

Lesson Overview: Bad and Boujee

Author/Teacher: Jackie Jackson

Grade Level: Humanities Advisory 11, 12

Unit Length:

30 Class Days with 59-minute periods.

Unit Description

The main goal of this unit is for students to understand that both oppression and racism still exist within the institutions that they will inhabit during their post high school careers. Through an analysis of Black Lives Matter, minority college student experiences, music lyrics, and historical text/articles students will develop a deeper understanding of the current threat on minority life and the constant perpetuation of prejudices in media today. They will also be exposed to listening and thinking through a critical lens to analyze how racism and oppression are also being combated with an onslaught of visual and lyrically “woke”, culturally infused material that brings not just the struggle but greatness of being Black or Latino in America to the forefront.

Students will analyze their identities and those of their peers through restorative justice circles while reviewing various media sources’ portrayals of Blacks and Latinos. Their analysis will then provide the framework to discuss how these portrayals create internalized racism and affect how they treat each other. This section of the unit is crucial to developing their vocabulary and critical lens to view the world. Following this they’ll be introduced to both internalized racism and institutionalized racism in order to help them understand the ways in which oppression affects them individually, their peers and educational/justice systems.

In their formative assessments students will develop a critical lens for analyzing the current media they consume. This will prepare them to analyze how music provides the “Soundtrack to the Revolution.” Students will compile 6 songs over the course of the unit and analyze them thoroughly in preparation for their summative essay. These songs will then form the soundtrack for which they’ll develop a social media campaign to promote.

This unit is designed to last several weeks. There are several lessons included to allow the educator to choose more relevant and meaningful lessons for his or her students.

Essential Question:

How can we use social media as a tool for revolutionary activism in the digital age?

Summative Assessment Description:

In the Summative Task students will be asked to complete a multi-layered project that requires them to analyze 6 songs using a sociopolitical lens in order to develop a well organized essay that answers the following question:

- **Argumentative Essay:** In what ways does current hip hop provide descriptions of the social, political, and/or economic struggle of Blacks and Latinos in America despite the narrative that “Hip Hop is Dead”? How do these songs increase awareness and activism? How have these songs been used to bring awareness to social issues?

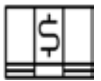
Students will complete various formative assessments that support the creation of their two summative deliverables:

- **Analysis of a Social Movement:** Students will analyze the Black Lives Matter movement #BLM to foster a stronger understanding of social activism and review #BlackTwitter in order to establish an understanding of our coded language and how we create our own spaces.

Woke Cypha Elements:



Music as Text: Giving authority to lyrics as text and using lyrics as an entry point and conduit to making larger social, political, economic, geographic, and literacy based connections. *SWBAT complete a lyrical analysis on how music articulates the current issues in society.*



CREAM: Cash Rules Everything Around Me. Examining socio-economic policies and disparities and their effect on urban communities and creating entrepreneurial opportunities that benefit the community. *SWBAT develop a marketing campaign that helps them promote their soundtrack and garner attention via social media. In their marketing analysis students will determine at which point views on YouTube become profitable and the ways social media (tweets, IG and snapchat) drive traffic to the YouTube video.*



Make it Fashionable: This unit reflects the current sociopolitical context and empowers students to develop and/or deepen their self agency and asks in what ways can we use the public forum of social media and other ways of communicating to bring about awareness. *SWBAT develop a social media campaign to promote their soundtrack to the revolution. Along with this throughout the unit students will be required to use social media in order to assess their understanding of material. They will also complete an in depth analysis of the Black Lives Matter movement and Black Twitter.*

Materials and Resources for the Unit:

- Text
 - [“Harvard Student Submits Rap Album as a Thesis and Receives Honors”](#)
 - [Miley Cyrus: “Miley Cyrus Faces Rightful Backlash in Light of Past Cultural Appropriation”](#)
 - [The Double Standards of Cultural Appropriation: “Cash Me Outside Girl”](#) (UC Santa Barbara Student Written)
 - [“There’s Nothing Funny About the Cash Me Outside Girl”](#)
- Movies / YouTube / Soundcloud
 - [Liminal Minds — Harvard Students Thesis](#)
 - [Amandla Stenberg: Don’t Cash Crop on My Cornrows](#)
 - [Luka Sabbat: Teaches You How to Speak Teen](#)
 - [Rachel Jeantel: Speaking Ebonics in the Courtroom](#)
- Technology
 - Google Classroom
 - Recorder / iMovie

Summative Assessment

Project Name	Soundtrack to the Revolution																								
<p>In depth summative assessment description</p>	<p>The summative assessment will be an opportunity to summarize the key concepts taught in this unit. You will produce a “Soundtrack to a Revolution” through using the six songs analyzed across the unit. The songs will then be used to create one argumentative essay that responds to the following prompt:</p> <p><i>Q: In what ways does current hip hop provide descriptions of the social, political and/or economic struggle of Blacks and Latin@s in America? How do these songs increase awareness and activism? How have these songs been used to bring awareness to social issues?</i></p> <p>The summative assessment will include:</p> <ul style="list-style-type: none"> • Analysis of a Social Movement • Soundtrack to a Revolution • Soundtrack to a Revolution Argumentative Essay • Social Activism Marketing Plan 																								
<p>Rubric and length</p> <p>Soundtrack to the Revolution Packet</p>	<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> </tr> </thead> <tbody> <tr> <td>Connections</td> <td>Student provides a vague summary and minimal analysis linking the song to their reason for including it in the time capsule.</td> <td>Student is able to use 1 lyric from the song and 3 or less vocabulary words to provide a clear summary with minimal analysis that lacks an explanation of the lyrics relevancy to the past or present and/or their personal background.</td> <td>Student is able to use 1 lyric from the song and more than 5 vocabulary words to explain the lyrics’ relevancy to the past and/or present with a deeper analysis that includes specific events/moments in history they’ve learned and/or their own personal experiences.</td> <td>Student is able to use 2 lyrics or more from the song chosen and connect the lyrics to various concepts in U.S. History, global history, their own personal lives or cultural background.</td> </tr> <tr> <td>Creativity</td> <td>Demonstrates no originality.</td> <td>Demonstrates little originality.</td> <td>Demonstrates some originality and connection to ancestral history and/or students cultural understanding.</td> <td>Demonstrates originality and deep connection to ancestral history and/or students cultural understanding.</td> </tr> <tr> <td>Process</td> <td>Develops ideas simply. Uses minimal details from the song.</td> <td>Develops ideas inconsistently. Uses some relevant and specific details from the song.</td> <td>Develops ideas clearly and consistently. Uses relevant and specific details from the song.</td> <td>Develops ideas clearly and fully. Cites a range of relevant and specific details from the song.</td> </tr> </tbody> </table>						1	2	3	4	Connections	Student provides a vague summary and minimal analysis linking the song to their reason for including it in the time capsule.	Student is able to use 1 lyric from the song and 3 or less vocabulary words to provide a clear summary with minimal analysis that lacks an explanation of the lyrics relevancy to the past or present and/or their personal background.	Student is able to use 1 lyric from the song and more than 5 vocabulary words to explain the lyrics’ relevancy to the past and/or present with a deeper analysis that includes specific events/moments in history they’ve learned and/or their own personal experiences.	Student is able to use 2 lyrics or more from the song chosen and connect the lyrics to various concepts in U.S. History, global history, their own personal lives or cultural background.	Creativity	Demonstrates no originality.	Demonstrates little originality.	Demonstrates some originality and connection to ancestral history and/or students cultural understanding.	Demonstrates originality and deep connection to ancestral history and/or students cultural understanding.	Process	Develops ideas simply. Uses minimal details from the song.	Develops ideas inconsistently. Uses some relevant and specific details from the song.	Develops ideas clearly and consistently. Uses relevant and specific details from the song.	Develops ideas clearly and fully. Cites a range of relevant and specific details from the song.
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Summative Assessment

