

*Find Out What You Believe in,
and Stand Up for It!*



By: Chloe Kendall

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Rationale

“The purpose of this unit is to test your strength. I want to see how brave you can be, and if you are truly willing to stand up for what you believe in.

I want you to stand up for something that others may be ashamed to. That society may think isn't something a kid like you should care or worry about. I want you to look at the world around you and question what changes you want to be made, and whether or not you're really willing to do something about it.

I want *you* to change. I want you to evaluate yourself. I want this unit to show you that maybe you don't believe in something as strongly as you did, and then find something else that you are truly passionate about.

I want you to find yourself. Not the stereotypical characteristics that society expects and pressures you to have based on your race, gender, looks, clubs, or sports you're involved in. I want you to be a human, a person, a soul who can be and believe in anything you're passionate about.” (Appendix I)

This quote is the rationale I give to my students on the first day of the unit. It is my challenge to them to become thinkers, believers, and finally movers. The three essential questions for the unit are: What do you believe in? What change do you want to see in the world? What are willing to stand up for? The purpose of this unit is all what I believe my purpose as a teacher will be, to open students' eyes to the world around them, and most importantly, to themselves. Today's society puts a lot of pressure on people to act certain ways. It puts people in stereotypical categories that come along with expected lifestyles, hobbies, poise, and beliefs. It is hard to step out of these boxes, young or old, because people are scared to be

“different”. They don’t realize that that difference is what makes them a person, a soul, more than a society programmed robot.

It is hard to find your voice, especially as a teenager. The fear of peer rejection is overwhelming on a day to day, move to move, word to word basis. It is hard to find something you truly believe in or are passionate about without being influenced by others. You’re too busy playing the sports or joining the clubs everyone else is. But if people never take a second to look at the world around them and try to change it for the better, what will life be like fifty years from now? Will any injustices disappear? Will people learn to just love others for who they are? Will anything every change? I am not going to say that every teenager should be an activist, but I think it’s time they start questioning their world, country, school, friends, and most importantly, themselves.

This brings me to the novel I selected for my anchor text, *The White Boy Shuffle*. It is a coming of age story of an African-American boy named Gunnar, narrated by a much older Gunnar who now looking back, notices things a bit differently. The story begins with him living with his mom and sister in a predominantly white neighborhood in Santa Monica, California. He acts white, because he is the only black person in his school, and he just wants to be “the cool black guy”. But by the fourth chapter, the family has moved to L.A., and are living in a poor black neighborhood called Hillside. It is hard for him to adapt to his new school, and the thuggish ways of his peers. He tries to “act black” but begins to realize that he doesn’t want to “act” like anyone, he just wants to write poetry and listen to Jazz. But his basketball skills are soon discovered, and suddenly he’s expected to act a certain way again. Throughout the story Gunnar deals with a cop father who beats him during the Rodney King Riots to impress his white

co-workers, Ivy league schools trying to bribe him with the promise of white women and money, people looking up to him for hope, and finally realizing he may not be the one to look to.

In one of the final chapters of the book, Gunnar starts to realize he is lacking passion for anything, and until he finds he feels he has no purpose in life. He refers to quote Martin Luther King quote during this epiphany, “If a man hasn’t discovered something he will die for, he isn’t fit to live.” This realization happens when Gunnar gives his first real public speech at Boston University in front of a crowd of students protesting the school giving funds to a South African leader who helped enforce the Apartheid, but his speech is unplanned. Gunnar stands behind the microphone, thinking of some cliché thing to say like “free our people!” when he realizes that the people in this crowd aren’t really *standing up* for anything. He subtly mocks the black audience for protesting what’s happening in South Africa simply because they are black. He tells them that they may all hope that changes are made, but to look inside themselves and ask whether or not they are really willing to *do* something about it. Gunnar is also seeing himself in what he’s saying about the audiences’ weak version of standing up for what they believe in.

This book will inspire students not only to look at the world around them, but their lives in hindsight, and think about what their true beliefs about life are. Throughout the unit we also look at stories of people such as Harvey Milk and John Lennon. We examine and evaluate famous speeches and presidential debates. The students use what they see in these speeches, and slowly start to build their speech to answer the 3 essential questions of the unit, and through teacher and peer editing, final present their final project to the class.

Because this unit is student based, it means we will be spending a lot of time on class discussions. It is essential that everyone participates in order for me to know that they have been reading, and in order for them to truly get anything out of this unit. In total there will be 10 days

of discussion to earn to earn participation points. The participation section of this unit is worth 10 points total which means that if students do not participate, their overall score will be dropped by one letter grade. Each of the days we have class discussion I will rate their participation on a scale of 0-10, record the score, and at the end of the unit I will average them for a final participations score.

Throughout the unit students will be posting a total of 10 entries on our class NING. Some will be reflections of readings and discussions, some will be recalling and reflecting on personal experiences and others will be answering and the revisiting the three essential questions. Each journal assigned for homework is due by Midnight the night it is assigned on less otherwise noted, in which case a deadline will still be assigned and at that time the discussion will automatically close. No late journals will be excepted unless proof of extreme circumstance is documented and reported. Like the grade for participation section, this section of this unit is worth 10 points total which means that again if students do not participate, their overall score will be dropped by one letter grade. I will rate each entries on a scale of 0-10, record the score, and at the end of the unit I will average these for a final participations score

For two sections of the book the class will be participating in a Socratic circle. Before the Socratic circle takes place, students will be given a list of which group they will be in and which passage to focus on. The two Socratic circles combined is worth a total of 20 points, thus 2 letter grades on the student's final score for the unit if they do not participate . During each circle the students can receive up to 10 points. It is required that every person speaks at least once, and their score will not be based on how many times they speak, but the quality of the points they make.

