

Literature 1 Lesson Plan



Lesson Plans

“Indian Camp: Empathy, Ethics, Ethnicity”

Subject:

- **Language Arts:** Literature 1

Level:

- Grades 9-12

Abstract:

- In this lesson, students will read and respond in a variety of ways to “Indian Camp” by Ernest Hemingway. The activities are designed to enhance the students’ interpretation of literature and their writing skills.
- Students will explicate the stories and create an interpretation.
- Students will explore how etymology and the subtle meanings of words can influence the meaning of a story
- Students will practice using empathy as they interpret the actions, thoughts and emotions of the main characters.

Invitation:

Reality television shows like MTV’s “The Real World”, Internet cameras, even game shows like “Who Wants to be a Millionaire” enjoy wide popularity perhaps because they provide the viewer with an opportunity to guess what they might say or do in a similar real-life situation. Whether it is knowing the correct answer or having insight into why a particular person behaves the way they do, viewers enjoy “putting themselves into the shoes” of the main characters and projecting what they perceive as the action they would take given the same set of circumstances.

In reading these two stories and participating in the assignments you may discover several aspects about your perception that surprise you. You may also find that when you carefully place yourself in the same position as the main characters their actions may feel counterfeit to you. If nothing else, participating in this lesson will help you learn to listen for details when you hear stories and help you determine the veracity or truth in what you hear.

Situations:

- **Where:** Students will be expected to read the story aloud in class.
- Written responses will occur both in class and out of class.

- **When:** This unit takes place during language arts.
- **How Long:** This unit can take one to two weeks.

Tasks:

- **Task 1:**
The teacher will introduce the unit by paraphrasing the invitation above by focusing on empathy or "putting oneself in other's shoes."
- **Task 2:**
The teacher will acquire and make copies of the short story, "Indian Camp," by Ernest Hemingway and distribute to students.
- **Task 3:**
Students will take turns reading sections of the story aloud in class. Each student will read one paragraph, with the current reader selecting the next reader.
- **Task 4:**
The teacher will lead a "check for understanding" discussion about the story. The story will be discussed from its four basic parts: situation, complication, climax, and resolution.
- **Task 5:**
The teacher will distribute the "Short Story Structure Worksheet" to the students to complete in class. When students complete the worksheet, a class discussion will follow.
- **Task 6:**
The teacher will introduce the concept of empathy by citing examples. Students will be asked to think about putting themselves in other's shoes and to share examples.
- **Task 7:**
The teacher will discuss "point of view" with students, making sure they understand the difference between third and first person narrative and variations.

- **Task 8:**

Students will begin by choosing one character from the story and in one or two paragraphs, they will put themselves in that character's shoes and write about one event in the story from that character's perspective using Microsoft Word. They will do the same thing from the perspective of three additional characters. They can choose from the following characters:

 - George
 - Father
 - Woman in labor
 - Husband
 - Baby
 - A man on the porch
 - One of the women helping
- **Task 9:**

When students have completed the "point of view" assignment, they will choose one of their perspectives to share with the class. A discussion will follow related to point of view and empathy. Do the students feel their writing reflected their own perspectives, or the perspectives of the characters they wrote about?
- **Task 10:**

The teacher leads a discussion on the writing voice used by authors in general. Students are asked to discuss the voice Hemingway used in "Indian Camp."
- **Task 10:**

Students will be assigned to write an aftermath of the "Indian Camp" short story using Microsoft Word, imitating Hemingway's voice in a one-page story.
- **Task 11:**

When students have completed their assignments, they will be placed in groups of three to read each other's aftermath stories. Each group will select one of the pieces to edit and revise. Using Microsoft Word, the groups will make changes to the selected story. The revised stories will be shared with the whole class.
- **Task 12:**

The teacher will lead a discussion about the various themes of Indian Camp including health services, racism, and historical context. Students will be asked to write an essay based on research and thought related to one of the following topics:

- How are health services different based on ethnicity? Do People receive different types of services because of their racial background?
- Was this traumatic event more likely to have occurred because the woman was a member of the Indian Camp? Was the woman treated as she was because of the era and the remoteness of her home, or was she seen as unimportant because she lived in Indian Camp?
- Research Ernest Hemingway and the events of his life that may have led to the development of this story.

