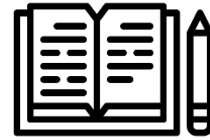




Everyday Use, by Alice Walker



Brainstorming



1. Write the term “short story” on a piece of paper and write down anything that comes to your mind. (1-2 minutes)
2. *What does the title tell us?*
Class discussion: note down our findings.
 - a. Has anyone ever heard of “Everyday Use”? If yes, what do you remember?
 - b. If not, what do you think the story could be about?

Now read the story



1. While reading, try to identify the characters you come across and quickly note down your first impression.

Maggie:

Dee:

Asalamalakim:

Wangeroo:

Hakim.a.barber:

- a. Who are all these people and how are they related to each other?
2. Try to sketch the mother or describe her with your own words:
 3. Maggie’s scars seem to play an important role throughout the story. What has happened to her/ the family and how does it impact Maggie’s behaviour now?

Stop reading when you come across “When she comes I will meet”.



Think about the following questions:

1. Who told the story so far and why is this perspective important? What impact does it have on the reader?
2. What might happen next? Try to note down briefly what you think will happen in the rest of the story (in keywords)

Now finish reading the story and compare the ending to yours.



Finished reading the story?

1. Now think about the character again. Is your first impression still an appropriate description of the character? If not, what has changed your perspective → Was there a specific turning point?
2. Especially Dee seems to be a different person. What has happened to her and who is her companion?

Let's talk about it together

3. In which way does the perspective change after the first part you've read and how does it influence the continuous story?
4. Now that you've read the story, is the title suitable or do you have a better suggestion?

Congratulations! You now know a lot about this story!



General Information:

I chose this specific short story because I still remember the amazement when I first read it. Despite the fact that there is a great variety of new vocabulary it is rather easy to understand the overall plot, thus follow the story and it also leaves one behind thinking.

I would recommend using this short story and the according tasks in a **7th grade** (B1- B2) due to the vocabulary and phrases. However, it depends on the learners' ability and if they have worked on some stories beforehand or not.

To introduce the genre of short stories overall I opted for a brainstorming task. Usually the learners already know which features a short story contains and can think of some examples from other language classes. After the first brainstorming task ideas and terms can be collected and the teacher moves on to the second task, which also serves as a brainstorming task but in plenary and in more detail.

After this pre- reading tasks the students get to start reading the story. Since it is important to provide some guidance and scaffolding, I designed some questions to help them. I aimed to opt for questions that are not easily answered by reading only parts of the story but require to read the story actively and in more detail. In my opinion, during reading the story everyone should be able to work at their own pace which is why I did not include any discussions. The students should have the time to read, understand and focus on the story.

Before getting all the minds together and discuss the story I chose another silent task where the students can once again add their thoughts. This is to ensure a calm and relaxing atmosphere and to slowly get them back to class and a discussion. Additionally, I want to discuss the last questions together because I want to know what has changed in the students' minds and if the story was worth reading.

Another optional feature I would add, is the feedback round, where I would ask students to give me some feedback on these lessons (either orally or written on a piece of paper).

Teaching Objectives:

The students can recall the features of a short story.

The students can focus on specific details in a story.

The students can make up their mind about a certain topic.

The students can understand a overall story without knowing every word.

Instructions:

The instructions are for the most part written on the worksheets. It is probably necessary to discuss certain points in detail but overall it is easy to understand and ready to use.

Sources:

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