentation: Prep (25 minutes), Presentation (15 minutes)**  In groups, students will present to the class for 3 minutes on the family narrative of a character from *Copper Sun* assigned to their group (characters will include Amari (2), Polly, Teenie/Tidbit, Clay). Students will draw a character map on the board during their presentation and give three pieces of textual evidence to describe the family narrative and one manifestation of how it is preserved. Students must evaluate whether the character maintains or rejects their family narrative.  **Closing Thoughts (5 minutes)** |
| **Closure** | Review significant points made in presentations, prepare students for writing lab next class (argument paper on how their character preserves or rejects their family narrative) |
| **Alternate Strategies for Re-teaching Material** | Discuss what constitutes a cultural practice  Have students create their own oral story instead of finding evidence from *Copper Sun* |
| **References (within this lesson)** | <http://media.fsw.leidenuniv.nl/getmedia.php?id=7693>  <http://www.let.leidenuniv.nl/verba-africana/ewe/b-headless-crabs.htm> |

**NOTE: Attach or insert any materials used in this lesson.**