

Lesson Overview: **Struggle for Freedom**

Author/Teacher: **Antoinette Thorne**

Grade Level: **English, 9**

Unit Description:

This unit will take **20 days using 45 minute periods**. Students will analyze multiple approaches towards gaining equal opportunity and liberation in differing areas. Students will research and discuss techniques utilized. They will conduct a group study to draw parallels from past to present. Students will then share their findings and key information in an artistic project.

Essential Question:

What are the different paths to liberation and how do we choose?

Summative Assessment Description:

Students will work within collaborative groups to design an artistic representation of activism against a current social, political, and/or economic struggle and promote it on a social media platform.

Woke Cypha Elements:



Sankofa: Ensuring that a decolonized historical analysis is present in the unit that centers indigenous ideology, approach and beliefs to learning experiences. Ensuring that we dig down into the root of things.



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.



Artistry: A multi-modal orientation to the ways we engage students in crafting and creation to foster work products that build upon students' multiple skill sets and strengths and reflect real world New Century application.

Materials and Resources for the unit:

- "I Have a Dream" by Martin Luther King
- *Who Taught You to Hate Yourself* by Malcom X (text and video)
- "DNA" by Kendrick Lamar (text and video)
- From *Cairo: My City, Our Revolution* by Ahdaf Soueif
- Black Panthers Documentary
- "Formation" by Beyonce (text and video)
- Trip or Digital tour of the Schomburg Museum — Black Culture

Summative Assessment

Project Name	No Longer Silent
<p>In depth summative assessment description</p>	<p>Summative Assessment: After looking back and analyzing the past, we are able to identify multiple similarities and differences between ways individuals and groups have addressed oppressors in today's world.</p> <p>Choose a current social, political, or economic struggle that you believe needs to be addressed because it is unjust. Encourage others to think about the issue(s) through the art of your rebellion against what is current.</p> <p>Your work must be specific about the ideas or systems that need change and ways to encourage activism against. (Ex. #Black Lives Matter, #Clean water for Flint, #I too am Harvard, #Black Girl Magic)</p> <ul style="list-style-type: none"> • Create artwork — Music • Drama • Clothing • Poster <p>Students will also promote what they are no longer silent about or oblivious to in media.</p>
<p>Formative Benchmarks (Are there major formative assessments that will inform students ability to perform at mastery on their summative?)</p>	<p>Formative Assessment Benchmarks:</p> <ol style="list-style-type: none"> 1. Define paths taken in the liberations. 2. Research current struggles/ movements. 3. Music as Text: Write a civil rights movement struggle song on a contemporary beat. 4. Sankofa: <ul style="list-style-type: none"> • Meme (mixing time periods) • Create a civil rights meme with picture and message coming from different time periods. 5. Fashionable: After watching the Black Panthers Documentary, students will upload a 2-3 minute reflection focusing on something that resonated with him/her within the documentary and stressing its importance. 6. Artistry: Create an artistic representation displaying the multiple paths to liberation. (Make sure the paths are visually and symbolically different and reflect your personal feelings.)

Major Key: Extensions

Directions:

Please give insight to your specific teaching context and the ways you differentiate for students.

1. ENL Support (Up to 3 supports)

- Vocabulary Word Lists
- Student has content in native language and English
- Visual supports

2. Students with Disabilities (Up to 3 supports)

- Vocabulary Lists
- Chunk the material and give students a verse or section to concentrate on
- Visual support

3. Technology Supports (Up to 3 supports)

- Smart board

About the Educator

Educator Bio:

I have been teaching for 3 years, two years in junior high school and one year at Midwood High School. I am currently teaching 9th grade gifted English and 9th grade ICT English.

Pedagogical Philosophy:

It is my job as a teacher to make sure that this vicious cycle of discrimination and injustice dies. Sometimes this means stepping outside of what one considers to be “normal” to create environments that welcome all. I try to make my lessons “real world applicable.” Students are given class time where personal thoughts and opinions are welcomed. Often all of my examples come from real world situations. Students need to see self and value in the text.

In practice, all texts are of equal weight. Students are pushed to have uncomfortable conversations, defend their thoughts, and explore each other’s ideas and questions.

Reflection:

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

CREAD has given me inspiration. I am able to look to the elements for ideas in developing more student engagement within the class. It is an assessment in developing critical thinking projects and aligned within the Common Core. They have made students more interested in the texts as they are excited about the task. My planning has changed because the elements allow for students to be active in attaining, explaining, and creating in multiple ways. Students are not just reading and writing anymore. My students are learning academically and also grooming life skills such as respecting what the hood knows and analyzing and fleshing out thoughts in a barbershop/ beauty salon comfort zone.