The unit's final project will be to give a speech on what the student has decided over the course of the unit, is something they *truly* believe in and want to share with the class. They will give an inspiring essay to the class that reveals their answers to the essential questions: What do you believe in? What change do you want to see in the world? What are willing to stand up for? Their aim to educated as well as inspire them, in hopes that others will see the need for the change you describe. They will have plenty of time and participate in discussions that will help them come up with a topic and craft their speech. They will also have one on one conference with me and workshops with their peers. For the most part they have free range to explore any topic and give any style speech they please, as long as it is approved by me, and it includes the criteria explained in the rubric (Appendix I)

I attend this unit to be taught in 11th grade advanced Language Arts class, where the students have laptops they bring to school every day.

Goals and Objectives

Goals:

- 1) Students will see themselves in Gunnar and realize that life without passion is not lived to its fullest.
- 2) Students will be able to answer the three essential questions (What do you believe in? What change do you want to see in the world? What are willing to stand up for?) and mean their answers
- 3) Students will be able to show these ideas in their final speech presentation.
- 4) Students will look at the world from a different angle. They will not be scared to be themselves or stand up for something they believe in.

Objectives:

Students will be able to....

- Complete their NING journal entries.
- Actively participate in Socratic circles.
- Watch, look critically at, and respond to “Milk”.
- Read, look critically at, and respond to *The White Boy Shuffle*.
- Read, look critically at, and respond to The first Obama/McCain debate.
- Watch, read, look critically at, and respond to MLK’s “I have a dream speech”.
- Read, listen, look critically at, and respond to John Lennon’s “Imagine”.
- Read, look critically at, and respond to biographical information about John Lennon.
- Watch, look critically at, and respond to Obama’s Inaugural speech.
- Effectively evaluate and give feed back to peer’s drafts.
- Use strategies and techniques from class to draft, edit, and finalize their speech.

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- Give a speech to the class that meet the criteria in the speech rubric.

Standards

LA.1112.1.5.1: The student will adjust reading rate based on purpose, text difficulty, form, and style.

LA.1112.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.1112.1.6.8: The student will identify advanced word/phrase relationships and their meanings;

LA.1112.2.1.4: The student will analyze the way in which the theme or meaning of a selection represents a view or comment on life, providing textual evidence for the identified theme;

LA.1112.2.1.7: The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;

LA.1112.3.1.1: The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.1112.3.1.2: The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion; and

LA.1112.3.2.2: The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and

LA.1112.3.2.3: The student will draft writing by analyzing language techniques of professional authors (e.g., figurative language, denotation, connotation) to establish a personal style, demonstrating a command of language with conviction of expression.

LA.1112.3.3.1: The student will revise by evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;

LA.1112.3.3.2: The student will revise by creating clarity and logic by maintaining central theme, idea, or unifying point and developing meaningful relationships among ideas;

LA.1112.3.3.3: The student will revise by creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus) to select more effective and precise language; and

LA.1112.3.3.4: The student will revise by applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).

LA.1112.3.5.3: The student will sharing with others, or submitting for publication.

LA.1112.4.1.1: The student will write in a variety of expressive and reflective forms that uses a range of appropriate strategies and specific narrative techniques, employs literary devices, and sensory description; and

LA.1112.4.1.2: The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

LA.1112.4.3.2: The student will include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking, testimonials, bandwagon, image association, transfer).

LA.1112.5.2.1: The student will demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by critically evaluating and analyzing oral presentations;

LA.1112.5.2.2: The student will apply oral communication skills in interviews, formal presentations, and impromptu situations according to designed rubric criteria;

LA.1112.5.2.4: The student will use appropriate eye contact, body movements, and voice register for audience engagement in formal and informal speaking situations; and

LA.1112.5.2.5: The student will research and organize information and demonstrate effective speaking skills and behaviors for a variety of formal and informal purposes.

LA.1112.6.4.1: The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and

LA.1112.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

Materials

Week 1:

Copy of “Milk”

Class set of *The White Boy Shuffle* by Paul Beatty

Class set of Unit Packet (Appendix I)

Week 2:

Class set of *The White Boy Shuffle* by Paul Beatty

Week 3:

Copy of John Lennon’s “Imagine”

Class set of Lyrics to John Lennon’s “Imagine” (Appendix II)

Class set of Socialist Movement’s history of “Imagine” and Lennon (Appendix III)

Class set of “Writing a Persuasive Speech: Format and Tips” (Appendix IV)

Access to the first Obama/McCain debate transcript (class set) and video, can be found at:

<http://elections.nytimes.com/2008/president/debates/first-presidential-debate.html>

Access to MLK’s “I have a dream” speech transcripts (class set) and video, can be found at:

<http://www.mlkonline.net/dream.html>

Week 4:

Access to video of Obama’s Inauguration Speech, can be found at:

<http://www.cnn.com/2009/POLITICS/01/20/obama.politics/index.html#cnmSTCVideo>

Week 5:

30 Speech Rubrics, for teacher (Appendix I)

870 Peer Evaluation sheets (Appendix VI)

Throughout Unit:

NING site for class

Computer (Connected to projector and speakers)

Week 1

Day 1, Monday:

This lesson is the introductory activity to the *Find Out What You Believe in, and Stand Up for It!*

In reading the rationale the students will understand why this unit is taking place, and it has the students thinking about, writing about, and discussing their answers to the three essential questions: What do you believe in? What change do you want to see in the world? What are willing to stand up for?

