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Conceptual Unit

Dr. Smagorinsky

Protest Literature and the American Experience

A Rationale:

The United States is a nation built on protest. The revolutionary spirit that was the foundation of our country and that displayed itself in such acts as the Boston Tea Party and the American Revolution itself, has been alive and in some cases thriving for hundreds of years. From the American Revolution to the Civil War to the Civil Rights Era and beyond, protest and resistance are two of the characteristics that make America unique.

Protest and resistance are also two of the major characteristics of adolescents. Piaget's research on the formal operational period reinforces this idea. The period is "marked by the ability to engage in hypothetical thinking, including the imagining of local consequences... [adolescents] can question social institutions [and] think about the world as it might be and ought to be."(Bernstein, 438). Identity formation is also a major characteristic of adolescence, in fact "According to Erikson, identity formation is the central task of adolescence" (Bernstein, 438). As teenagers seek to develop their own identity they will constantly seek to act out and push the boundaries outward. This is not necessarily a negative thing. When viewed in the context of the materials to be read in this unit, resistance can in fact be a very positive thing. However, to fully understand the dynamics of positive resistance versus negative resistance, in depth study and analysis may be required.

This unit of instruction will stress such topics as justice, the need for change, and of course civil disobedience among others. That said, authors such as Patrick Henry, Henry David

Thoreau, Martin Luther King, Jr., Susan B. Anthony, and several poets will be covered. Another goal of this unit will be to introduce students to works by a variety of perspectives, including but not limited to, African-American authors and women authors.

The reasons for including a unit such as this in the curriculum include such issues as psychology and human development, cultural significance, and civic awareness. Psychology and human development will be addressed in this unit by focusing on aspects of development of the self and one's place in society, and as adolescents these issues will be of primary importance to the students this lesson is designed for. Elenore Long, Wayne C. Peck, and Joyce A. Baskins have found in their conversations with teenagers that "decision-making is often not as simple as choosing "whether or not." In their lived experiences, decision-making seems often to be a matter of constructing alternatives when none seems to exist and of making choices in the face of competing sets of negative consequences" (Hull & Schultz, 147). Therefore teenagers are already familiar with the circumstances from which protest literature evolves. They will be able to see the link between themselves and the literature a little more clearly than in some topics. Thus, the students will be urged to think about protest and resistance as means to a positive end, rather than simply as a means to incite rebellion.

This of course leads to the civic awareness justification of such a unit. Discussions about the social and political situations that cause protest and resistance literature will lead students to be constantly thinking about their roles as citizens in their community, state, and nation. They will be encouraged to think critically about whether issues are right or wrong, and to actively question those things they view as being unjust or perhaps even archaic. They will be encouraged to think about which groups and individuals have been silenced, and which groups are currently facing similar injustices. They will see what Joan Wink describes when she says,

“the voice of those who traditionally have not been heard is usually embedded with varying degrees of resistance, rage, and a hint of resolve” (Wink, 70). However, this unit will reinforce constructive ways of viewing resistance. The students will also witness some of the consequences and effects of acting out in open, and even civil, disobedience. The lives of the authors studied will also be an area for instruction in this particular unit.

Another reason this unit is a valid area of study is due to the cultural significance of many of the texts to be studied. While works by authors such as Thoreau and Richard Wright may already be considered canonical works, some of the other works studied in this unit continue to be some of the more relevant and influential in a modern America, and will be redefining what is considered the canon of American Literature. In an ever increasingly diverse American community, the works of those once and currently on the outside remain extremely important, and will be valuable tools by which to educate students on such lessons as tolerance and understanding, especially concerning those not outwardly similar to oneself.

Rather than focusing on ideas such as might versus right in these works and the potential for violent action, the works used in this unit will be examples of nonviolent protest and a call to order and reform rather than militaristic action. While the issue of violence as it relates to protest and resistance cannot be ignored in these works, it will be stressed that this is always a last resort considered by these authors in their works. This will be one of the key ideas at work in this unit.

In addition to the texts used in this unit, the students will be encouraged to search for examples of resistance and a revolutionary spirit in their out of school lives. Songs, works of art, and any other media appropriate for the school setting will be encouraged to be shared with the class, and will hopefully expand the students sense of understanding as well as their personal involvement in the unit as a whole.

The ultimate goals for this unit will be to share with students the sense of urgency and importance associated with these works of literature, as well as to educate the students about those cultures and struggles that may not seem of immediate concern to them.

Works Cited

- Bernstein, Douglas, Clarke-Stewart, Alison, Penner, Louis A., Roy, Edward J., Wickens, Christopher D. (2000). Psychology. 5th ed. New York: Houghton Mifflin.
- Hull, G., & Schultz, K. (2002). School's Out!: Bridging Out-of-School Literacies With Classroom Practice. New York: Teachers College Press.
- Wink, J. (2000). Critical Pedagogy: Notes from the Real World. New York: Longman.

Goals and Rubrics

Protest Literature and the American Experience

Goal 1: Reading Response Journal

Students will maintain a written response journal throughout the course of the unit. Students will be asked to produce two entries per week on any of the readings they choose to focus on. The purpose of these journals is not to drown the student in tedium, nor is it designed as an activity in grammar and spelling. Therefore, the focus of the journals will be on stimulating thought and allowing the students to develop their thoughts and form connections outside of a formal classroom discussion and outside of the influence and gaze of their classmates and peers. The students will be asked in these journals to draw connections between various texts they have read, as well as connections in their own lives. They will also be asked to supply textual evidence for their various points and assertions, hopefully becoming more familiar with the text in the process. While grammar is not stressed in the assessment of these journals, significant and or recurring errors will be taken note of and discussed with the students. However, the primary goal of this activity will be to encourage thought and develop students' abilities to organize their thoughts on paper. The journals will be graded out of 100 possible points.

