

## Colonial Literature Lesson Plan

### **The Context**

In the 1600s, as Europeans colonized a vast new continent (to them anyway), they began to document their experience in narrative form, in voices as various as the people themselves. Although politicians like to use rhetoric about “traditional family values” and “our American culture,” literature reveals that America is a textured and mosaic landscape, rich with diverse peoples and ideas. The following narratives provide us with a small portrait of early American life, the first experiences that gave rise to the America we know today.

### **The Assignment**

You are going to assume the role of teacher for the next unit. You will be placed in a group and assigned one of the works listed. Your group needs to read, analyze, and teach the text to the rest of the class. You will be graded on your ability present accurately and clearly the information, as well as your ability to involve and engage the class.

### **Lesson Components**

- \*Present biographical information from the textbook

- \*Present historical information as requested

- \*Discuss the text—

  - \*What is the theme and purpose of the passage?

  - \*What are the key structures or movements of passage?

  - \*What is the tone/style/voice of the passage? Who is the intended audience?

  - \*What are the key strategies and devices to develop the style and to support the purpose of the passage? Need to discuss diction, syntax, perspective, literary devices, rhetorical devices, propaganda devices, and logical fallacies

  - =Bottom Line – What are the structures and tools that the author uses and how/why does the author use these structures and tools? – Keep this as the focus of the presentation – What is the purpose and how does the author accomplish this purpose?

- \*Include supplementary materials—Create a PowerPoint to present information, supplement presentation with multiple media elements (video, audio, pictures, art, website)—Consider shared documents and board notes

- \*Close the presentation—Check for understanding—Use an activity from the book, create a handout, organize a game, do something to review the material with the students at the end of the hour

### **Sample Outline**

Opening—(5-10 minutes)—Stimulate interest, get attention, bring the audience in—Maybe an activity, video clip, writing prompt, or discussion question

Outline the Day—(5 minutes)—Explain goals, plan, and direction of the lesson—Where are you going? What does the class need to know? What will the class come to know? What do you want from the class?

Lesson—(25-30 minutes)—Discuss biographical information and historical context—Discuss the text, including themes, structures, style, and supports (perspective, setting, character, diction, syntax literary devices)—Check for understanding—Consider PowerPoint, handouts, lecture, discussion, activities, whiteboard, and multimedia—What do you want to say about text and how will you say it?

Closing—(10 minutes)—Organize a final activity to review the material and to check for understanding

\*Read and annotate the biographical section related to your story

\*Read and annotate the text and its introductory notes and summary questions

\*Research your book and online for historical information to create a context for your reading

\*Research additional information online in order to find supplementary materials and visuals

\*Assign roles to group members—make each person responsible for something -- biography, history, purpose, style, structures, devices, supports, visuals, activities

### **Texts**

*The Interesting Narrative of the Life of Olaudah Equiano*. Olaudah Equiano. 82

History—Define the slave narrative—Discuss the triangular system of trade

*Sinners in the Hands of an Angry God*. Jonathan Edwards. 104

History—Discuss the Great Awakening and Salem Witch Trials

*The Autobiography*. Ben Franklin. 164

History—Define Rationalism and Deism

“Speech to the Virginia Convention.” Patrick Henry. 121

History—Discuss Cavaliers—Explain their values, background, motivations, goals, lifestyle

“The Crisis No. 1.” Thomas Paine. 131

History—Discuss Puritans— Explain their values, background, motivations, goals, lifestyle

### **Final Note**

You will have the entire hour to present your lesson. If your lesson ends early, the class will have time to read the next day’s assignment. All students are required to read each story on their own; the lesson plans are to help students better understand the material. Students will be held accountable for the readings on an exam that will include written and scantron components. Students also should be prepared for daily quizzes.