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<p>Formative Benchmarks</p>	<p>There will be various formative assessments throughout the unit in order to accurately prepare students to complete the summative projects:</p> <ul style="list-style-type: none"> • Formative 1: Black Twitter - Analysis of the coded language used in the social media sphere by AA to communicate (Code Switching Lesson) • Formative 2: BLM Social Activism Analysis • Formative 3: Jay Z - Made in America Analysis • Formative 4: Cultural Appropriation Presentation <p>Each of these formatives will prepare students to finalize their summative project and also further understand the historical content analyzed in the unit.</p>
<p>Standards: Common Core and State</p>	<p>CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

Major Key: Extensions

Teaching Context:

I currently teach 11th / 12th graders in ICT and/or self- contained settings for 59 minutes; however, the College 401 advisory course is a course in which all students come together for advisory and therefore contains students at multiple academic levels. In order to ensure that all students are able to complete the assignments during the semester there will be many scaffolds to differentiate the project.

ENL Support (Up to 3 supports)

- **Scaffolded Outline:** Students will be provided with a differentiated outline of the “Soundtrack to the Revolution” in order to help facilitate their writing process.
- **Vocabulary - Word Wall:** Students will be provided with a “pocket vocabulary” sheet that contains some of the words / concepts we’ve discussed throughout the unit to help them with their lyrical analysis during the unit.

Students with Disabilities (Up to 3 supports)

- **Differentiation:** Some students will need additional supports, i.e. after school time, later submissions (extended time), draft check-ins, seating location (front of the room), etc. based on their IEPs.
- **Graphic Organizers:** Develop various graphic organizers in order to help students develop in depth understanding of the topics discussed in the unit.

Technology Supports (Up to 3 supports)

- **Google Classroom / Google Docs:** Students will receive a 30-minute in depth review of how to use Google Docs and Google Classroom in order to prepare them to use the interfaces for their project. In previous sessions students have found it difficult to: create charts, begin new documents, set spacing, insert images etc.

About the Educator

Educator Bio:

Jacqueline Jackson is a native of Los Angeles, CA and a Teach for America '14 Alumni with teaching certificates in 5-9 Generalist and 9-12th Special Education. She currently teaches high school U.S. History and College Advisory in the South Bronx. As the Class of 2017 Grade Team Leader she’s worked with the 9th - 11th leadership team to develop engaging advisory curriculum that could further assist students in learning key concepts on social/political and economic issues as well as their personal growth/identity.

Pedagogical Philosophy:

My teaching philosophy is to teach students to question the status quo and speak truth to power with the knowledge that they are inherently capable of excelling beyond stereotypical ideologies that have

been constructed since slavery began. It is through this philosophy that I hope to teach students the process of inquiry, spark curiosity, and strengthen their understanding of sociopolitical issues that have shaped their environments.

Reflection:

1. How have the **CREAD elements** impacted the way you approach unit/curriculum planning?

The CREAD elements have further helped me understand the importance of backwards planning and creating multi-faceted lessons to engage students. In using the CREAD lens to develop lessons I found that I began to think more intently about the formative assessments I used and how they aligned with the summative as well as teaching 21st Century Students. The elements create a lens through which it becomes a requirement to make the lessons/unit “fashionable” with use of social media while also including movement and socio-political context. Including the elements ensures that students will not only be engaged but that culturally responsive lessons are produced.

2. How has the experience of the Woke Cypha impacted your pedagogical practice?

The experience of the Woke Cypha has impacted my pedagogical practice because it has allowed me to further understand not just key techniques to improve the curriculum through a culturally responsive lens but the various ways in which the teaching profession perpetuates aspects of the oppressive system. Through my experience in Woke Cypha I was able to redefine my own personal teaching philosophy while also completing in depth analysis on the use of hip hop and culturally responsive teaching in schools. The most helpful portion of the Woke Cypha training was the opportunity to further identify what culturally responsive teaching is not. It was through our review of current media, articles and curriculum cyphas that we were better able to identify the best ways to be culturally responsive to our students across multiple disciplines.