- 20 minutes: The teacher is handing out unit packet which contains: Rationale and grade break down for unit, assignment descriptions, and speech rubric (Appendix I), and then reading it over, putting emphasis on the rationale.
- 30 minutes: NING Journal- What do you believe in? What change do you want to see in the world? What are willing to stand up for?
-Student's sharing

Day 2, Tuesday:

- 50 minutes: *Milk*

Day 3, Wednesday:

- 50 minutes: *Milk*

Day 4, Thursday:

- 40 minutes: Finishing *Milk*
- 10 minutes: Begin NING Journal- What are your feelings about Harvey Milk and his willingness to stand up for what he believed in? Would you go to the extremes he did for something you believe in?
- Homework: Read chapter 1 of Paul Beatty's *The White Boy Shuffle*, finish NING journal.

Day 5, Friday:

- 35 minutes: Class discussion about why Gunnar is ashamed of his family history (grandfather being a “good” slave, father allowing co-workers to make black jokes and acting like he is “white” to please them.). Pointing out to students that Gunnar is not angry because they didn’t act “black” but because they didn’t act like themselves. They were too ashamed to stand up for own their beliefs and feelings so they changed their behavior to appeal to others.
- 15 minutes: Start NING Journal- Describe a time a family member or friend embarrassed you by giving into social expectations. Take a minute to look back at your past to a time you didn’t stick up for something you believed in because you were ashamed or trying to please others, how does it make you feel in hindsight?
- Homework: Read chapters 2-3 and finish NING journal.

Week 2

Day 6, Monday:

- 50 minutes: The teacher will read Gunnar's description of colors he sees as he bike rides with friends down the boardwalk and the class as a whole will dissect the racial meanings behind each (ex. "Black was the unwanted dog abandoned...") and recognize the power of word choice to reveal double meanings (page 34-35). Talk about using poetic word combinations with *true meaning* like this in their speeches.
- Homework: Read chapters 4-5 and complete NING journal- Choose a color that represents the hardships you have felt in your life and write a description of it as Gunnar did in the book.

Day 7, Tuesday:

- 40 minutes: Teacher reads Gunnar's first poem (page 85-86) Class discusses poem stanza by stanza deciphering meaning, looking specifically how he is criticizing the black people in his neighborhood not for being black, but for being cliché. For acting the way other races expect them to act, like thugs and delinquents, and most importantly, for not just being a PERSON rather than a race.
- 10 minutes: Teacher will pass out a handout that has the list of members for the two groups in the Socratic circles and the section they will be discussing for the next two days. Students begin NING Journal- How does this poem make you feel about how you act on a daily basis? Do you act and the way and believe in what you want to? What is something you wish you could do or
- Homework: Read chapters 6-7, prepare for Socratic circle, complete NING Journal (due by class time tomorrow)

Day 8, Wednesday:

- 50 minutes: Socratic Circle-
 - First circle is discussing the passage from pages 117-119, which looks at Gunnar not wanting to be labeled as an athlete because his true passion is poetry. He doesn't want to be the typical black basketball player. He doesn't want to have to meet anyone's expectations, he just wants to *be*.
 - Second circle is discussing passage from pages 130-131, which looks at Gunnar's epiphany of his pride in his race while watching the Rodney King trial decision and then as he participates in the riots in the streets. He realizes that no one is going to stick up for you except *you* because everyone else is going to just do what's best for them. He begins to notice that no matter how much of an individual he is, there is still ignorance in that looks at color first, but he refuses to become a stereotype and wishes his friends would do the same.
- Homework: Read chapters 8-9, prepare for Socratic circle, and complete NING journal- How did the discussion today change your thoughts about Gunnar? What change do you see a change in him? Use example from the text and today's discussion. What has changed on your thoughts about standing up for what you believe in now that we are at the half way point of the book? (due by class time tomorrow)

Day 9, Thursday:

- 50 minutes: Socratic Circle:
 - First circle is discussing passage from pages 153-155, which looks at Gunnar's new outlook on Whites now that he's back in an upper class school. Previous to this passage, Gunnar and his friends went into the streets where Rodney King riots were

- taking place, and began looting. They attempt to steal a safe from the Montgomery Ward by pulling it out attached to the back of their car and dragging it down the street. It breaks off and as they try to reattach it, the cops pull up and Gunnar's father (a cop who is overly concerned with receiving approval from his white coworkers and who is also divorced from his mother who Gunnar has grown up with) is a part of the squad. His father beats Gunnar as the white cops cheer him on, and afterwards they report that Gunnar attacked his father first, and he is sent to a private school that is over an hour away and in a rich neighborhood. He is now tired of trying to act a certain way to please whites, especially after seeing how it has affected his father. The old Gunnar, before moving to the predominantly black section of Los Angeles known as Hillside, acted "white" and prided himself on being the "cool black", the new Gunnar who has seen a new world, now is trying to please no one but himself.
- Second circle is discussing passage from pages 156-160, which looks at Gunnar deciding that he will not go to Harvard just because it's a prestigious school, especially if it means he must act like his ancestors who assimilated to white expectations just to please them and reap the benefits. A black recruiter shows off his fancy lifestyle and pretty little white wife to try to persuade him, and Gunnar realizes by taking this scholarship he will be expected to walk a fine line to please the white administrators at Harvard, won't be allowed to be himself, and most importantly would become just like this recruiter. Gunnar literally bolts out of the house and runs to the bus stop and goes back to Hillside.
 - Homework: Read chapters 10-11, and NING journal- How has the passages discussed today show that Gunnar is slowly becoming a person who will stand up for what he

believes in? What actions show this? Have you ever agreed to act like a different person in order to receive some benefit? Explain. In hindsight, how do you feel about you making that decision?