Students should be referred to the Internet Explorer training manual on the Classroom Technology Initiative web site for information on using the Internet or searching.

- **Task 13:**

Students will be placed in new groups of three to share their research papers. They will use a Research Paper Questions handout to evaluate papers. The original author receives the evaluations and makes edits and revisions as appropriate. Final papers are turned into the teacher who assesses papers and chooses three to be read to the entire class.

- **Task 14:**

Students will write a personal essay on one of the following topics:

- Explain a situation where you were asked or expected to do something that was age-inappropriate.
- Ethics is defined as a set of principles of right conduct. Do you believe Nick's father behaved ethically in having his son participate in the events described in Indian Camp? Explain.
- Explain how a person who is racist became that way.

- **Task 15:**

When students have completed their personal essays, they will read them aloud to the whole class. The teacher will lead a final discussion on this unit asking students what was learned related to empathy, ethics, and ethnicity.

Interactions:

- **Full Class:** The teacher will:
 - Introduce the project and invite students.
 - Introduce the rotating journal assignment.
 - Provide students with traditional and Internet research sources for the Class Encyclopedia assignment.
 - Provide direct instruction on specific skills such as formatting a business letter.

- Provide examples and background information to prepare students for writing in response to the novel.
- Facilitate group activities.
- **Small Group:** Students will work in small groups to discuss the novel, and will provide feedback to peers in writing response circles.
- **Individual:** Each student will receive credit for completing all assignments and participating in activities. Each student will write drafts and publish documents individually.

Standards:

READING

• 2.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT

- Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.

LITERARY RESPONSE AND ANALYSIS

- 2.0 Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes.
- 3.2 Analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.
- 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

WRITING STRATEGIES

- 1.0 Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.
- 1.3. Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.5. Use language in natural, fresh, and vivid ways to create a specific tone.
- 1.9. Revise writing to highlight individual voice, improve the style and sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.
- 2.2 Write responses to literature.
- 2.3 Write reflective compositions.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:

- 1.0 Students write and speak with a command of standard English conventions.

Assessment:

- Students will be assessed on the four written compositions they create using the four rubrics supplied. The teacher will complete three of the assessments, and peers will complete the fourth assessment.

Tools:

- An Internet browser
- Microsoft Word

Project Tips and Alternatives:

- **Tip #1:**
Have students write a memoir from the perspective of Ernest Hemingway.
- **Tip #2:**
Have students read other short stories by Hemingway looking for similar themes and voice.
- **Tip #3:**
Have students read the newspaper to discover other incidents related to the themes in Indian Camp.

Attachments:

- "Basic Parts of a Short Story"
- "Short Story Structure Worksheet"
- "Point of View"
- "Point of View Assignment Rubric"
- "Writing Voice"
- "Writing Voice Assignment Rubric"
- "Research Topic Rubric"
- "Personal Essay Rubric"
- "Step Sheet: Creating a New Document"
- "Step Sheet: Research on the Internet"

Web Resources - Content:

- Indian Camp Online
<http://my.netian.com/~yanget/read/Indian%20Camp.htm>

Dictionary.com/empathy

Dictionary.com/ethics

Dictionary.com/ethnicity

Dictionary.com/narrative

Dictionary.com/omniscient

Dictionary.com/racism

[ENGL 495 Sample Lesson - Di](#)

[Ernest Hemingway AuthorShee](#)

[Ernest Hemingway](#)

[Ernest Miller Hemingway was](#)

[Hemingway, Ernest- Indian C](#)

[How to Develop a Strong W 2](#)

[How to Develop a Strong Wri](#)

[Indian Camp 2](#)

[Re- "Indian Camp"- Ernest](#)

[Storytelling Voice vs. Stor](#)

[Ten Steps to Finding Your W](#)

[The Forgotten Female](#)

[The Hemingway Resource Cent](#)

[the writing voice - author](#)

Web Resources – Word:

- A list of linked web resources for Word can be found on the [Word Resources](#) page.

Assistive Technology:

- Please refer to the [Assistive Technology](#) section for information on methods and devices to help ensure that all students have access to the curricula in the least restrictive environment.