Expectations of an A journal are as follows:

- Student displays evidence of having read the text completely. Journal entries are at least one page in length.
- Student shows excellent understanding of topics addressed in the text. Student connects concepts to several personal experiences and/or reflects upon how these concepts relate to everyday concerns.
- Student draws upon specific textual support. Student cites a good deal of evidence from the readings and relates the evidence to personal reflections.
- Student poses thoughtful and relevant questions for consideration in future readings. Questions show that the student is connected to the topic and has considered other texts and ideas as well as the text just read.

Expectations of a B journal are as follows:

- Student displays evidence of having read most of the text. Journal entries are roughly one page in length.
- Student shows good understanding of topics addressed in the text. Student connects concepts to one or two personal experiences and may reflect upon how these concepts relate to everyday concerns.
- Student draws upon specific textual support. Student cites some evidence from readings and attempts to relate the evidence to personal reflections.
- Student poses relevant questions for consideration in future readings. Questions show that the student is connected to the topic, though the student may not have considered other texts and/or ideas.

Expectations of a C journal are as follows:

- Student displays evidence of having read some of the text. Journal entries are between one half page and one page in length.

- Student shows some understanding of topics addressed in the text. Student may or may not connect concepts to personal experiences and fails to reflect upon how these concepts relate to everyday concerns.
- Student draws upon little specific textual support. Student cites little evidence from readings but may attempt to relate the evidence to personal reflections.
- Student poses some questions though the questions may not be relevant for future readings. Student does not consider other texts and/or ideas.

Expectations of a D journal are as follows:

- Student displays little evidence of having read the text. Journal entries do not approach one page in length.
- Student shows little understanding of topics addressed in text. Student does not connect concepts to personal experiences and does not reflect on how concepts relate to everyday concerns.
- Student draws upon little specific textual support. Student fails to cite evidence and does not relate evidence to personal reflections.
- Student poses few questions, and those that are posed are irrelevant to the text and future readings. Student does not consider other texts and/or ideas.

Expectations of an F journal are as follows:

- Student displays no evidence of having read the text. Journal entries are not present or are extremely short in length.
- Student shows no understanding of topics addressed in text. Student makes no attempt to connect concepts to personal experiences or reflect on these concepts relate to everyday concerns.
- Student draws upon no textual support and cites no evidence.
- Student poses no questions for consideration in future readings.

Goal 2: Summary Quizzes

Summary quizzes will occur sporadically throughout the unit in an attempt to hold students accountable for the assigned readings. The quizzes will serve not only to gauge student accountability, but also to promote some critical thinking on readings students may choose not to focus on in their journal entries. While the quizzes will be graded on a scale of only eight points, the quizzes will be an important part of a student's grade for the unit. The lowest grade will be dropped at the end of the semester.

Summary quizzes will be given an A based upon the following:

- Student uses only 1-3 sentences to describe clearly what the reading is about.
- Student lists all the main points of the reading without having the article in front of him/her.

Summary quizzes will be given a B based upon the following:

- Student uses several sentences to accurately describe what the reading is about.
- The student lists some of the main points of the reading, though may highlight some unimportant information.

Summary quizzes will be given a C based upon the following:

- Student summarizes most of the reading accurately, but has some slight misunderstanding.
- The student lists few of the main points and highlights mostly unimportant information.

Summary quizzes will be given a D based upon the following:

- Student has great difficulty summarizing the reading.
- The student cannot list important information with accuracy.

Summary quizzes will be given an F based upon the following:

- Student makes no effort to summarize the reading

Goal 3: Research Assignment

As part of a research assignment, students will be asked to locate a piece of resistance literature authored by a female. The students will then be asked to complete a 4-6 page paper describing their process as well as providing an analysis of the work they selected. The students should be able to show the relative importance of the text they selected, as well as be able to draw connections between their text and some of the other texts explored in the unit. This research assignment serves several objectives. The students will learn how to go about finding information from a variety of sources including the library. The students will display their ability to analyze a particular text, as well as their ability to draw connections between this and other texts. The students will also show their understanding of the historical implications of both the author and the particular text chosen. And finally, the student will again work on developing thoughts and transferring these thoughts to paper. While grammar will again not be a point of emphasis, significant and/or recurring errors will of course be taken note of and discussed with students.

A research assignment will receive an A based upon the following:

- Student chooses a topic appropriate to the assignment and unit. Student is able to explain his/her choice and why the text chosen is significant to the unit being studied.
- Student shows an excellent understanding of the text as well as the historical basis for and importance of the text.
- Student presents an organized and well thought out analysis of the text chosen. Student explores such topics as theme, style, language, literary devices, etc.
- Student is able to make several connections between the text chosen and other texts studied in the unit. Student is adept at making connections across lines of race, sex, culture, time, etc.
- Student used class time appropriately. Student actively sought out materials during library visit, and used the resources available to maximize search for text and understanding of the text once it was acquired.

A research assignment will receive a B based upon the following:

- Student chooses a topic appropriate to the assignment and unit. Student is able to explain to some degree his/her choice.
- Student shows a good understanding of the text as well as some understanding of the historical basis for and importance of the text.
- Student presents a somewhat organized and somewhat well thought out analysis of the text. Student touches on such topics as theme, style, language, literary devices, etc.

- Student is able to make some connections between the text chosen and other texts studied in the unit. Student is able, though perhaps not proficient, at making connections across lines of race, sex, culture, time, etc.
- Student used class time appropriately, and made some attempt to make maximum use of the resources offered during class and library time.

