LESSON PLAN by Megan Stephens

Lesson: Comparing/Contrasting Origin Myths

Length: 50 minutes    Age or Grade Intended: 8th grade English

Academic Standard:

8.3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Example: Read books by Charles Major such as *The Bears of Blue River* or *Uncle Tom Andy Bill* to analyze how he incorporates his understanding of frontier Indiana attitudes.

Performance Objectives:

Given a read aloud of "Strawberries" and "Aunty Misery" and a completed Venn diagram, the students will answer questions analyzing and comparing the texts as they reflect heritage, traditions, attitudes, and beliefs as graded by the teacher with 80% accuracy.

Assessment:

I will assess the students based off of the three questions they are to answer post reading. They will get points for relating the texts to heritage and culture.

Advanced Preparation by the Teacher:

- Have a word document on the Smart Board with a Venn diagram embedded that I can fill out as the students come up with similarities and differences.

- Have another word document ready to put on the Smart Board with the questions the students are to answer at the end of the lesson.

- Be prepared to answer all questions over the material.
MANCHESTER COLLEGE
Department of Education

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- 2 examples of Gardner's
Procedure:

Introduction: (5 minutes)

Today we are going to look at folk lore and oral traditions.

Who can tell me what an oral tradition is? (Bloom’s Knowledge)

Who can tell me what folklore is? (Bloom’s: Knowledge)

Why do you think oral tradition was important to a culture? (Bloom’s: Analysis)

Why do you think people used stories to tell about larger ideas or beliefs? (Bloom’s: Synthesis) (Gardner: Intrapersonal)

Oral Traditions are tales from certain cultures that are passed orally; not written down. They reflect the beliefs of a people. The people in the culture find tradition in these stories. They help draw the people together. Often, they have an overall moral, for example the importance of family. Usually, the source of oral tradition is obscure, meaning that no one knows for sure. Have you ever played the game telephone? If so, you can imagine how the story can become distorted as it passed around. Oral traditions were most common before telephones, televisions, and the internet. These stories were told to be entertaining, but also to teach the audience about something.

Step-by-step:

1. Today we will be reading a couple of oral tradition stories, “Strawberries” by Gail Ross, and “Auntie Misery” retold by Judith Ortiz Cofer. This begins on page 908 of your big green Lit book.
2. (5 minutes) Lecture (see lecture notes attached)
3. (10 minutes) Read both stories aloud to the class.
4. (15 minutes) We are going to create a Venn diagram together highlighting the similarities and differences among these stories.
5. Who can tell me a similarity between these two folk tales? [Repeat: 5 similarities for Venn Diagram] (Bloom’s: Comprehension) (Gardner: Verbal/Linguistic)
6. Who can tell me a difference between “Strawberries” and “Auntie Misery”? [Repeat: 5 differences for Venn diagram] (Bloom’s: Comprehension) (Gardner: Verbal/Linguistic)
7. There are three questions on the Smart Board that I would like for you to answer on a sheet of paper. These are to be in complete sentences. Make sure you are thoughtful in your responses. These questions relate to how oral traditions are connected to culture.
8. You have the remainder of class to work on this, and this should be plenty of time to finish and turn it in. When you are done, you may read your A.R. books quietly.
9. I will be walking around and available to answer any questions or help anyone who does not understand any of the questions.
Closure:

(5 minutes) You did a great job of thinking critically about the oral tradition stories we read today. I will make print outs of the Venn diagram that you will be able to use when you are tested over this material. Tomorrow we will look more at how culture affects storytelling.

Adaptations:

This lesson should accommodate students with learning disabilities in many ways that are already embedded in the lesson itself. By listening to me read aloud the stories, these students have the opportunity to hear the texts and see them as they follow along in their books, which should help with reading comprehension. The Venn diagram should also help students with learning disabilities, since they will be able to see the connections we draw as a class. If one of these students do not understand the questions they must answer about oral tradition, I can talk to them individually and hopefully better explain what I want in the answers. I could ask them to answer only one or two of the questions if they seem overwhelmed, since I should be able to tell if they grasp the important concepts from the lesson with only one response.

Reflection:

Were the students able to come up with similarities and differences among the texts for the Venn diagram? Was the Venn diagram useful in helping them make connections between the texts? Were they able to connect how the culture and heritage was portrayed similarly between the texts? Did the students understand the questions they had to answer? Was there enough time for everyone to answer the questions?
Questions to answer in complete sentences

1. What lesson does each of the selections teach? (Bloom's: Comprehension)

2. What kinds of ideas do you think are common across cultures as you have noticed from these two passages? Can you think of any others? (Bloom's: Application)

3. How is heritage present in each of these stories? (Bloom's: Comprehension)
Differences: "Strawberries"

Differences: "Auntie Misery"
<table>
<thead>
<tr>
<th>Required</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C1) MC lesson plan format with explicitly stated Academic Standards</td>
<td>Lesson does not follow MC format or state academic standards</td>
<td>Lesson does not follow MC format but does state academic standards</td>
<td>Lesson plan follows most of the M format and explicitly states academic standards</td>
<td>Lesson plan follows MC format correctly and explicitly states academic standards</td>
</tr>
<tr>
<td>(C1) Lesson Plan Objectives</td>
<td>Objectives are not included</td>
<td>Objectives are included, but are not correctly written or do not relate to the stated academic standards</td>
<td>Objectives are included, related to stated academic standard(s), but are not written correctly</td>
<td>Objectives are written well and fully correlate to stated academic standard(s)</td>
</tr>
<tr>
<td>(A1) Assessment</td>
<td>Assessment is unrelated to objectives and standards</td>
<td>Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths</td>
<td>Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths</td>
<td>Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel</td>
</tr>
<tr>
<td>(C1) Intro/ Hook</td>
<td>No introduction is provided</td>
<td>Introduction is vague or procedural</td>
<td>Introduction provides some structure for lesson, but lacks connections</td>
<td>Introduction clearly pulls students into the lesson, drawing connections to previous lesson</td>
</tr>
<tr>
<td>(C1) Supporting Materials</td>
<td>No supporting materials are included</td>
<td>Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson</td>
<td>Supporting materials and student handouts are clear and complete. Materials enhance lesson</td>
<td>Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly</td>
</tr>
<tr>
<td>(C1) Procedures/ Instructional Activities</td>
<td>Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths</td>
<td>Procedures are mostly clear; areas of vagueness</td>
<td>Procedures are clear and relate to the objectives</td>
<td>Procedures can be easily replicated by others</td>
</tr>
<tr>
<td>(C6) Bloom's</td>
<td>Bloom's levels are not indicated</td>
<td>A few (2) levels of Bloom's questions are used</td>
<td>Some (3) different levels of Bloom's questions are used</td>
<td>A variety (4 different levels) of Bloom's questions are used</td>
</tr>
<tr>
<td>(E1) Gardner's MI</td>
<td>Gardner's MI are not indicated</td>
<td>A few (2) examples of Gardner's are identified</td>
<td>Some (3) examples of Gardner's are identified</td>
<td>A variety (4) examples of Gardner's are identified</td>
</tr>
<tr>
<td>(E1) Adaptations/ Modifications</td>
<td>Lesson does not include reasonable adaptations and/or modifications</td>
<td>Lesson includes one or two reasonable adaptations and/or modifications</td>
<td>Lesson includes more than two (3) reasonable adaptations and/or modifications</td>
<td>Lesson thoroughly (4+) details reasonable adaptations and/or modifications that are exemplary</td>
</tr>
<tr>
<td>(R6) (E2) Engaging/ Creativity</td>
<td>Lesson lacks opportunity for student engagement</td>
<td>Lesson makes an attempt at engaging students in the learning process</td>
<td>Lesson mostly engages students in the learning process</td>
<td>Entire lesson engages students in the learning process</td>
</tr>
<tr>
<td>(R5) Grammar and Spelling</td>
<td>Spelling and grammar are unacceptable. (4 or more errors)</td>
<td>The lesson plan contains many (3) spelling and grammar errors</td>
<td>The lesson plan contains few (2) spelling and grammar errors</td>
<td>Spelling and grammar in lesson plan are flawless (1 or no errors)</td>
</tr>
</tbody>
</table>

**Teacher Comments:**

"This is a good lesson plan."