3. In which ways is this unit different from the last time you taught it?

The most stark change in the current “Bad & Bougiee” unit is that it initially wasn’t a unit. The unit started off as a series of lessons from College 301 in which I began to develop in 2016. The series of lessons sprang from the need for a curriculum for 11th graders that wasn’t established. Across the 2016-2017 academic year I taught the students the “7 Habits of Highly Effective Teens” did a #ITooAmHarvard hashtag assignment, code switching, media stereotypes and reviewed multiple articles on how minority students become acclimated to college campuses. However, the lessons weren’t structured around a summative assessment and therefore became more informal than in depth engagement and analysis of the material. Through the Woke Cypha unit I was able to backwards design the unit and incorporate key lessons that would help students further understand the socio political climate and be able to actively listen and analyze the music they listen to. Currently the unit now has lessons on internalized racism, institutionalized racism, and other key categories that are needed for students to be able to analyze the current political climate and matriculate into their post academic and career paths.

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Day 5-7

Objective SWBAT:

- SWBAT provide meaningful examples of codeswitching and explain how it acts as a way to police their cultural norms.
- SWBAT explain what code meshing is and brainstorm ways they can grow as academics and professionals without compromising their identity.

Common Core Standards:

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CREAD Element:

Movement: Students will get up from their seats and work in groups against neighboring wall space in order to develop their t-charts with code switching and code meshing. They will also complete a gallery walk of their examples in order to identify similarities and differences in their charts.

Materials:

- Chart Paper / Markers
- Code Switching / Code Meshing Lesson Template
- Code Switching / Code Meshing PowerPoint

Starter/Do Now:

Do Now: California Teacher Fired for Rap Video students will watch a YouTube video that goes through the firing of a California coach after he created a rap video. The students will watch the video and then answer the Do Now question:

- **Opinion:** Based on your knowledge of the public school system, was the Department of Education justified in firing Otis Newell?
- In what ways does the firing of Mr. Newell promote a limitation on creativity for other coaches and/or teachers?

Direct Instruction:

Lecture Format:

1. Introduction of Code Switching - reasons behind it w/ questions for students
 - Professionalism
 - Hood Vernacular / AAV
 - Societal Perceptions

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Day 12-13

Objective SWBAT:

- SWBAT define cultural appropriation and explain various ways in which it has appeared in modern forms of entertainment including TV shows and music.
- SWBAT create a PowerPoint presentation that explains what cultural appropriation is through their analysis of an entertainer of their choice.

Common Core Standards:

CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.

CREAD Element:

Take it to the Streets: Students will be introduced to the concept of cultural appropriation and then asked to analyze multiple images, commercials, show clips, and artist branding to increase their understanding of appropriation while also understanding how AA culture is “worn” because it brings in money for multiple corporations.

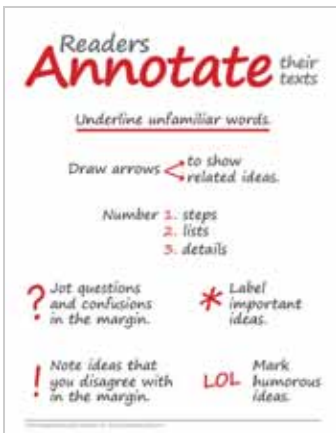
Materials:

- Article Print Outs
- YouTube
- Google Classroom — Presentation Template

Starter/Do Now: Video Analysis (Do Now): **Part 1**

SW watch the video Iggy Azalea - watch the video and provide their initial reactions on Iggy's chosen style of dress, voice/tone and word choice.

Direct Instruction: Annotation Protocol — Introduction



After the Do Now students will then read one of the following articles based off their differentiated groups:

- How Iggy Azalea Mastered Her Blaccent
- The Cultural Crimes of Iggy Azalea

Annotation Protocol: Students will read the article independently and annotate using the following protocol (to the left). Students are expected to come up with at least one question that they'd like to know and/or pose to the group during the classroom discussion.