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

My pedagogical practice has changed by having much more culture enter into my classroom. Students are given options of art or conversations. They are able to display their understanding in multiple ways that has uplifted the beat of the classroom. They look forward to presenting because it has become so continuous with the elements. Students are expressing their thoughts through these outlets. The classroom now does not feel like they are writing to only inform me as a teacher (assuming that I will understand). Students are trying to make assist one another in understanding and explanation with their personal or group's approach to answering a topic. It becomes more engaging and student centered.

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

This unit has transformed from just being texts that we have to read within the textbook. Even though it is English, it has become interdisciplinary because with the use of Sankofa, students examine the past to see if the ideas, thoughts, actions, still remain true and if we can draw any connections. The curriculum is centered on what the students are encouraged to find and analyze. The unit is no longer solely in praise of the text. The unit uses the text as models to help understand a more complicated pattern of struggle, fight, oppression, and calls for reflection as individuals.

Notes:

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Day 4

Objective SWBAT:

Analyze a seminal U.S. Document and the impact of its rhetoric Common Core

Common Core Standards:

RI. 1 Cite textual evidence, RI. 2 Determine central Idea and RI. 4 Analyze the impact of word choices and tone

CREAD Element:

Movement and The art of spoken word

Materials:

- Chart Paper
- Markers
- Video: "I'm articulate" by Jamila Lyiscott

Starter/Do Now:

What is being said?

Explain: "If there is no struggle, there is no progress" – Frederick Douglas. Share aloud with whole class.

Direct Instruction:

Introduce the concept of a seminal document: A seminal US document is a doc or speech that has helped shape the country. The seminal document being used for this session is Dr. Martin Luther King, Jr.'s "I Have A Dream" speech. King's speech helped to propel the civil rights movement, changing laws and ideas about equality.

Introduce concept of rhetorical devices: techniques authors use to enhance arguments and convey ideas.

Model: First two paragraphs with read aloud.

Ask: What lines state King's purpose? (lines 1-3)

Teacher verbally analyzes and models close reading by going back to the text. Teacher asks him/ herself (aloud), "What did I pull out of this sentence to know what Dr. King is addressing? In understanding rhetoric, the very beginning these lines captures the audience... I notice that there is repetition of the word Negro."

Group Work: Class reads as a group and searches for information in pairs to each question. (Time to build notes and Turn and Talks)

- Students will re-read lines 17-31 and notice the extended metaphor King uses. What is the meaning of the metaphor? (bad check) Turn and Talk – Share aloud.

- Search for parallelism. What is his use of repetition and parallelism doing? Turn and Talk Share aloud.
- What tone is apparent in the most famous section of King's speech where he repeats, "I have a Dream"? Turn and Talk.
- Find the theme within the speech. What "faith" is King referring to? Turn and Talk.

Activities/Student Work:

Groups of four:

- Student 1: Connotative Words and Denotative words searcher – Create T chart
- Student 2: Highlight words that are repeated - Explain significance of choice
- Student 3: Extended metaphor piece throughout the text, parallelism, mood and tone explained
- Student 4: Allusion is an indirect reference to something that the audience is expected to know. There are several allusions within this text... "Let's see if you can find them."

This encourages close reading.

- Teacher walks around the room to assess conversations noting which groups excel and which need assistance.
- Teacher calls on groups to share what they have thus far. Ask if any other groups can add on. Students should continue to build their notes filling in information that they might have missed. Do this with each of the four roles.
- Literature Circle Groups (6 students): Give each Literature Circle Group ONE marker, and make sure each group has a different color.
- Teacher instructs groups to look at the statements posted on chart paper around the room. Students are instructed to think about how Dr. King would have responded. They can only quote from "I Have a Dream" speech with direct quotes. Each quotation may only be used ONE TIME, so students should be encouraged to be the quickest to find the strongest quotation. Only one team can be at a chart paper at any given time; other teams must be in a circle to find the strongest quotes or working on another chart.
- Gather the class for a discussion: What was hard? What was easy? If a quote you picked was already there, how did you go about choosing another?
- Show video "I'm Articulate" (I Speak Three Different Languages) by Jamila Lyiscott.
- Ask students how this speech relates to "I Have a Dream."
- Have students find the rhetorical techniques of: repetition, parallelism, allusion, connotative and denotative words.

Prompts:

- Ask for examples of purposely answering with "another language."
- Discuss the idea of indirectly addressing the linguistic hierarchy on speech. How does she treat all languages as equal?

- Discussion of stereotypes (stop calling my hair bad).
- Discuss how structure unfolds her ideas of being happy to be different.
- What literary devices are being used?
- What key phrases stand out? Why?
- What is the impact of the continued use of these phrases?
- What point of view is she speaking from? What is the impact?