Day 10, Friday:

- 10 minutes: Teacher reading the chapter aloud to the class, pages 196-201.
- 40 minutes: In this chapter Gunnar gives his first real public speech at Boston University in front of a crowd of students protesting the school giving funds to a South African leader who helped enforce the Apartheid, but his speech is unplanned. Gunnar stands behind the microphone, thinking of some cliché thing to say like “free our people!” when he realizes that the people in this crowd aren’t really *standing up* for anything. He subtly mocks the black audience for protesting what’s happening in South Africa simply because they are black. He tells them that they may all hope that changes are made, but to look inside themselves and ask whether or not they are really willing to *do* something about it. Gunnar is also realizing about himself and what he’s seeing himself in the audiences’ weak version of standing up for what they believe in. Then looking at the irony of the suicide that follows. The point of this discussion is to wake the students up, make them really evaluate what they believe in, what changes they wish to see in the world, and if they’re really willing to do something about it.
- Homework: Finish book (chapter 12) and then complete NING journal-
 - Write your reflections of the books ending
 - Look back at your first journal response from day 1 of this unit and re-answer the questions thinking about what you have learned from the book and how it has made

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you feel. What do you believe in? What change do you want to see in the world?

What are willing to stand up for?

- Post your speech topic and outline

(Due by Sunday at 5 PM, this way the teacher can: review, approve or disapprove, print out, critique/give feedback, and return to students during the next class)

Week 3

Day 11, Monday:

- 45 minutes: End of book class discussion.
- 5 minutes: Teacher passes out the speech outlines with feedback.
- Homework: Begin drafting speech.

Day 12, Tuesday:

- 20 minutes: Listening to and looking at the lyrics of John Lennon’s “Imagine” (Appendix II) and then discussing the lyrics meaning, how they made them feel, and what exactly John Lennon is hoping to see change in the world.
- 30 minutes: Popcorn reading of Socialist Movement’s history of “Imagine” and Lennon (Appendix III) and then discussing how he stood up for what he believed in, even when many government officials made him out to be an anti-American. Talking about whether not they would do the same. Teacher passes out “Writing a Persuasive Speech: Format and Tips” sheet (Appendix IV).
- Homework: Work on speech draft and complete NING journal: Reflections on the life of Lennon compared to that of Gunnar at the end of the novel.

Day 13, Wednesday:

- Obama/McCain activity (Appendix V)
- Homework: Work on speech draft.

Day 14, Thursday:

- 20 minutes: I will speak to the students about MLK, the issues he opposed, and ideas he supported. I will talk to the class about the civil rights movement and the injustices that the minorities in America faced during that time. I will then pass out copies of the

transcript from MLK's "I Have a Dream" speech, and show the video. The students will underline the points they find to be the most strong and persuasive.

<http://www.mlkonline.net/dream.html>

- 30 minutes: After we have watched the video clip, I will have them write a response to the video that includes examples of what they felt made the speech so convincing and powerful and what made them that way. Then we will have a class discussion of examples they selected and what strategies were used to give that effect and make a list of those strategies on the board. I will tell them that when creating their speeches, I want them to keep in mind the strategies that MLK used.
- Homework: Work on speech draft.

Day 15, Friday:

- 25 minutes: Class is divided into 10 groups of 3, and students within each group exchange speeches and then read each silently while making notes.
- 25 minutes: Each member's speech is discussed as a group.
- Homework: Complete speech draft.

Week 4

Day 11, Monday:

- 50 minutes: Teacher/Student conferences (10 students)

Day 12, Tuesday:

- 50 minutes: Teacher/Student conferences (10 students)

Day 13, Wednesday:

- 50 minutes: Teacher/Student conferences (10 students)
- Homework: Work on revising speech.

Day 14, Thursday:

- 30 minutes: The class is watching Obama's inauguration speech looking specifically at his pace, voice, and body language and writing down examples of effective strategies they notice.

<http://www.cnn.com/2009/POLITICS/01/20/obama.politics/index.html#cnmSTCVideo>

- 20 minutes: As the class gives examples of strategies they picked out used in Obama's speech, the teacher writes them on the board, and then they decide what made the effective.
- Homework: Create note cards for your speech and bring them to next class.

Day 15, Friday:

- 50 minutes: Students work in pairs to practice/perfect speech
- Homework: Prepare to give speech and complete NING journal: How are you feeling about giving your speech? Are you nervous or excited, and what about? Are you scared your content won't be accepted by your peers? If so why and how do you plan to overcome this fear?

Week 5

Setup of How Speech Days Will Work:

- Students will not know when they are going to be presenting, as to not give an advantage of extra time to the students going later in the week, so they must come prepared every day.
- At the beginning of each class the teacher will draw names from a bag and announce who will be going that day, and they will go in the order their name is selected.
- During/after each speech the teacher will fill out a rubric for the student (In Appendix I), and the class will complete peer evaluations (Appendix VI) which will be collected all at once when the speeches are complete.
- The teacher will time speech and raise their hand at 1 minute left so the speaker is aware of the time.

