

**UofSC TPS Project  
Lesson Plan Template**

<b>School:</b>	South Aiken High School	<b>Author(s):</b> Alex Umsted
<b>Course:</b> English II	<b>Grade Level(s):</b> 10 <sup>th</sup>	
<b>Length of Class:</b> 90 minutes	<b>Number of Students:</b> 20-30 (this could work for any class size)	



**Figure One:** [William Colbert, 93](#)



**Figure Two:** [“Everyday Use” Quilt Example](#)

<b>Lesson Title:</b>	Stories of Enslaved People and “Everyday Use” by Alice Walker
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<b>Overview:</b>	<p>Prior to this lesson, students will read the story “Everyday Use” by Alice Walker. While studying the story, students will learn about and interact with the thematic topic of the importance of family heritage, specifically African American family heritage. Additionally, students will learn about quilting, as it is another central plot element in “Everyday Use.” When they come into the library, students will use the Library of Congress collection “Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938” to find stories about real people who were born into slavery and lived through the reconstruction. Then, students will create a class quilt of the stories they learn about through the Library of Congress collection. The purpose of this lesson is to introduce students to primary sources of enslaved people, show students firsthand perspectives of the hardships endured through slavery, and make thematic connections with the short story “Everyday Use.” This lesson will show students how first-hand experiences of enslavement have shaped the course of African American family heritage and American heritage altogether.</p>
<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate an understanding of the themes found in “Everyday Use” while using primary sources that depict the real stories of enslaved people by creating a quilt square that showcases their connections.</li> <li>• Students will be able to make real world connections by learning about personal stories of enslaved people while they make connections with “Everyday Use” through the development of their individual quilt square.</li> </ul>
<b>South Carolina College- and Career-Ready Standards for English Language Arts:</b>	<ul style="list-style-type: none"> <li>• Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities</li> <li>• 7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions.</li> </ul>
<b>Essential Question:</b>	<p>How can understanding personal stories of enslaved people impact the understanding of African-American heritage and how it is depicted in “Everyday Use”?</p>
<b>Supporting Question(s):</b>	<ul style="list-style-type: none"> <li>• How can studying personal stories of enslaved people create a better understanding of what happened during American slavery?</li> <li>• How can personal stories of slavery help create a better understanding of African American heritage in the United States, and thus, how it affects American history altogether?</li> <li>• How can connecting personal stories of slavery and creating a better understanding of African American heritage help deepen the context and understanding of “Everyday Use”?</li> </ul>
<b>Digital Primary and Secondary Sources:</b>	<p>This is the link to the entire “Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936 to 1938” collection:</p> <p><a href="https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/">https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/</a></p> <p>Students will be able to explore this collection to find a personal story that they want to learn more about. Because there are so many resources in this collection, they will be asked to first choose a state that they want to use as a focus. This will help them narrow their searches.</p>
<b>Required Classroom Materials:</b>	<ul style="list-style-type: none"> <li>• Access to student laptops or desktop computers</li> <li>• A copy of “Everyday Use”</li> <li>• Notes taken on “Everyday Use”</li> <li>• Projector</li> </ul>

	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencils</li> <li>• Construction paper</li> <li>• Markers</li> <li>• Optional: printer</li> </ul>
<b>Classroom Environment:</b>	Student desks can be organized in anyway that the teacher already has in place—as long as the desk arrangement gives students enough room to work on a computer and take notes as needed. There should be room in the front of the room to present their findings at the end of the lesson.

**Approximately what percentage of the time are students doing each of the following?** (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.

35 %	Independent reading	20%	Presentations	10%	Direct Instruction by teacher
35 %	Independent writing				

Lesson Sequence/Procedures	
2 minutes	When students walk in, there will be a bell ringer on the board asking students to do the following: <ol style="list-style-type: none"> <li>1. Write down your definition of family heritage?</li> <li>2. How does family heritage connect to “Everyday Use”?</li> </ol>
3 minutes	Once students have completed their bell ringer, the teacher will call on students to share their definition. The class will then discuss how family heritage is a central theme to “Everyday Use”.
5 minutes	Next, the teacher will explain today’s task. The teacher will explain that students need to use the list of resources within the “Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936 to 1938” collection to find a personal story of an enslaved person. Then, students will read the story to identify details about the person’s life. They will use that information to create a quilt square to represent that person. The quilt square must contain details of the person’s life in slavery, details of the person’s life after slavery, and must have at least one picture/symbol. Lastly, students must explain on the back on the quilt square how their selected person’s story has impacted African-American heritage in the United States. The teacher will then explain that the purpose of this lesson is to show students how first-hand experiences of enslavement have shaped the course of African American family heritage and American heritage altogether.
5 minutes	The teacher will introduce the school librarian. The librarian will explain what the Library Congress Digital offers, explain what primary sources are, and show students how to access to the “Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936 to 1938” collection.
55 minutes	Students will then spend time finding a person of interest and taking notes on that person. After students find a person’s story, they will take notes to ensure that they are able to answer all of the required questions that must be on the quilt square. After students feel that they have enough information, they will be asked to create their quilt square. During this time, they will be using the majority of their classroom materials. Students may print a picture to add to

	their quilt square if they would like to, but this is not required. Students may use markers.
20 minutes	After creating quilt squares, students will spend the final 20 minutes of class presenting their quilt squares to the rest of the class.
<b>Homework for Tomorrow</b>	
There should not be any homework. However, it is possible that some classes may need more time to find their person, read about their person, and create their quilt square. In this case, students should be required to finish their quilt square for homework. Then, presentations will happen at the beginning class the next day.	
<b>Assessments</b>	
<p><b>Summative Evaluation:</b> The quilt square activity and corresponding presentations are the summative evaluations for this lesson. They connect to the learning objectives because they prove that students are able to closely read personal stories of enslaved people and connect it to the theme of African American family heritage found in “Everyday Use” by Alice Walker. Additionally, these assessments will prove that students are able to meet the assigned state standards because they will be able to identify themes in a literary text and connect it to other related media of historical significance.</p> <p><b>Formative Assessments:</b> The bell ringer at the beginning of class is the first formative assessment. This activity will require students to reflect on their prior knowledge. By access prior knowledge, students will be able to make new connections with today’s lesson. Additionally, students will be checked on throughout class by the teacher and school librarian in conference like meetings. The teacher and librarian will check in with students individually to ensure that they are on task, understand the assignment, and are able to fulfill the required expectations. During this time, students will receive feedback to ensure that they are doing the assignment correctly and maximizing their learning potential. All of the formative assessments will help ensure that students are set up for success when creating their summative assessments.</p>	
<b>Learning Extensions</b>	
<p>This lesson can be used to extend learning beyond this lesson. For example, this lesson can be done with conjunction with US History classes. While they create the quilt square in this class, their US History teachers can have students use real personal stories of enslaved people to connect to their curriculum as well. For example, US History teachers can teach students about the confines of slavery in American history. Additionally, students could then be tasked to use the Library of Congress database to find resources on the laws of slavery and how they affected the individuals they are studying for their quilt squares.</p> <p>This activity could also be used in conjunction with the “African American Perspectives: Materials Selected from the Rare Book” Collection also found in the Library of Congress database (<a href="https://www.loc.gov/collections/african-american-perspectives-rare-books/about-this-collection/">https://www.loc.gov/collections/african-american-perspectives-rare-books/about-this-collection/</a> ). With this collection, students can compare what they have learned from the personal stories to what African American authors were actually writing about during that time.</p>	
<b>Adaptations</b>	
The database offers a wide range of resources in this collection (photographs, videos, articles, periodicals, manuscripts, web pages etc.). To modify this assignment to meet the needs of all learners, the teacher can task certain students to use the type of resource that best fits their needs. Additionally, the quilt square does not have to be hand drawn if learners need motor modifications. The quilt square can be created online, through the SMART board, or by proxy of another person (in this situation, the student would tell the proxy what to do).	