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Lesson Plan: Who Am I? (grades 6-8)

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Recommended Citation

Tims, Daisy Dean, "Lesson Plan: Who Am I? (grades 6-8)" (2012). *Project Documents*. Paper 9.
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Lesson Plan

Course/Grade Level:

- ELA/Humanities/Seventh Grade

Topic/Title:

- Who Am I: A Humanities Unit

Historical Period:

- The Development of Modern America (1865-1920)
- Modern American and the World Wars (1914-1945)
- Contemporary America (1945-Present)

Thematic Question:

- What was life like growing up in America for your Ancestors?

Standards/Benchmark Indicators:

- English Language Arts: Acquisition of Vocabulary Standard

Benchmark(s):

- A. Use context clues and text structures to determine the meaning of new vocabulary.
- B. Examine the relationships of analogical statements to infer word meanings.
- C. Recognize the importance and function of figurative language.
- D. Explain how different events have influenced and changed the English language.
- E. Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.
- F. Use multiple resources to enhance comprehension of vocabulary.

Indicator(s):

1. Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.
2. Apply knowledge of connotation and denotation to determine the meaning of words.
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.
4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.
5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.
6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).
7. Determine the meanings and pronunciations of unknown words by using dictionaries,

thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

- English Language Arts: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Benchmark(s):

- A. Apply reading comprehension strategies to understand grade-appropriate texts.
- B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).
- C. Use appropriate self-monitoring strategies for comprehension.

Indicator(s)

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

- English Language Arts: Literary Text Standard

Benchmark(s):

- A. Analyze interactions between characters in literary text and how the interactions affect the plot.
- B. Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.
- C. Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.
- E. Analyze the use of a genre to express a theme or topic.
- F. Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.

Indicator(s)

1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.
2. Analyze the influence of setting in relation to other literary elements.
3. Explain how authors pace action and use subplots, parallel episodes and climax.
4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.
6. Explain how an author's choice of genre affects the expression of a theme or topic.
7. Identify examples of foreshadowing and flashback in a literary text.
8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.

- English Language Arts: Writing Process Standard

Benchmark(s):

- A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience.

- B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.
- C. Use revision strategies to improve the style, variety of sentence structure, clarity of controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.
- D. Edit to improve sentence fluency, grammar and usage.
- E. Apply tools to judge the quality of their writing.
- F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

- Indicator(s):

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes and outlines) to plan writing.
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures.
10. Use available technology to compose text.
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

- English Language Arts: Writing Applications Standard

Benchmark(s):

- B. Write responses to literature that extend beyond the summary and support references to the text, other works, other authors or to personal knowledge.
- D. Use documented textual evidence to justify interpretations of literature or to support a research topic.

Indicator(s):

2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.
4. Write informational essays or reports, including research, that:
 - a. pose relevant and tightly drawn questions that engage the reader;
 - b. provide a clear and accurate perspective on the subject;

- English Language Arts: Writing Conventions Standard

Benchmark(s):

- A. Use correct spelling conventions.
- B. Use correct punctuation and capitalization.

C. Demonstrate understanding of the grammatical conventions of the English language

Indicator(s):

1. Use correct spelling conventions.
2. Use correct punctuation and capitalization.
3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

- English Language Arts: Research Standard

Benchmark(s)

- A. Formulate open-ended research questions suitable for investigation and adjust questions as necessary while research is conducted

Indicator(s):

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.

Materials/Resources:

1. *Having Our Say: The Delany Sisters' First 100 Years*, A. Elizabeth Delany and Sarah L. Delany
2. Discussion Questions
3. Examples of Oral History Interviews
4. Letter to Parent(s)
5. Recording device (if available)
6. Suggested Interview Questions

Motivation (Attention Grabber):

- Storyteller presenter

Activities:

1. Reading *Having Our Say: The Delany Sisters' First 100 Years*
2. Storytelling Presentation
3. Develop a Timeline of significant events during the Delany Sisters' time on earth
4. Family Tree
5. Interview Rubric
6. After Reading: View the movie version

Assessment:

1. Teacher Observation/Evaluation of Oral History
2. Rubric

WHO AM I?

A HUMANITIES UNIT

“One of the two things that distinguish oral history from other disciplines is “the search for a connection between biography and history, between individual experience and the transformations of society.”
Anonymous

NAME: _____

PERIOD _____

DATE DUE _____

Older Relative Oral History

A great way to uncover clues to your family history is a family interview. By asking the right, open-ended questions, you're sure to collect a wealth of family tales. Use this list of family history interview questions to help you get started, but be sure to personalize the interview with your own questions as well. Your relative or family friend should be over 60 years of age preferably.

1. What is your full name? Why did your parents select this name for you? Did you have a nickname?
2. When and where were you born?
3. How did your family come to live there?
4. Were there other family members in the area? Who?
5. Describe what the house (apartment, farm, etc.) was like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
6. Were there any special items in the house that you remember?
7. Tell me about your earliest childhood memory?
8. Describe the personalities of your family members.
9. What kind of games did you play growing up?
10. What was your favorite toy and why?
11. What was your favorite thing to do for fun (movies, beach, etc.)?
12. Did you have family chores? What were they? Which was your least favorite?
13. Did you receive an allowance? How much? Did you save your money or spend it?
14. What was school like for you as a child? What were your best and worst subjects?

15. Where did you attend grade school? High school? College?
16. What school activities and sports did you participate in?
17. Do you remember any fads from your youth? Popular hairstyles? Clothes?
18. Who were your childhood heroes?
19. What were your favorite songs and music?
20. Did you have any pets? If so, what kind and what were their names?
21. What was your religion growing up? What church, if any, did you attend?
22. Were you ever mentioned in a newspaper?
23. Who were your friends when you were growing up?
24. What world events had the most impact on you while you were growing up? Did any of them personally affect your family?
25. Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favorite foods?
26. How were holidays (birthdays, Christmas, etc.) celebrated in your family? Did your family have special traditions?
27. How is the world today different from what it was like when you were a child?
28. Who was the oldest relative you remember as a child? What do you remember about them?
29. What do you know about your family surname?
30. Is there a naming tradition in your family, such as always giving the firstborn son the name of his paternal grandfather?
31. What stories have come down to you about your parents? Grandparents? More distant ancestors?
32. Are there any stories about famous or infamous relatives in your family?
33. Have any recipes been passed down to you from family members?
34. Are there any physical characteristics that run in your family?
35. Are there any special heirlooms, photos, bibles or other memorabilia that have been passed down in your family?
36. What was the full name of your spouse? Siblings? Parents?
37. When and how did you meet your spouse? What did you do on dates?

38. What was it like when you proposed (or were proposed to)? Where and when did it happen? How did you feel?
39. Where and when did you get married?
40. What memory stands out the most from your wedding day?
41. How would you describe your spouse? What do (did) you admire most about them?
42. What do you believe is the key to a successful marriage?
43. How did you find out you were going to be a parent for the first time?
44. Why did you choose your children's names?
45. What was your proudest moment as a parent?
46. What did your family enjoy doing together?
47. What was your profession and how did you choose it?
48. If you could have had any other profession what would it have been? Why wasn't it your first choice?
49. Of all the things you learned from your parents, which do you feel was the most valuable?
50. What accomplishments were you the most proud of?
51. What is the one thing you most want people to remember about you?

November 27, 2012

Dear Parents,

In December, we will begin our Oral History unit in English Language Arts- "*Who Am I?*". In past years this has been a very meaningful activity for students as they have developed their academic skills while at the same time learning about and connecting with family members. Through this unit students will learn about oral tradition, and a series of technology skills.

To begin this process, students will first complete their family tree. After completing a family tree, students are then asked to conduct an interview with an adult who is important to them, preferably someone over 65 years old. Students will then transform that interview into a presentation using technology (iMovie, Power Point or Keynote). Students may need help from their families to complete a family tree and to coordinate the interview. If the student's interviewees live in the area, students have the option to conduct their interviews at school and record the interview on digital video, or to conduct it at home and use other forms of technology to record it. Because many students have family members who live far away, students may also choose to conduct their interview by phone, email or letter. If a student is not able to arrange to interview a family member or important friend, then we would like to work with you in advance to coordinate a suitable interviewee from the Cleveland Heights community.

Because this project requires advance planning, scheduling with the interviewee, and possibly the use of equipment at home (telephone, tape recorder, etc.), we would like to ask your help in working with your child to plan ahead. Interviews need to be scheduled during the last two weeks of December. Students will receive instruction on how to conduct an interview and will be given questions to focus their project in early December. All interviews will need to be completed by December 14.

The class will also read the autobiographical book, *Having Our Say- The First One Hundred Years* by Sadie and Bessie Delany. It would also be a great idea for the students to check out their own copy since the school's books cannot be sent home due to a limited amount available.

Thank you for your assistance in planning for this project.

Sincerely,

Mrs. Tims