A research assignment will receive a C based upon the following:

- Student chooses a topic that is somewhat inappropriate or irrelevant to the assignment and unit. Student is not able to explain his/her choice well.
- Student shows little understanding of the text and little or no understanding of the historical basis for and importance of the text.
- Student presents a poorly organized but somewhat well thought out (or vice versa) analysis of the text. Student may touch on such topics as theme, style, language, literary devices, etc.
- Student makes few connections between the text chosen and other texts studied in the unit. Student makes few connections across lines of race, sex, culture, time, etc.
- Student used class time somewhat appropriately, though student made little attempt to make maximum use of the resources offered during class and library time.

A research assignment will receive a D or below based upon the following:

- Student chooses a topic inappropriate or irrelevant to the assignment and unit. Student is not able to explain his/her choice at all.
- Student shows no understanding of the text and no understanding of the historical basis for and importance of the text.
- Student presents a poorly organized and poorly thought out analysis of the text. Student ignores such topics as theme, style, language, literary devices, etc.
- Student makes no connections between the text chosen and other texts studied in the unit. Student is unable to make connections across lines of race, sex, culture, time, etc.
- Student did not use class time appropriately and made no attempt to use available materials.

Goal 4: Presentation on Research

In the final week of the unit, students will be asked to present the information they gathered as a result of their research. They will be asked to present themselves as either the author of the work they chose or a contemporary of the author. This will not be graded, but will hopefully add a bit more of a festive atmosphere to this activity. The students will present their author, the work they chose, and share with the class a brief summary and a brief look at some of the stylistic elements and/or literary devices their author used to get the point across. The students should also help their classmates see the relevance of the work and any connections it may have to other works studied. These presentations should be relatively brief, and will be timed to be between five and six minutes each. Items such as enthusiasm and preparedness will also be taken into account when grading these presentations.

A research presentation will receive an A based upon the following:

- Student is completely prepared and has obviously rehearsed.
- Shows a full understanding of the topic.
- Student is able to accurately answer almost all questions posed by classmates about the topic.

- Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.
- Stays on topic all (100%) of the time.
- Presentation is 5-6 minutes long.

A research presentation will receive a B based upon the following:

- Student seems pretty prepared but might have needed a couple more rehearsals.
- Shows a good understanding of the topic.
- Student is able to accurately answer most questions posed by classmates about the topic.
- Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.
- Stays on topic most (99-90%) of the time.
- Presentation is 4 minutes long.

A research presentation will receive a C based upon the following:

- The student is somewhat prepared, but it is clear that rehearsal was lacking.
- Shows a good understanding of parts of the topic.
- Student is able to accurately answer a few questions posed by classmates about the topic.
- Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.
- Stays on topic some (89%-75%) of the time.
- Presentation is 3 minutes long.

A research presentation will receive a D or below based upon the following:

- Student does not seem at all prepared to present.
- Does not seem to understand the topic very well.
- Student is unable to accurately answer questions posed by classmates about the topic.
- Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
- It was hard to tell what the topic was.
- Presentation is less than 3 minutes OR more than 6 minutes.

List of Materials

Novel

Native Son- Richard Wright

Poetry

"The Idiot"- Dudley Randall

"Ballad of a Landlord"- Langston Hughes

"A Dream Deferred"- Langston Hughes

"Sympathy"- Paul Laurence Dunbar

"i sing of Olaf glad and big"- e.e. cummings

"A Relative Thing"- W.D. Ehrhart

Nonfiction

"Civil Disobedience"- Henry David Thoreau

"The Ballot or the Bullet"- Malcolm X

"Woman Wants Bread, Not the Ballot"- Susan B. Anthony

"Speech to the Virginia Convention"- Patrick Henry

"Letter from Birmingham Jail"- Martin Luther King, Jr.

Music

"For What It's Worth"- Buffalo Springfield

"Fight the Power"- Public Enemy

Protest Literature and the American Experience

Week One

Day One:

2-3 minutes will be spent on class business, taking role, etc.

10 minutes will be spent on writing on the following prompt:

Write about an issue in your life that seems particularly unjust or unfair. Make sure you choose an issue that bothers you enough to want to make a change of some sort. Be sure to address:

- Your reasons for being upset with the current situation, rule, etc.
- An alternative that you think would be more reasonable
- A plan of action or an effective way of achieving change

You are not required to address these topics in a particular order, though as with any argument or persuasive writing, logical organization is important. Keep in mind that you may be asked to share these writings with the class or with other students in small groups.

2 minutes will be spent splitting the students into groups of three or four and asking them to share their responses with their group members. Students will be asked to choose a representative to share with the class the topics discussed in the small group after each member has shared his or her writing.

12-15 minutes will be spent in groups sharing the reactions and choosing a representative to share with the class.

12-15 minutes will be spent as each representative briefly shares what his or her group discussed.

3-5 minutes will be spent passing out and briefly discussing a timeline of the materials to be used in this unit. This will help students keep track of some of the social and historical implications of the texts they read as they hop from time period to time period within the unit.

Remaining time will be spent discussing the reading response journal the students will be asked to keep during this unit. Students will receive a copy of the rubric for grading this journal so that they are aware of what is expected of them in this assignment. Students will be required to produce two pages per week in response to any of the works or topics covered during that week's classes.

Day Two:

2-3 minutes will be spent on class business, taking role, etc.

5 minutes will be spent listening to Buffalo Springfield's, "For What It's Worth."

10-15 minutes will be spent taking some brief notes and discussing exactly what protest literature is. The importance of protest literature in American literature and American history will be discussed, with attention given to some of the various works to be studied in the unit.