Day 26, Monday:

- 50 minutes: 6 speeches given. Class fills out peer evaluations.

Day 27, Tuesday:

- 50 minutes: 6 speeches given. Class fills out peer evaluations.

Day 28, Wednesday:

- 50 minutes: 6 speeches given. Class fills out peer evaluations.

Day 29, Thursday:

- 50 minutes: 6 speeches given. Class fills out peer evaluations.

Day 30, Friday:

- 50 minutes: 6 speeches given. Class fills out peer evaluations.

Find Out What You Believe in, and Stand Up for It!
Unit Packet

Essential Questions:

What do you believe in?

What change do you want to see in the world?

What are willing to stand up for?

Rationale:

The purpose of this unit is to test your strength. I want to see how brave you can be, and if you are truly willing to stand up for what you believe in.

I want you to stand up for something that others may be ashamed to. That society may think isn't something a kid like you should care or worry about. I want you to look at the world around you and question what changes you want to be made, and whether or not you're really willing to do something about it.

I want *you* to change. I want you to evaluate yourself. I want this unit to show you that maybe you don't believe in something as strongly as you did, and then find something else that you are truly passionate about.

I want you to find yourself. Not the stereotypical characteristics that society expects and pressures you to have based on your race, gender, looks, clubs, or sports you're involved in. I want you to be a human, a person, a soul who can be and believe in anything you're passionate about.

Grade Breakdown:

Participation in Class Discussions	10 points
10 NING Journal Entries	20 points
2 Socratic Circles	20 points
Speech	50 points
Total	100 points

Assignments

- Participation in Class Discussions:

This unit is student based, which means we will be spending a lot of time on class discussions. It is essential that everyone participates in order for me to know that you have been reading, and in order for you to truly get anything out of this unit. I am going to trust that you are all mature enough to read each night in order to participate, but if at any time I feel the class has not read I will give a quiz on the reading. In the end though it will be your loss if you do not participate, because in total there will be 10 days of discussion to earn your points. The participation section of this unit is worth 10 points total which means that if you do not participate, your overall score will be dropped by one letter grade. Each of the days we have class discussion I will rate your participation on a scale of 0-10, record the score, and at the end of the unit I will average these for your final participations score.

- **NING Journal Entries:**
Throughout the unit you will be posting a total of 10 entries on our class NING. Some will be reflections of readings and discussions, some will be recalling and reflecting on personal experiences and others will be answering and the revisiting the three essential questions. Each journal assigned for homework is due by Midnight the night it is assigned on less otherwise noted, in which case a deadline will still be assigned and at that time the discussion will automatically close. No late journals will be excepted unless proof of extreme circumstance is documented and reported. Like your grade for participation section, this section of this unit is worth 10 points total which means that if you do not participate, your overall score will be dropped by one letter grade. I will rate each of your entries on a scale of 0-10, record the score, and at the end of the unit I will average these for your final participations score
- **Socratic Circles:**
For two sections of the book the class will be participating in a Socratic circle. As we have done in other units, before the Socratic circle takes place, you will be given a list of which group you will be in and which passage to focus on. Your participation in the two Socratic circles combined is worth a total of 20 points, thus 2 letter grades on your final score for the unit. During each you can receive up to 10 points. It is required that every person speaks at least once, and your score will not be based on how many times you speak, but the quality of the points you make.
- **Speech:**
Your final project will be to give a speech on what you have decided over the course of the unit, is something you *truly* believe in and want to share with the class. You will give an inspiring essay to the class that reveals your answers to the essential questions: What do you believe in? What change do you want to see in the world? What are willing to stand up for? You will aim to educate as well as inspire them, in hopes that others will see the need for the change you describe.
You will have plenty of time and participate in many discussions that will help you come up with a topic and craft your speech. You will also have one on one conference with me and workshops with your peers. For the most part you have free range to explore any topic and give any style speech you please, as long as it is approved by me, and it includes the criteria explained in the rubric. The rubric for the unit is attached, and I will go into further detail about it as the time gets closer to when you will begin draft, but until then, we will focus on find your platform.

Speech Rubric:

Choice of information: Consider the content of the speech, originality and riskiness of material, and uniqueness of subject. Look back at NING journal responses where the students answer and then reevaluate their answers to the three essential questions. Are the students really standing up for their beliefs and not being ashamed of them? Are they overly defensive about their content to a point where they seem ashamed?

____/25

Organization of Material: Does the speech have a logical and smooth flow? Is the introduction and conclusion effective and inspiring? Does the body of the speech bring the introduction back full circle to the conclusion?

____/ 15

Use of Language: Does the speech contain an effective selection and combination of word, phrases, and sentence structure? Do these elements “paint a picture” in the mind of the listeners?

____/15

Body Language: Does the speaker establish and maintain eye contact with audience members? Are their facial expressions portraying the feeling of their speech (smiling when happy, serious when sad, excited when passionate, etc)? Does the speaker appear relaxed and confident?

____/15

Delivery: Is the speech carried out in a fluent, clear, and smooth manner? Do they use a tone of voice that effectively portrays the feeling of the speech? Is the pronunciation and articulation of words and phrases correct, clear, and easy to understand? Did the speaker use effective and appropriate pace, pauses, and volume control?

____/20

Time: Did the speech stay under the 3 minute time maximum and above the 2:30 time minimum?