Assessment/Evidence of Learning:

Chart paper with opposing statements where students will have to respond only using quotation from “I have a Dream Speech”

- America is fine the way it is, no need to change it.
- I hate all that hate me.
- Slavery is over things are equal.
- Give up. This is them most you will get.
- Pair discussion: comparison of “I Have a Dream” speech and “I’m Articulate” video. Reserve time for independent reflections.
- Students will create their own symbol of freedom for homework and be able to explain their choices par take in a **gallery walk next day**.

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Day 10

Objective SWBAT:

Students will be able to analyze connections between ideas and events.

Students will be able to analyze accounts in different mediums.

Common Core Standards:

RL 9.7- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively.

CREAD Element:

Music as Text , Sankofa and The Art of the Spoken Word

Materials:

- DNA by Kendrick Lamar lyrics (rap) “What’s Goin’ On” by Marvin Gaye (song), police brutality research
- Computers
- Smart board
- Index Cards

Starter/Do Now:

Class opens with short personal research findings on police brutality.

Students will note any common findings or conflicting information with one another. Students will be asked to take stats, famous cases, and history into consideration for their homework reporting.

Direct Instruction:

1. Students will read and listen to “What’s Goin’ On” by Marvin Gaye.
2. Students will annotate for important information and literary techniques that help them draw conclusions about the central idea of the text.
3. Turn and Talk grouped in 4 with findings.
4. Entire class share aloud what was discussed in their groups.
5. Class as a whole will read and listen to “DNA” by Kendrick Lamar.
6. Note and annotate for literary techniques that are utilized to send the central message to the reader.
7. Discussion and evaluation of content by research on the computers in the same groups of 4.

Activities/Student Work:

Students create a visual representation of each song on chart paper. Chart must include lyrics utilized in each song and the history, pattern, or statistics content that it is alluding to. Personal index card reflection of information gathered and reflection.

Assessment/Evidence of Learning:

- Independently
- Students will write a civil rights movement struggle song with a contemporary beat.

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Day 12

Objective SWBAT:

Student will be able to analyze the impact of word choice and how the author unfolds events.

Common Core Standards:

RI 9.3 author unfolds events and RI 9.4 analyze impact of word choice and tone

CREAD Element:

Barbershop Beauty Salon Conversations and Storytelling

Materials:

From *Cairo: My City, Our Revolution*

Starter/Do Now:

Struggle for freedom

Diary: A form of autobiographical narrative that includes daily record of an author's thoughts, experiences, or feelings. Diaries typically recount events in chronological order. Authors explore relationships between past and present events.

Reflect: Think of an event that happened when you were younger that has had some impact on your personality. How has it helped shape who you are or the way you approach certain situations? Students get 2 minutes in silence to think and reflect.

Barbershop/Beauty Salon Discussions (group students with same sex students)

Allow students to speak freely about events that have modeled them in groups of 4.

Teacher Asks: Did the environment you were in have a hand in the shaping of your personality? How? Allow students to speak freely about events that have modeled them in groups of 4. Do not share aloud with whole class.

Begin Reading: from *Cairo: My City, Our Revolution* Background: Page 73.

Direct Instruction:

Model Sequence of events chain: (Figuring out what must have happened to unfold the idea)
Reading the first two paragraphs within the text.

Think a loud model: Word choice and use of imagery helps me understand that the narrator is fleeing from a dangerous place or environment. (lines 3-13)

Who is helping her? What words made me start to feel rushed?

Students will continue reading the text in pairs.

S1- Partners will take note of transitioning:

- Note phrases and clauses that describe the author’s actions.
- Identify time order words that signal when events occurred .
 - How are these events related?
 - How can it be linked to the title of struggling for freedom?
- S2 -Partner will take note of tone and mood:
 - Take note of connotative words
 - And any other references that can send a message to the readers (Arabic)

Choose a sentence that you believe is heavy in connotation. Rewrite it changing the connotative words. What is the difference?

Examine how this sentence attributes to the tone of the text? How does this then relate to the struggle for freedom?

Share Out:

What do we believe is the moral of this piece? Explain.

Activities/Student Work:

Storytelling: Students will decide who wants to tell a personal story of self or of family to their partner that has a moral. Second student will create a fable to retell this story to the class.

- **S1.** Tell a true story to partner. Speak continuously with much detail. Remember that the story has to have a moral.
- **S2.** Takes notes to the true story being told creates a fable to be told to the class.

Then Roles reverse.

Assessment/Evidence of Learning:

Each student will be responsible for creating a fable from another students story. Explanation of word choice and tone in relation to the original story.

Notes:
