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### “Scissors and Paste” Lesson Plan Rationale

For this assignment, I chose to create a class activity on Frieda Cassin’s “Scissors and Paste,” the text I prepared for the digital anthology. I envision this activity as part of a lower-level undergraduate class on Caribbean literature (perhaps an “Intro to Caribbean Lit”). For my PTO certification, I had to create a syllabus for a class I would one day like to teach, and I created a similar version of this class, in which I assigned Cassin’s novel, *With Silent Tread*, as the final course text. While I had originally scheduled the day before I assigned the novel to be devoted to a contextualization of Antigua history and the Antigua slave trade, I think it would actually work quite well to also do a bit of an introduction to Cassin on that day, and to offer an overview of why she is an important figure in Caribbean literary history. So, instead of the two articles on Antigua history I had initially assigned, I would drop one of those and include “Scissors and Paste” as the second assigned reading. This day and activity would hopefully provide context not only on Cassin’s life, but on the blossoming Antigua publishing industry (which would relate back to previous class discussions).

Assuming that this was a T/Th class, this would be the second activity I would do (after the Antigua history overview), and I would not want to spend more than forty or so minutes on the whole activity. I was budgeting about ten to fifteen minutes for my introductory comments, lecture, and overview, and then about twenty-five to thirty minutes for the activity itself and the class wrap-up. I think the activity is fairly straightforward: I would first show the first slides on

Frieda Cassin's life and literary achievements, then I would show the image of *The Carib* and talk a bit about the publishing history of Antigua. Since students would have read the article prior to class, I would assume they are familiar enough with the article to be able to skim it quickly for the specific things I've asked them to look for. For in-person classes, I like handouts in addition to PowerPoints, so the questions that are shown on the slides for this assignment would actually be printed out for students (it's also much easier to follow in a handout format, so the handout is attached too). They're not terribly difficult questions, but I've found this is an activity that works well with lower-level students and lets them do a close reading with a purpose – each group would be looking at the article from a certain angle, and then they would share their findings with the whole class, effectively highlighting all of the points I would have wanted to mention anyway. After that, I would do an overview and offer some concluding thoughts, and I would wrap up class for the day. I would not attach a grade to this assignment – this would just fall under the “participation” category, and as long as students seemed to be actively involved in their groups, they would all get full points for the day.

(Additional note: the notes on the PowerPoint indicate that I would show the group question slides as each group was informally presenting, so the whole class would be reminded of the other groups' questions).