

## Lesson Plan for “Voices of the Past” by Brenda Kay Ledford

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**CCSS Standard(s):** CCS.ELA-LITERACY.CCRA R.1, 2, 3, 4, 5, 6; W. 2, 3, 4, 5 ([ELA Anchor](#)) or alternately: CCS.ELA-LITERACY.CCRA.RH.11-12.1, 3, 6 ([Social Studies](#))

**Objective(s):** To consider a prominent superstition objectively; to research a superstition for the purpose of explaining its roots, origins, and rationale

**Essential Question(s):** What are the historical roots of the superstitions in my life?

**Preparation for Teacher (Strategy and Purpose):** Prepare instructional materials for a unit on [descriptive writing](#). Read “Salt, Nails, and Prayer” as an example of a descriptive essay about superstitions surrounding horse racing in Louisiana.

**Preparation of Students (Strategy and Purpose):** Because writing is primarily a form of communication and because reading involves receiving information, descriptive informational texts are prevalent and highly useful. The teacher should give direct instruction to students about descriptive writing and about the research process.

**In-class activities (recommended):** Using the essay by LeBrun, the teacher should ask students to consider one superstition from their own culture (or one they are aware of) whose origins and rationale are unclear or unknown. Students should begin by brainstorming and making lists, then plan and employ a research process to write their essays independently, rather than sharing their own examples, ideas, and experiences.

**Lesson Follow-up (Recommendations):** Students can bring in their finished descriptive essays and break into small-group discussions about each student’s chosen superstition and their findings about it.

**Technology:** SmartBoard, Elmo, other device for sharing the texts

**Tiered Instruction/Intervention/Differentiation:** Accommodations per needs, IEPs, or 504s

**Assessment:** Students will write descriptive texts about a superstition, explaining key features and cultural elements.

**Homework:** See assessment suggestion above.

**Comments:** Where it might be tempting to employ the writing process, which would include peer review, but in this case, it would be better to leave out that component, as students could be tempted to interject their own opinions about the writer’s content and choices.