10-15 minutes will be spent as students split into groups of three or four and reexamine "For What It's Worth." The groups will be asked to consider the following prompt:

Buffalo Springfield's "For What It's Worth" is a protest song written in 1966. In your groups of three or four people take a look at the lyrics. What makes the song a protest song? What is it advocating? What groups and ideas is it critical of? To which group or groups does it make its appeal?

10-12 minutes will be spent as the class reconvenes as a whole and discusses the results of the small group discussions.

Any remaining time will be used to introduce Patrick Henry's Speech to the Virginia Convention.

Homework: Read Patrick Henry's speech and be prepared to discuss it in the next class period.

Day Three:

2-3 minutes will be spent on class business, taking role, etc.

25-30 minutes will be spent on a closer reading and class discussion of Patrick Henry's Speech to the Virginia Convention. Students will be prompted with questions upon the nature of the speech, the audience, the historical events surrounding the speech, and the immediate call to action of such a speech.

15-20 minutes will be spent discussing with students the research and presentation requirements of the unit. They will be given a copy of the rubric for grading each of these areas as well as the following instructions:

As part of a research assignment, you will be asked to locate a piece of resistance literature authored by a female. You will then be asked to complete a 4-6 page paper describing your process as well as provide an analysis of the work you selected. You should show the relative importance of the text you selected, as well as be able to draw connections between your text and some of the other texts explored in this unit. This research assignment serves several objectives. You will learn how to go about finding information from a variety of sources including the library. You will display your ability to analyze a particular text, as well as your ability to draw connections between this and other texts. You will also show your understanding

of the historical implications of both the author and the particular text chosen. And finally, you will work on developing thoughts and transferring these thoughts to paper.

Day Four:

2-3 minutes will be spent on class business, taking role, etc.

20-25 minutes will be spent introducing *Native Son*. There will be a brief discussion of such topics as the Harlem Renaissance, the time period the book was written the social implications of the novel, Wright's black communism, etc. This will be done in a combination of lecture and discussion forms, as students will be asked questions informally assessing their knowledge of the period, then filled in on some of the things they show little or no knowledge about. The reading of the text will need to be completed by day three of week five.

20-25 minutes will be spent reading as a class Langston Hughes' poem "A Dream Deferred." Class will briefly discuss as a whole the message of the poem as well as some of the elements Hughes uses to convey this message. Some of these will include tone, images, sensory details, and questioning form. For homework students will be asked to produce their own brief poem with the first line of, "What happens to a dream deferred?" Students will be reminded to make use of some of the elements Hughes uses and that have just been discussed. Students will be able to work on this poem with any remaining class time.

Day Five:

2-3 minutes will be spent on class business, taking role, etc.

Remaining class time will be spent in the library. Students will be expected to work on their research assignments. They may choose to complete readings for the next week of class or complete reading journals, but they will be reminded that part of their research grade is using class time appropriately, and that their grade may suffer if they do not use what class time they are given to work on the research project.

Week Two

Day One:

2-3 minutes will be spent on class business, taking role, etc. as well as passing out the copies of the poem "The Idiot" by Dudley Randall. Students will read the poem individually as class business is taken care of and make notes of any information that may seem relevant to a discussion of this poem during this unit.

3-5 minutes will be spent explaining a jigsaw discussion format.

20-30 minutes will be spent on a jigsaw discussion of the poem. Students will be split into groups of four. Groups will take a moment to look at and discuss the following questions:

1. Why is the poem called “The Idiot”?
2. Why is the speaker concerned with the cop’s feelings?
3. When was this poem likely written? What clues do you have?
4. How is this poem a protest piece?

Each student will choose one of the questions, then assume the number of the question chosen. New groups will be formed of those students choosing question #1, question #2, etc. In these groups students will tackle their one question in depth before returning to their original groups and offering an “expert” opinion of their question to the original group.

10-15 minutes will be spent as the class reconvenes and discusses the results of the small group discussions.

Remaining time will be spent discussing questions or concerns students may have about the research and presentation requirements.

Day Two:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent free writing on the following prompt:

What does the term “civil disobedience” mean to you? Feel free to make use of a dictionary to piece together a meaning for the term. Who does this term make you think of? Is the idea a noble one, or a naïve one, or something else altogether? Keep in mind that you may be asked to share these responses with the class or with small groups, and your responses should therefore be appropriate for the classroom setting.

10-12 minutes will be spent sharing the responses with the class.

20-25 minutes will be used to introduce and assign Henry David Thoreau’s, “Civil Disobedience.” The students will be introduced to the concept of transcendentalism. This will be done in a combination of lecture and discussion forms, as students will be asked questions informally assessing their knowledge of the period, then filled in on some of the things they show little or no knowledge about. The reading of the text will be to be completed by day one of week three.

Day Three:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent writing on the following prompt:

I felt like protesting...

8-10 minutes will be spent sharing the responses with the class.

20-25 minutes will be spent reading and discussing the e.e. cummings poem “i sing of Olaf glad and big.” Attention will be paid to issues of war and the protest movements that surround it, as well as to the unique poetic style of e.e. cummings.

Day Four:

2-3 minutes will be spent on class business, taking role, etc. This time will also be used to pass out the poem “A Relative Thing” by W.D. Ehrhart.

10-15 minutes will be spent discussing background information related to the war in Vietnam and the protest movements that surrounded it. Connections will be made to the lesson of the previous day.

20-25 minutes will be spent reading the Ehrhart poem and discussing it in small groups of about three or four. Students will be asked to consider the following questions:

Does the public receive an accurate version of events during war time?

