

NEH Hudson River Workshop Lesson Plan 2013

Teacher: Benjamin Joseph

Subject: Language Arts

Grade Level: 10th Grade

Summary:

This lesson allows students to make connections between Irving's story "Rip Van Winkle" and its historical content. They will be able to see the interdisciplinary link between English and History classes. Students will identify what an American identity is and recognize the youth of America as a country. This lesson allows students to be creative and write their own story that follows the same plot line, as Irving's story but is set a few years later. Students will have to research the years to make sure they discuss what their sleeping protagonist missed.

Benjamin Joseph

Content Area/Course: **Language Arts / United States History** Grade(s): **10** Time (minutes or hours): **3-4 hours**

Unit Title: **Reconstruction After the Civil War**

Lesson Title: **20 Years is a Long Time...**

Essential Question(s) to be addressed in this lesson: **What does it mean to be America? How has America progressed over time?**

Standard(s)/Unit Goal(s) to be addressed in this lesson: **Massachusetts History Frameworks USI.35-41, USII.1-4**

Assumptions about what students know and are able to do coming into this lesson (including language needs): **Students should have already studied the Civil War.**

Where this lesson comes in a sequence: **This can either be done as an assessment at the end of a unit on Reconstruction, or as a review of the Civil War before the start of United States History II.**

Outcome(s)

By the end of this lesson students will know and be able to:

Summarize the changes from the Civil War.

Understand the importance of having a cultural history.

Construct an argument and convey it through historical fiction.

Instructional Resources/Tools

Copies of Washington Irving’s “Rip Van Winkle”

Anticipated Student Preconceptions/Misconceptions

Students may not have a concept of time in history because all they see are numbers for dates.

Students may not understand the relative youth of the nation compared to other countries.

Assessment

Pre-assessment/ Formative	Summative (optional)
The teacher will check for understanding and review drafts during the assignment.	The students will write a final product that will be graded with the school wide writing rubric.

Lesson Sequence and Description	This column may be used to
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<ol style="list-style-type: none"> 1. Students will read and discuss “Rip Van Winkle” in their English classes. <ul style="list-style-type: none"> - Discussions on Washington Irving and his role in American Literature, especially in the desire to create an American Cultural Identity. - Document the changes Rip Van Winkle experiences after his 20-year sleep. 2. In History class students and teacher will review the changes documented in their English classes. 3. Discuss other 20-year spans that have resulted in incredible change. Direct students to the Civil War, and have them brainstorm changes to America from 1860-1880. 4. Introduce the writing assignment: “You are a popular fiction writer in American in the 1880s. You are inspired by how Washington Irving fostered a cultural identity for the newly formed American nation, and now you want to do the same with the recently reformed United States. Rewrite ‘Rip Van Winkle’ as if the main character fell asleep in 1860 and woke up in 1880. You can change the characters and setting as you see fit, but you must keep the essential plotline unchanged. You also need to make sure that the story will appeal to both northerners and southerners.” 5. Students will then work on their story in both English and History classes. History teachers will help with historical accuracy, and English teachers will help with the writing process. 6. Papers will be graded using the school wide writing rubric 	<p>suggest/provide:</p> <ul style="list-style-type: none"> • Content background needed <ul style="list-style-type: none"> - Antebellum and Civil War • Instructional practices that support academic language development <ul style="list-style-type: none"> - Reading for Understanding - Fiction writing - Content Vocabulary • Specific accommodations for students with disabilities, ELLs, advanced students <ul style="list-style-type: none"> - Use of templates to scaffold the writing process. • Time estimates for parts of the lesson <ul style="list-style-type: none"> - 1-2 hours reading, discussing, and writing in English Class - 1-2 hours discussing and writing in History Class - Additional time for homework • Specific notes to the teacher <ul style="list-style-type: none"> - This requires coordination with the English Department. Make sure that all of your students’ English teachers are on board.
<p style="text-align: center;">Extended Learning/Practice (homework)</p> <p>Illustrate your story. Read them to local elementary school students.</p>	