____/5

Peer Evaluations: The average score of the peer evaluations. (50-45=5, 44.9--40=4, 39.9-30=3, 29.9-20=2, 1.99-1=1, .99-0=0)

____/5

Overall Score: _____/100

Comments:

"Imagine"
John Lennon

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today...

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine all the people
Living life in peace...

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world...

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one

'Imagine' by John Lennon

Many members of the World Socialist Movement have considered John Lennon's song *Imagine* an anthem of universal hope. In few other songs, and perhaps in no song that reached as wide an audience as that one, is the socialist vision so accurately and movingly conveyed. *Imagine* is a humanistic song par excellence, denying humans the place they often accord themselves in the spiritual universe, and instead relegating them to their material and exquisitely beautiful home of Earth. This Lennon does to urge his fellow men and women to unite in creating a world fit to live upon, one without countries, war, religion, or private property. Sharing this world together as a true "brotherhood of man," some in the World Socialist Movement have wondered if he wrote this song after reading a copy of the *Socialist Standard*.

The Beatles, a band he not only founded (along with Paul McCartney) but also named, was a group whose fame and meaning he often felt uncomfortable about. It was after all Lennon who also brought the Beatles to a close by telling the other members he was planning to leave, prior to the release of his "Instant Karma" single.

John Lennon's anger and sense of the absurd was of course expressed in his acerbic lyrics. Interestingly, his later political self only appears as a logical extension of his former pre-Beatles and early Beatles self if we do not consider his brief 9 years as a famous Beatle. It is true that traces of his rebelliousness were often found in his Beatles interviews, and his statement that the Beatles had become more famous than Christ was a rare albeit unwitting use of his fame to upset the status quo that would probably not be rivaled until the Sex Pistols starting swearing on British national television a dozen years later.

One could argue, then, rather successfully, that John Lennon's Beatles spell, while it of course contributed enormously in melody and marketing to pop music in the 20th Century, was a sort of "selling out" and a turning away from his enormously creative potential and in particular from his genuine, political and critical nature. Beatles fans might take exception to that statement. But imagine if a contemporary grunge band like Nirvana of the 1990s for example had abandoned their aggressive look and musical style in favor of suits and short hair and singing pretty love songs guaranteed to win them a larger if not international audience, as well as to earn them favor with the royal family, in short, a similar "cuddly" look as the Beatles opted for in 1962?

The first time you hear John Lennon on a Beatles album ("Please Please Me," their first) in 1963 is interestingly titled "Misery," and begins "The world is treating me bad." Indeed, Lennon often threw these little lyrical bombs from his true self into otherwise pop-perfect gems that echoed the musical sensibilities of American pop (Beach Boys, Buddy Holly, Motown). Perhaps Lennon enjoyed using his songs, as he had the world around him, as an opportunity to put a foot in, or, as a title of a book he was to write a few years later suggests, a spanner in the works (in a pun that ended up actually being "Spaniard In The Works").

Those lyrical contributions contrasted sharply with the oftentimes drippier McCartney lyrics, in which love songs (as the Beatles mostly sung) were more banal expositions of the heart. While all Beatles songs were attributed to the Lennon-McCartney partnership, such a thesis is supported by how after the Beatles split, the Lennon songs immediately (beginning that very year of 1970) began exploring profoundly political, psychological and existential themes, while McCartney's solo work has mainly continued to delve into the nostalgic and romantic, and is for the most part either far less interesting to analyze and far too boring to listen to, with the possible

exceptions of such few lone political statements as "Give Ireland Back To The Irish." On the LP "Please Please Me," "Misery" contrasted with "Love Me Do" and "P.S. I Love You" on the very same album. Even on the more traditional love song, "Ask Me Why," Lennon sings: "If I cry, it's not because I'm sad, but you're the only love I've ever had. I can't believe it's happened to me, I can't conceive of any more misery." Thus even on that song in which the object of his affection has been won over, Lennon sings from his dark side as the Everyman who is amazed that he found love, or is himself loved, while an uncertain cloud of doubt and pain hangs over the lover. The common perception that Lennon sang the more biting lyrics is generally borne out by analyzing them, and since it is apparently true that McCartney and Lennon each tended to sing the songs they contributed to the most as writers, one can only assume that Lennon's struggling spirit was largely responsible for investing that struggle and discomfort more profusely into his own lyrical creations, and hence into the Beatles repertoire itself. As soon as the Beatles were history, John Lennon began to make history with his painfully honest and political songs. The 1970 "John Lennon/Plastic Ono Band" album was a case in point. It was the "Imagine" album from 1971 that contained the title song, selected by Citizens of the World as its official anthem. Other political songs of note were "I Don't Want To Be A Soldier" ("I don't wanna die"), and "Give Me Some Truth" ("I've had enough of reading things by neurotic, psychotic, pig-headed politicians, all I want is the truth now").

John Lennon's most overtly political album was side one of the 1972 "Some Time In New York City" (side two was extracts from a concert with Frank Zappa). On this album, John penned the famous feminist statement "Woman Is The Nigger Of The World" ("We make her bear and raise our children, and then we leave her flat for being a fat old mother hen. We tell her home is the only place she should be, then we complain that she's too unworldly to be our friend"). Lennon asks us to "think about it, do something about it." The next song "Sisters O Sisters" by Yoko Ono is another feminist song calling on her human sisters to build a new world because "we lost our green land, we lost our clean air." Song three, "Attica State," is an anti-prison, pro-freedom song urging us to "free the prisoners, jail the judges, free all prisoners everywhere, all they want is truth and justice, all they need is love and care." "Sunday Bloody Sunday" and "The Luck Of The Irish" deride British rule ("You should have the luck of the Irish, and you'd wish you was English instead!"). Finally, John and Yoko both contributed songs about prisoners John Sinclair (sentenced to 10 years for selling marijuana to an undercover police officer) and Angela Davis, black activist. This was not a musically strong album for the man who had once penned the melody of "Strawberry Fields Forever," but it allowed Lennon to devote an album to the news of the day.