Should the public receive an accurate report of all events during such a conflict?

Should a draft be used to enlist soldiers for a war?

Should the government consider the protests of the public in war time?

Remaining time will be spent allowing students to catch up on any readings they may need to complete for the upcoming days and weeks of class.

Day Five:

2-3 minutes will be spent on class business, taking role, etc.

Remaining class time will be spent in the library. Students will be expected to work on their research assignments. They may choose to complete readings for the next week of class or complete reading journals, but they will be reminded that part of their research grade is using class time appropriately, and that their grade may suffer if they do not use what class time they are given to work on the research project.

Week Three

Day One:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent having the students complete a summary quiz on Thoreau’s “Civil Disobedience.” Students will be asked to summarize Thoreau’s main points in roughly one to two paragraphs.

5-10 minutes will be spent revisiting the free-writing responses to the “Civil Disobedience” prompt of week two, day two. This will transition into the next activity

20-25 minutes will be spent discussing Henry David Thoreau’s, “Civil Disobedience.” The class will be encouraged to bring in other prominent figures who embraced similar ideals, such as Gandhi and Martin Luther King, Jr. Students will also be asked to consider the punishments for such acts of civil disobedience, and whether these punishments are fair. This discussion will be as students centered as possible while still including the entire class at once. The teacher will be more of a moderator than anything else. Students will be encouraged to speak to one another and not the teacher.

Day Two:

2-3 minutes will be spent on class business, taking role, etc.

20-25 minutes will be used to introduce and assign Susan B. Anthony’s, “Woman Wants Bread, Not the Ballot.” The students will be introduced to the women’s suffrage movement. The students will be informed of the prominent figures in this movement as well as its close relationship with the anti-slavery movement. This will be done in a combination of lecture and discussion forms, as students will be asked questions informally assessing their knowledge of the period, then filled in on some of the things they show little or no knowledge about. The reading of this text will be to be completed by day one of week four.

10-15 minutes will be spent passing out lyrics and listening to Public Enemy’s “Fight the Power.” A discussion will follow on the importance of music as a form of protest in American society. Students will be informed of protest elements from slave spirituals to the folk music of the 1960s and 1970s to the music of today.

Any remaining time will be spent encouraging students to find and bring in school appropriate or school appropriate versions of protest songs they may be familiar with. These songs may be listened to if time permits at the end of the unit, after the presentations.

Day Three:

2-3 minutes will be spent on class business, taking role, etc. This time will also be spent passing out the poem "Ballad of a Landlord" by Langston Hughes.

5-10 minutes will be spent in a silent reading of the poem. Students will jot down two or more questions and/or comments they may have about the poem. These questions/comments will be collected at the end of class and be given the weight of a summary quiz.

20-25 minutes will be spent discussing the poem as a class. Students will be randomly selected to pose one of their questions or comments to the class for a large open discussion. Students will be encouraged to think about issues of narrative voice, dialect and colloquial speech, and multi-genre elements such as the newspaper headlines that end the poem.

Remaining time will be spent urging students to come to class tomorrow with questions and comments about their reading of *Native Son* so far. Students will be reminded of the date the novel is to be completed by, and roughly how much of the text they should have completed to this point.

Day Four:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent having students complete a summary quiz of their reading of *Native Son* so far. This is intended to be more of a measure of the students' progress than an assessment, so a grade likely will not be recorded. However, noting where the students' current progress may help determine whether summary quizzes will be necessary to keep the students reading in the next couple of weeks as the unit nears completion.

3-5 minutes will be spent having the students jot down a couple of questions or comments they may have about the novel so far, if they were not able to do so for homework.

25-30 minutes will be spent discussing any questions and comments students have about the novel. The format of this discussion will be rather open and freewheeling, and students will be encouraged to do most of the talking themselves. Only if an issue seems to be a problem for the entire class or there is mass confusion will the teacher step in and clarify. Otherwise, the teacher will act as a moderator for the discussion, possibly calling on an individual here or there to keep the discussion moving.

Day Five:

2-3 minutes will be spent on class business, taking role, etc.

Remaining class time will be spent in the library. Students will be expected to work on their research assignments. They may choose to complete readings for the next week of class or complete reading journals, but they will be reminded that part of their research grade is using class time appropriately, and that their grade may suffer if they do not use what class time they are given to work on the research project.

Week Four

Day One:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent having the students complete a summary quiz on Susan B. Anthony's "Woman Wants Bread, Not the Ballot." Students will be asked to summarize Anthony's main points in roughly one to two paragraphs.

15-20 minutes will be spent as students split into groups of three or four and discuss the following questions:

What does Anthony think about the saying, “beggars must not be choosers?”

What do you think about the saying?

How does Anthony use the “declaration of our Revolutionary fathers?”

Who do you think composes the audience Anthony is appealing to? Keeping in mind the time period of this speech (1870s and 1880s), was the speech successful? Why or why not?

15-20 minutes will be spent as the groups present their answers and opinions to the class as a whole. Discussion and dissenting opinions will be encouraged, and students will also be encouraged to back up their statements with examples from the text.

Day Two:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent as students free write on the following prompt:

What do you know, or what do you think you know about the civil rights movement in the United States? When did this movement take place? Where was the center of the movement? What were some of the most important events? Who were some of the most important figures? Keep in mind that you may be asked to share your responses with the class or in small groups, so keep your responses appropriate to a school setting.

