

# LESSON plan

grade: 9

date:

subject:

**English Language Arts**

lesson topic: What's Your Narrative?

## learning objective/s:

- 9-10.RI.2.A: Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.
- 9-10.RI.3.C: Analyze how multiple texts reflect the historical and/or cultural contexts.
- 9-10.W.1.A.1: Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- 9-10.W.2.A: Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

## materials needed:

- Chromebooks
- Interview Outline

## hook/intro:

We've read a variety of stories from a diverse group of people, and discussed the importance of recording our lives so that others can get a first hand experience of the time period. The primary source is an invaluable resource that allowing readers to experience history in how it was perceived at the time. Likely, you or your parents/grandparents have gone through a significant time in history.

## lesson structure:

- Day one: discuss the importance of quality interview questions and what those look like. Give examples that steer students toward the history of their parents/grandparents/own lives. Students need 10 discussion questions and can use this time to research what was happening during their grandparent's/parent's/selves lives. Give students a notes handout.
  - Homework: conduct the interview, and take notes or record the interview.
- Day two: Fill out the plot outline, identifying the problem and "resolution" in the story. This should be a summary of the events that happened in the interviewee's life. Discuss the limitations of first person and how the story might have differed if it was told from another perspective. For example, if your white grandmother attended a university, what were the rules and procedures compared to the men?
- Day three: Use the plot outline and the interview details to construct a story that follows the traditional plot line. Try to encourage students to add imagery and details that add depth to the story.

## closure:

Narratives give us insights into what was happening at the time they were written. In order to grab others' attention, they need to be constructed in an organized manner. People naturally gravitate toward stories written with a problem and a solution. Also note that productive interviews require strategic questioning.