Speculations have abounded as to why John Lennon was assassinated. Klint Finley (as reported on the website www.technocult.net in February 2002) quoted Lennon's son Sean as stating: "Anybody who thinks that Mark Chapman was just some crazy guy who killed my dad for his personal interests, is insane. Or very naive. Or hasn't thought about it clearly. It was in the best interests of the United States to have my dad killed. Definitely." Several conspiracy as well as "lone nut" theories are advanced. The conspiracy theories advance the hypotheses that John Lennon was viewed as a national security threat on several occasions, for Nixon and later for the new president Reagan. Several documented FBI instances of surveillance of John Lennon and trumped up arrests in the 1970s are used to back up the theory. It is of course true that John Lennon was a major national figure who was involved publically in diverse radical political causes, including supporting the IRA, a Trotskyist group, and the causes of various prisoners, at different times. There is also considerable support for the "lone nut" theory as Mark Chapman

had been receiving treatment for paranoid schizophrenia for his entire life since childhood, as well as had entertained numerous delusions about John Lennon and Todd Rundgren as well. So what if Mark Chapman had not actually been a "Manchurian Candidate" for a secret group of governmental officials? The greater likelihood is that John Lennon and the other Beatles came on the heels of the post-war and Cold War spectacle begun by Kennedy of Camelot, in which Americans stood unified behind a President mystically and mythically conceived as from the ranks, facing the glorious future he promised rife with social programs. The Beatles arrived as the nation was mourning the loss of more than a man but of his and now their dreams, and indeed one might say helped to soothe their loss, divert from them as only the power of the Spectacle can.

Following Kennedy's assassination, it was John Lennon in particular who stood as the most visible and most vocal opponent of this unified land. He had been the archangel of the new society and now had become the archenemy, whose records were being burned by Christians for his statement about Christ and later who supported the various forces of opposition and apparent destruction. For a young man (Chapman) already suffering from paranoid delusions, John Lennon may have presented himself as the obvious symbol of the historical split within his world, and of course it may be that all paranoid delusions represent projections of the split within the sufferer's mind, projections of anger about vulnerability that is externalized upon evil others, and so kept from personal accountability.

There is truth in all paranoid delusions. For example, John Lennon was in fact both the prime creator of pop music and its greatest critic. He elevated it to dimensions that even dwarfed Elvis and helped to tear it apart. He became a public figure with whom millions identified, yet he also alienated millions. He turned the rock star into a figure that expressed the words and feelings of a generation and so became at once its figurehead and target, its liberator and its curse. Once he had entered into the homes of a hundred million young people, as the very symbol of the spectacle of the new media, he also dragged in with him in the parents' heretofore safe houses the generation gap, the antiwar movement, and the "communist menace." John Lennon embodied more than anybody the very dialectic of the 1960s—the tension between liberalism and freedom to exploit on the one hand, and anti-capitalism and freedom from exploitation on the other, between America's pleasure principle (exemplified by the Beatles) and its reality principle (the world of false information, impossible wealth, and even more impossible power), between music as entertainment and music as the chorus for the revolution.

It is surely no coincidence that at the advent of the Reagan era, that was perhaps more than any other to silence its massacres abroad and its perceived aesthetic and political excesses at home, liberties were to be taken with the hand that had helped to send its house of cards tumbling down. It often takes the mad to see the madness around them with acute hypervigilance. Yes, Mark Chapman was most probably mad, but his assassination of John Lennon expressed unwittingly a social wish for the assassination of others like Lennon (some successful, others only in fantasy). It is therefore easy to fall prey to a (often false) conspiracy theory these days, as the ruling class conspires daily to protect its domain, and the working class does not yet conspire in numbers greater than a few thousands here and there to undermine it. John Lennon was the perfect target, in many ways, even if his murder was not a concerted effort by the powers to be to be rid of him.

What he left behind was the utopian imagination we all share that still exists in a million brains refusing to be silenced. "Imagine," the song, was unquestionably Lennon's finest moment. Its lyrical and conceptual clarity shone sunlight of vision upon our dark and violent world. It

urged us to imagine a world without property, without religion, without nations, living in peace. It postulated an economic order in which both greed and hunger would be impossible. Socialists also share this vision. They support the cause that approaches humanity towards the goal of a classless economic order in which wage labor, money and buying and selling have been replaced by free people working together to meet their needs without the constraints imposed by the market system, in short a world of peace, equality, abundance and ecological sustainability. You may think that we are dreamers, but we are not the only ones. I hope someday you'll join us. And the world will live as one.

Appendix IV “Writing a Persuasive Speech: Format and Tips” Worksheet

Writing a Persuasive Speech:
Format and Tips

Part 1: Introduction

Get their attention! Come up with a clever eye catching title just like in advertising, where marketers create interesting names for the products they're trying to sell you. Use a catchy introduction to make the audience feel they relate to your subject. Come up with a slogan or catch phrase, or tell a story relating to the issue to hit home with your listeners.