25-30 minutes will be spent in a transition from the students’ free write to a discussion of the civil rights movement in the United States. The main issues dealt with will come from the questions in the writing prompt. This will be done in a combination of lecture and discussion forms, as students will be asked questions informally assessing their knowledge of the period, then filled in on some of the things they show little or no knowledge about. Through the use of this discussion, texts by Martin Luther King, Jr. and Malcolm X, “Letter From Birmingham Jail” and “The Ballot or the Bullet” respectively, will be introduced. These readings are both to be completed by day one of week five.

Day Three:

2-3 minutes will be spent on class business, taking role, etc. This time will also be used to pass out copies of Paul Laurence Dunbar’s poem “Sympathy.”

5-10 minutes will be spent free writing on the following prompt:

Does freedom have to be denied or taken away before it is fully appreciated?

20-25 minutes will be spent reading the poem and discussing it in relation to the written responses of the students. Issues of freedom versus incarceration, slavery, indentured servitude, poverty, etc. will be explored in this discussion of the poem.

5-10 minutes will be spent in a brief book talk and reading from *Monster* by Walter Dean Myers. Students will be encouraged to explore contemporary works of protest literature and ways in which similar themes reproduce themselves over many generations.

Additional time will be used to remind students to bring their reading response journals to class for tomorrow, as well as some evidence of the work they have done so far on their research assignments.

Day Four:

2-3 minutes will be spent on class business, taking role, etc.

The remainder of the period will be used as a reading day or a workday for students. Students will be encouraged either to read any of the assignments they have yet to complete, work on their research project, or add to their reading response journal. Emphasis will be placed on the fact that this day should be used to complete the work for this class, not others. Meanwhile, students will be having brief (roughly three minute) conferences with the teacher. These conferences are designed to make sure each student has something started for their research and presentation grade, and that each student is able to show some signs of a reading response journal. Students will also be reminded that they can come before or after class and school with any problems or concerns they may have with any of the assignments for the class.

Day Five:

2-3 minutes will be spent on class business, taking role, etc.

The remainder of the period will be used as a reading day or a workday for students. Students will be encouraged either to read any of the assignments they have yet to complete, work on their research project, or add to their reading response journal. Emphasis will be placed on the fact that this day should be used to complete the work for this class, not others. Meanwhile, students will be having brief (roughly three minute) conferences with the teacher. These conferences are designed to make sure each student has something started for their research and presentation grade, and that each student is able to show some signs of a reading response journal. Students will also be reminded that they can come before or after class and school with any problems or concerns they may have with any of the assignments for the class.

Week Five

Day One:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent having the students complete a summary quiz on either “Letter From Birmingham Jail” or “The Ballot or the Bullet.” Students may choose either one, but must label their quiz on the top and must have one to two paragraphs on the work they chose.

5-10 minutes will be spent as students free write on which philosophy they support more, that of Malcolm X (“by any means necessary”) or that of Martin Luther King, Jr. (civil disobedience and nonviolent means of affecting change).

20-25 minutes will be spent as students break into two large groups, one advocating the philosophy of Malcolm X and the other advocating the philosophy of Martin Luther King, Jr. The two groups will be asked to get together and, with the use of the two texts, come up with evidence to support their cause in a debate. They will be reminded that in any debate, there should not be any personal attacks, but rather logically stated points attempting to sway not only the opposition but also anyone who is undecided on the issue.

Day Two:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent allowing the two groups from the previous day to get together and come up with any final points they may wish to include in their debates. They will again be reminded to keep their debate civil, and that the teacher will step in and moderate any debate that becomes heated or off task.

25-30 minutes will be spent in a debate. Students will have to raise their hands in order to be recognized by the moderator/teacher and the debate will go from one side of the issue to the other. All students will be encouraged to participate, and some may be called upon by the moderator to express their views. If the debate comes to a conclusion early or is unable to go on for any reason, students will have the opportunity to complete *Native Son* or to free write on how their opinion may or may not have changed as a result of the debate.

Day Three:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent having the students complete a summary quiz of *Native Son*. Students will be told that these summaries need to include enough detail to show that they had indeed read the novel and had a basic familiarity with the entire plot.

30-35 minutes will be spent doing the activity entitled ‘The People v. Bigger Thomas’ which is described below.

The People v. Bigger Thomas

Bigger Thomas is no longer in control of his fate. He is now on trial for the murder of a young white woman, in a time where a

young black man stands very little chance at all. His fate is now in your hands.

You will be split into groups of two, outlining either the case of the prosecution, or that of the defense. Prepare an opening statement for your side, and be prepared to present this opening statement to the jury (your classmates).

The prosecution should:

- Explain to the jury exactly what the charges against Mr. Thomas are
- Put these charges in the context of the situation, further strengthening the state's case
- Provide a short list of evidence to be presented during the trial
- Explain the punishment Mr. Thomas deserves and why

The defense should:

- Explain why the charges leveled against your client are false
- Put these charges, and the alleged events in the context of the situation, further strengthening the defendant's case
- Explain any evidence that may be presented to clear Mr. Thomas of the charges
- Explain why Mr. Thomas should be set free

After the opening statements have been presented the jury (the class) will deliberate, and come to a verdict; does Bigger Thomas get released, or does he pay for his crimes?

Homework will be to complete the opening statement to present to the jury for tomorrow's class.

Day Four:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent allowing students to put the final touches on their opening statement and prepare to present them to the class.

The remainder of the class period will be spent presenting the opening statements. After all of the opening statements have been presented the class will deliberate as a whole, with very little teacher input, and will come up with a verdict. This verdict will be the starting point for the next day's class.

Day Five:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent writing on the following prompt:

Is Bigger Thomas truly to blame? Could the situation have been avoided? What does the novel say about America? Did you and your classmates come to a reasonable verdict?