Activities/Student Work

Share Out In Groups: Students will share out what they thought of the article and their question they came up with. They'll select a speaker who will speak out for the group during whole class share out and also select the best question they wanted to pose to the group.

Share Out Whole Class: Students will share out whole class from their groups and then respond to any questions posed about the articles they read. This will also be a time to go further in depth into the meaning of cultural appropriation with the students beyond the initial discussion.

Assessment/Evidence of Learning:

SW complete an exit ticket in which they pick a show and/or entertainer that we could use in the next class to discuss cultural appropriation and explain why they selected them.

Starter/Do Now: Video Analysis (Do Now): Cultural Appropriation Lesson, Part 2

Starter / Do Now: *Luke S. Video - GQ (Code Meshing / Code Switching)* Students will watch the GQ video featuring a young model who explains various terms that could be identified as AAV. While reviewing it students will take notes and then respond to the following two questions:

- Why do you think an organization like GQ would do this? (show images, why would they be invested in showing him speak AAV)

Independent Lesson: SW watch Video, *Don't Cash Crop On My Cornrows* and identify the various ways Amandla reviews the ways in which Black Hair is commodified in fashion / entertainment. The video will prepare students to further identify how to develop their presentations using videos and/or images in their short presentations.

SW respond to the following questions:

- What was Amandla's focus of her presentation?
- What did you like about it and how can her YouTube video help you when presented next week?
- What do you agree and/or disagree with that Amandla said in the video? Why?

Group Share / Out: SW take out their homework and share it with the class. Students should have brought in at least 2 examples of cultural appropriation that they'd like to use in their powerpoint. As the groups discuss this will provide time for students to select partners. There cannot be more than 3 people in a group.

Assessment/Evidence of Learning:

Exit Ticket Decision: Students will reveal their decisions with the class by stating who and/or what they decided to base their PPT presentation on.

Lesson Plan —Student presentation in class work/presentation: Part 3

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Day 21

Objective SWBAT:

SWBAT provide an in depth analysis into the sociopolitical context of the music they've selected through a critical lens developed across the unit.

Common Core Standards:

CCSS.ELA-LITERACY.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CREAD Element:

Music as Text: Students will finalize their analysis of 6 songs for their soundtrack. These songs were gathered over the course of the unit; however, students will have class time to finalize them and edit each analytical response prior to submission.

Materials:

- Laptop Computer
- Google Classroom (Template for Soundtrack)
- Printed Article "Harvard Student Submits Rap Album as a Thesis & Receives Honors"

Starter/Do Now:

Do Now: Video of Malcolm X: Students will begin class with a clip of Malcolm X speech. They will watch this YouTube Video and have a discussion on some of the key topics he discusses:

- Who taught you to hate yourself?

After listening to this, I will help the students understand that their project is meant to help people further understand the value of today's music through selecting songs that speak to their and the Black/Dominican experience. Students are able to select songs in either Spanish and/or English.

Direct Instruction:

Guided Annotation "Harvard Student Submits Rap Album for Thesis": Students will use the annotation protocol to complete a 5-7 minute analysis of a Huffington Post article on the submission of a Harvard graduates thesis. Through their analysis / discussion of this article students will further understand how they are supposed to analyze their song choices.

- Annotation Reading 5-7 minutes
- Exemplar Discussion 5 minutes — students will review my personal soundtrack analysis and review their current soundtrack analysis in order to determine how to edit / improve theirs during worktime.

Activities/Student Work:

Student Soundtrack Assignment (Work Time)

- **Media:** Students will use Google Classroom and search websites for the lyrics to their songs then analyze the text. In the first session students must complete the following:
 - Review their songs according to the rubric
 - Edit each song's analysis

Exit Ticket:

- Students will do a quick whip around and state the following:
- Songs picked
- the easiest/difficult part about completing the project

Assessment/Evidence of Learning:

Final Soundtrack — Summative

Notes:
