

Instructional Lesson Plan
English Education
Buffalo State College

Lesson Focus: Maya Angelou's Biography

Duration of Class: 38 minutes

Subject: ELA

Grade Level: 9th grade

Contextual Factors:

Mrs. Barstys teaches 5 classes all of them are 9th grade. Two classes are I.P.E., one ELL and two others are honors. All classes are ethnically, racially, and linguistically diverse students. There are some who are fairly quiet, though whether or not their withdrawn behavior is due to shyness or due to lack of interest. However, I've observed that even students who tend to be withdrawn or seem disinterested step up when my mentor teacher Christine Barstys or I engage them in class discussion or working in small groups with classmates. The class is located within an urban high school. Classroom is technology equipped, desks are placed in standard way facing the white board and smart board.

Pre-assessment:

In this lesson students will learn about a poet and author Maya Angelou. Students will read a biography of her life and a list of her works, before analyzing one of her poems. Students will learn how Maya Angelou overcame hardship and discrimination to find her own voice and to influence others to believe in themselves and use their voices for positive change.

Essential Questions:

- What factors influence the kind of person that an individual becomes?

Next Gen Common Core Standards:

- **9-10R1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)

- **9-10R2:** Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
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- **9-10SL1c:** Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Objectives:

The students will:

- Outline Maya Angelou's life
- List and discuss Maya Angelou's work and accomplishments

Preparation/Instructional Materials and Resources:

- [Google slides](#)
- Copies of Maya Angelou's biographies
- [Video of Maya Angelou's biography](#)
- Journals
- Highlighters
- Something to write with: pencil/ pen
- Smart board

Procedures for Instruction: **Includes differentiation in lesson delivery to meet needs of all learners.**

How do you plan on engaging all students? What will you do? What will the students do?

Introduction:

1. Ask students to open their journals on the next page and set up the journals' heading
2. Introduce the quote, ask students if anyone would like to read a quote
3. If no one would volunteer, read a quote
4. Ask students to take a few minutes to think and respond to this quote. In their opinion, what does this quote mean?
5. "We may encounter many defeats but we must not be defeated." -Maya Angelou

- a. After ask students if anybody would like to share their thoughts with the class. Have a discussion.

Procedure:

1. Teacher introduces the famous and beloved Maya Angelou. We will be learning about her life because by weeks' end, we will be reading an excerpt of her autobiography I Know Why the Caged Bird Sings. Ask students if anyone is familiar with Maya Angelou or any of her works ?
2. Students will watch a video of Maya's biography and while they watch the video ask them to write down in their journals 4 facts they learned about her life.
3. After get all the students together and have a discussion. Some discussion questions:
 - a. What life events do you think impacted Angelou's work?
 - b. How did Angelou's experiences give her inspiration?
 - c. Who do you think impacted Angelou's work?
 - d. How did Angelou become a writer?
4. Then distribute copies of her biography.
5. Ask students to pick one of two of her biographies and read it. While reading it, students should annotate and stop every 1-2 paragraphs to jot a note. Teacher will model the first paragraph to the group. In their journals, ask students to write down 6-8 things they learn about Maya's life.
6. While students read biography, walk around to offer support and advice. Model for students who struggle if necessary.

Closure:

For the last few minutes have a discussion with students. Ask if anybody would like to share what they wrote with the class. At the end tell students that tomorrow they will read the poem "Still I Rise" by Maya Angelou.

Assessment:

- Formative: The teacher will assess the students' progress at the end of the lesson when instructing them to respond to the quote by Maya Angelou.
- The teacher will track student learning by participation in class discussions.
- The teacher will assess students' understanding by walking around to offer support and advice while students read Maya Angelou's biography. Model for students who struggle if necessary.

- Summative: students will eventually write to answer the prompt: What can we learn from reading about other people and their life experiences? (They may refer back to Amy Tan, “Thank you, Ma’am”, “Mother to Son” , “American History”, or Maya Angelou’s excerpt “ Mrs. Flowers”).