25-30 minutes will be spent discussing as a class the responses to the prompt as well as the activity and verdict of the previous day. Students will be encouraged to consider such things as the social climate in which the novel was written, the political leanings of its author, its value as a protest piece, and its value as a work of art.

Any remaining time will be used for students to ask questions or voice concerns about their research and presentation requirements.

Week Six

Day One:

2-3 minutes will be spent on class business, taking role, etc.

5-10 minutes will be spent as students turn in the written component of their research requirement.

The remainder of the period will be spent as students complete the presentations of their research. Each presentation will be timed and should fall between five and six minutes long.

Day Two:

2-3 minutes will be spent on class business, taking role, etc.

The remainder of the period will be spent as students complete the presentations of their research. Each presentation will be timed and should fall between five and six minutes long.

Day Three:

2-3 minutes will be spent on class business, taking role, etc.

The remainder of the period will be spent as students complete the presentations of their research. Each presentation will be timed and should fall between five and six minutes long.

Day Four:

2-3 minutes will be spent on class business, taking role, etc.

The remainder of the period will be spent as students complete the presentations of their research. Each presentation will be timed and should fall between five and six minutes long.

Day Five:

2-3 minutes will be spent on class business, taking role, etc.

The remainder of the period will be spent as students complete the presentations of their research. Each presentation will be timed and should fall between five and six minutes long. If the presentations on this final day of the unit do not take up the entire period, students will be able to listen to the protest music they have brought in. Lyrics will be provided, though students will not be required to do more than listen to their classmates selections.

The People v. Bigger Thomas

Bigger Thomas is no longer in control of his fate. He is now on trial for the murder of a young white woman, in a time where a young black man stands very little chance at all. His fate is now in your hands.

You will be split into groups of two, outlining either the case of the prosecution, or that of the defense. Prepare an opening statement for your side, and be prepared to present this opening statement to the jury (your classmates).

The prosecution should:

- Explain to the jury exactly what the charges against Mr. Thomas are
- Put these charges in the context of the situation, further strengthening the state's case
- Provide a short list of evidence to be presented during the trial
- Explain the punishment Mr. Thomas deserves and why

The defense should:

- Explain why the charges leveled against your client are false
- Put these charges, and the alleged events in the context of the situation, further strengthening the defendant's case
- Explain any evidence that may be presented to clear Mr. Thomas of the charges
- Explain why Mr. Thomas should be set free

After the opening statements have been presented the jury (the class) will deliberate, and come to a verdict; does Bigger Thomas get released, or does he pay for his crimes?

Timeline of Novel, Nonfiction, and Music

Keep this as you work throughout this unit. Fill in the important movements and social events in the appropriate places as you work. This can be used as a study guide as well as a timeline of works and events.

March 23, 1775- “Speech to the Virginia Convention”- Patrick Henry

1849- “Civil Disobedience”- Henry David Thoreau

1870s-1880s- “Woman Wants Bread, Not the Ballot”- Susan B. Anthony

1940- *Native Son*- Richard Wright

April 16, 1963- “Letter from Birmingham Jail”- Martin Luther King, Jr.

April 3, 1964- “The Ballot or the Bullet”- Malcolm X

1967- “For What It’s Worth”- Buffalo Springfield

1989- “Fight the Power”- Public Enemy

The Idiot by Dudley Randall

"That cop was powerful mean.
First he called me, 'Black boy.'
Then he punched me in the face
and drug me by the collar to a wall
and made me lean against it with my hands spread
while he searched me,
and all the time he searched me
he kicked me and cuffed me and cussed me.

"I was mad enough
to lay him out,
and would've did it, only
I didn't want to hurt his feelings,
and lose the good will
of the good white folks downtown,
who hired him."

For What It's Worth Buffalo Springfield

There's something happening here
What it is ain't exactly clear
There's a man with a gun over there
Telling me I got to beware

I think it's time we stop, children, what's that sound
Everybody look what's going down

There's battle lines being drawn
Nobody's right if everybody's wrong
Young people speaking their minds
Getting so much resistance from behind

I think it's time we stop, hey, what's that sound
Everybody look what's going down

What a field-day for the heat
A thousand people in the street
Singing songs and carrying signs
Mostly say, hooray for our side

It's time we stop, hey, what's that sound
Everybody look what's going down

Paranoia strikes deep
Into your life it will creep
It starts when you're always afraid
You step out of line, the man come and take you away

We better stop, hey, what's that sound
Everybody look what's going down
Stop, hey, what's that sound
Everybody look what's going down
Stop, now, what's that sound
Everybody look what's going down
Stop, children, what's that sound
Everybody look what's going down

"Ballad of a Landlord"
Langston Hughes

Landlord, landlord,
My roof has sprung a leak.
Don't you 'member I told you about it
Way last week?

Landlord, landlord,
These steps is broken down.
When you come up yourself
It's a wonder you don't fall down.

Ten bucks you say I owe you?
Ten bucks you say is due?
Well, that's ten bucks more'n I'll pay you
Till you fix this house up new.

What? You gonna get eviction orders?
You gonna cut off my heat?
You gonna take my furniture and
Throw it in the street?

Um-huh! You talking high and mighty.
Talk on-till you get through.
You ain't gonna be able to say a word
If I land my fist on you.

Police! Police!
Come and get this man!
He's trying to ruin the government
And overturn the land!

Copper's whistle!
Patrol bell!
Arrest.

Precinct Station.
Iron cell.
Headlines in press:

MAN THREATENS LANDLORD

...

TENANT HELD NO BAIL

...

