

The Individual in/versus/and Society

Lesson: Creating narratives from the 18 and 19th century

STANDARD: Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts.

FOCUS/CONCEPT: Analyzing slave narratives, understanding historical conditions and applying this analysis and understanding to create a historically fictional narrative.

MEASURABLE OUTCOME: Students will identify the social and work conditions and relationships that existed in 18th and 19th century America and apply those findings in the composition of first person narratives from multiple perspectives.

PRIMARY SOURCE: Excerpts from the *Narrative of the Life of Frederick Douglass*

OVERVIEW: In this lesson students will analyze the primary source using two techniques, make a list of the narrative qualities, and write their own narrative employing noted qualities.

LESSON

IMPLEMENTATION: The previous night, students read and annotated the narrative and are prepared with highlighted key sections, questions and connections for a discussion/activity. We will open with a class discussion on the homework. Now they will SOAPStone the narrative. Then they will individually create a list of qualities that that this narrative contains and it will be shared (think, pair, share). Finally, students will compose their own narrative using this list and background information. This in class draft will turn into a final, typed draft for the next class meeting.

ASSESSMENT: Part of understanding the slave experience will occur through reading, interpreting an existing narrative and then creating one of their own. Word use, style and content will uncover evidence of student understanding.

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