Part 2: Overview

Inform your audience of what you're going to be talking to them about. Because listening is not the same as reading, your audience needs to understand your main ideas from the beginning. It's not like when you're reading something, and you don't understand, you can go back and re-read. Also you don't want the audience to spend their time trying to figure out the issue you're discussing, you want them to be listening to all the great points you have!

Part 3: Body

You want to organize your points of argument into a hourglass shape of importance.

Very important point
Important points
Extra points
Important points
Very important point

This way you get all of your points in and don't lose the audience's attention.

Part 4: Conclusion

Save your best point for last, and hit a home run! Use the last key point in a story, or another creative way to make sure the idea sticks with your listeners. Then bring the speech back to the introduction.

(Continued on next page which would ideally be printed on the back of this page)

Tips for Preparing Your Speech Performance

- Make marks on your speech. Practice reading the speech aloud, and put dashes where you want to pause, and underline words you want to put emphasis on.
- Practice giving your speech to someone. Ask them to tell you what parts they think are working best, and what parts they didn't understand. Then revise issues, and try again till it works.
- Practice annunciating long words.
- Memorize what you can, but create note cards with bullet points.

Tips for the Actual Speech

- Talk slowly to make sure your audience can understand everything your saying, and take your time so you don't fly past important points.
- Put emotion behind your word, sound concerned, knowledgeable, and convincing.
- Make eye contact and keep you're audience's attention. Make them feel like you're talking to directly to them.
- Don't be stiff. Move around the room, and make sure everyone can see you.
- And finally....BE CONFIDENT! You can do it!

Teaching Speech Strategies
Through the First Obama/McCain Debate

Purpose/rationale:

This lesson will be used to introduce persuasive speech and writing strategies through the first Obama-McCain debate. Students will select good strategies, and use them as a model for our in class debate, and later in writing their persuasive essays and speeches.

Materials:

Teacher-

- Copies for each student of the transcript from the first Obama-McCain debate
- Video of the first Obama-McCain debate
- Board (chalk or dry-erase) and appropriate writing utensil
- Two sided coin

Student-

- Paper and pencil

Anticipatory set:

I will introduce the subject of persuasive speech and writing to the class by showing them a clip from the Obama-McCain debate. As they watch the video, they will each have a copy of the transcript from the debate. I will have them underline the points they find to be the most strong and persuasive, and circle the points they find to be disagreeable or hindering to the subject the speaker are trying to convince or inform the audience about. I will have written on the board Obama and McCain's names, and then under each, a chart labeled strengths and weakness. I will have the students will raise their hands and give examples of the strong and weak points they selected for each speaker. I will tell them that speech writing, such as the ones we just looked at, is a form of persuasive writing. I will explain to them that in order to create a successful speech, the speaker must come up with the pros or cons for their issue, and be able to present those points to the audience. I will also explain to them that they should keep in mind the debate they just saw and read, while preparing for the debate we are about to have in class I will tell them to try and model its strong approaches, and I avoid its weaker ones.

Teaching Strategy/Procedure/Activity:

Time	Teacher is...	Students are...
3 Minutes	Dividing the class into two groups, and appointing a note-taker for each group	Getting into groups and forming a circle. Note-taker is getting out paper and pencil.
2 Minutes	Telling class that they will be debating whether or not school uniforms should be mandatory, and then making one side the “for” group, and the other the “against.” Then telling them to come up with a list of the pros for their assigned side of the issue.	Listening, responding, taking notes and asking any questions they may have.
15 Minutes	Walking around and helping groups.	Discussing issue, thinking of pros, while the note-taker makes their list.
1 Minute	Asking the note-taker of the “for” group to choose head or tails, and then flipping coin. Allowing group who wins the coin toss to decide if they’d like to go first or second.	Listening, and then choosing side.
2 Minutes	Explaining to the class, that because the issue only contains one question, “should uniforms be mandatory or not”, that rather than them being asked questions by a mediator as in the presidential debate, they will simply take turns giving pros.	Listening and asking any questions they may have.
10 Minutes	Announcing the start of the debate, and then mediating and controlling debate, selecting speakers from the hands raised on each side.	Raising hands to give points, and debating the issue.
5 Minutes	Wrapping up debate.	Listening and asking questions.

Attachments:

For copies of the debate transcript and video:

<http://elections.nytimes.com/2008/president/debates/first-presidential-debate.html>

Adapted from:
Kendall, C. *Persuasive writing and speaking unit plan*. (2009).

Peer Evaluation

Evaluator:

Speaker:

Organization of Material: Does the speech have a logical and smooth flow? Is the introduction and conclusion effective and inspiring? Does the body of the speech bring the introduction back full circle to the conclusion?

____/ 10

Use of Language: Does the speech contain an effective selection and combination of word, phrases, and sentence structure? Do these elements “paint a picture” in the mind of the listeners?

____/ 10

Body Language: Does the speaker establish and maintain eye contact with audience members? Are their facial expressions portraying the feeling of their speech (smiling when happy, serious when sad, excited when passionate, etc)? Does the speaker appear relaxed and confident?

____/ 10

Presentation: Is the speech carried out in a fluent, clear, and smooth manner? Do they use a tone of voice that effectively portrays the feeling of the speech? Is the pronunciation and articulation of words and phrases correct, clear, and easy to understand? Did the speaker use effective and appropriate pace, pauses, and volume control?

____/ 10

Delivery: Was the speech inspirational and moving? Did you feel the speaker was truly standing up for their beliefs without any shame?

____/10

Overall score: ____/50

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