JUDGE GIVES NEGRO 90 DAYS IN COUNTY JAIL

Sympathy
Paul Laurence Dunbar

I know what the caged bird feels, alas!
 When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass,
And the river flows like a stream of glass;
 When the first bird sings and the first bud opes,
And the faint perfume from its chalice steals--
I know what the caged bird feels!

I know why the caged bird beats his wing
 Till its blood is red on the cruel bars;
For he must fly back to his perch and cling
When he fain would be on the bough a-swing;
 And a pain still throbs in the old, old scars
And they pulse again with a keener sting--
I know why he beats his wing!

I know why the caged bird sings, ah me,
 When his wing is bruised and his bosom sore,--
When he beats his bars and he would be free;
It is not a carol of joy or glee,
 But a prayer that he sends from his heart's deep core,
But a plea, that upward to Heaven he flings--
I know why the caged bird sings!

http://www.web-books.com/Classics/Poetry/Anthology/Dunbar_PL/Sympathy.htm

A Dream Deferred
by Langston Hughes

What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

<http://www.cswnet.com/~menamc/langston.htm>

e. e. cummings

i sing of Olaf glad and big
whose warmest heart recoiled at war:
a conscientious object-or

his wellbelove'd colonel(trig
westpointer most succinctly bred)
took erring Olaf soon in hand;
but--though an host of overjoyed
noncoms(first knocking on the head
him)do through icy waters roll
that helplessness which others stroke
with brushes recently employed
anent this muddy toiletbowl,
while kindred intellects evoke
allegiance per blunt instruments--
Olaf(being to all intents
a corpse and wanting any rag
upon what God unto him gave)
responds, without getting annoyed
"I will not kiss your fucking flag"

straightway the silver bird looked grave
(departing hurriedly to shave)

but--though all kinds of officers
(a yearning nation's blueeyed pride)
their passive prey did kick and curse
until for wear their clarion
voices and boots were much the worse,
and egged the firstclassprivates on
his rectum wickedly to tease
by means of skilfully applied
bayonets roasted hot with heat--
Olaf(upon what were once knees)
does almost ceaselessly repeat
"there is some shit I will not eat"

our president,being of which
assertions duly notified
threw the yellowsonofabitch
into a dungeon,where he died

Christ(of His mercy infinite)
i pray to see;and Olaf,too

preponderatingly because
unless statistics lie he was
more brave than me:more blond than you.

A Relative Thing
W.D. Ehrhart

We are the ones you sent to fight a war
you didn't know a thing about.

It didn't take us long to realize
the only land that we controlled
was covered by the bottoms of our boots.

When the newsmen said that naval ships
had shelled a VC staging point,
we saw a breastless woman
and her stillborn child.

We laughed at old men stumbling
in the dust in frenzied terror
to avoid our three-ton trucks.

We fought outnumbered in Hue City
while the ARVN soldiers looted bodies
in the safety of the rear.
The cookies from the wives of Local 104
did not soften our awareness.

We have seen the pacified supporters
of the Saigon government
sitting in their jampacked cardboard towns,
their wasted hands placed limply in their laps,
their empty bellies waiting for the rice
some district chief has sold
for profit to the Viet Cong.

We have been Democracy on Zippo raids,
burning houses to the ground,
driving eager amtracs through new-sown fields.

We are the ones who have to live
with the memory that we were the instruments
of your pigeon-breasted fantasies.
We are inextricable accomplices
in this travesty of dreams:
but we are not alone.

We are the ones you sent to fight a war
you did not know a thing about—

those of us that lived
have tried to tell you what went wrong.
Now you think you do not have to listen.

Just because we will not fit
into the uniforms of photographs
of you at twenty-one
does not mean you can disown us.

We are your sons, America,
and you cannot change that.
When you awake,
we will still be here.



Fight the Power
Public Enemy
Shocklee - Sadler - Ridenhour

1989 the number another summer (get down)
Sound of the funky drummer
Music hittin' your heart cause I know you got sould
(Brothers and sisters, hey)
Listen if you're missin' y'all
Swingin' while I'm singin'
Givin' whatcha gettin'
Knowin' what I know
While the Black bands sweatin'
And the rhythm rhymes rollin'
Got to give us what we want
Gotta give us what we need
Our freedom of speech is freedom or death
We got to fight the powers that be
(faint voice in the background)Let me hear you say

Chorus
Fight the power
Fight the power
Fight the power
Fight the power
Fight the power
Fight the power
Fight the power
Weve got to Fight the powers that be.

As the rhythm designed to bounce
What counts is that the rhymes
Designed to fill your mind
Now that you've realized the prides arrived
We got to pump the stuff to make us tough
from the heart
It's a start, a work of art
To revolutionize make a change nothin's strange
People, people we are the same
No we're not the same
Cause we don't know the game
What we need is awareness, we can't get careless
You say what is this?
My beloved lets get down to business
Mental self defensive fitness
(Yo) bum rush the show

You gotta go for what you know
Make everybody see, in order to fight the powers that be
(faint voice in background) Lemme hear you say...
Fight the Power

Chorus

Chorus

Elvis was a hero to most
But he never meant shit to me you see
Straight up racist that sucker was
Simple and plain
Mother fuck him and John Wayne
Cause I'm Black and I'm proud
I'm ready and hyped plus I'm amped
Most of my heroes don't appear on no stamps
Sample a look back you look and find
Nothing but rednecks for 400 years if you check
Don't worry be happy
Was a number one jam
Damn if I say it you can slap me right here
(Get it) lets get this party started right
Right on, c'mon
What we got to say
Power to the people no delay
To make everybody see
In order to fight the powers that be

Chorus

What we got to say
fight the power,cmon(x3)