

Re-Reading History

Remembering Voices That Have Been Forgotten

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28 November 2011

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Rationale

Kindergarten through graduation, for many students, consists of learning and relearning American history as portrayed through the eyes of “dead white males,” or DWM’s (Smagorinsky 2008). These leaders certainly do bring strong opinions and beneficial lessons to any classroom; however, students too easily forget that there are *two* sides to every story. While the Pilgrims and early settlers were establishing their great new nation, there were Native Americans dying of small pox; while the founding fathers were writing our great Constitution, there were slaves, abused, exhausted, and incredibly wronged; and the Roaring Twenties were full of screaming minorities in a fight for Civil Rights. These are only a few examples in American History in which the opinions and experiences of the “less powerful” ethnic group has been silenced by history books.

But it is of great importance that students learn about and expose themselves to these experiences. They need to understand all the great races, cultures, and people who shaped our land. In today’s United States, a country peppered with multiculturalism, holding too tightly to the view of solely DWM’s could possibly create an environment of hate and racism, or at the very least perpetuating the misconception that solely DWM’s experiences are valuable. This unit aims to unveil to students discrimination throughout the United States’ past; show them the ways in which these groups overcame persecution; and expose them to Literature and art of the minority, in order to help them make the connections to racism in today’s world—all of this while simultaneously learning effective, life-long reading and writing skills. Through these elements, I hope for students to begin to gain a sense of civic awareness, learn the cultural

significance of major events from multiple perspectives, and make the connections between past and present social problems and experiences. Understanding the past helps us *reshape* our present, and ultimately future; this goal of connections and reevaluation of practice is precisely the unit's purpose.

Extensive learning about one's country and history helps create citizens who more fully understand the responsibility they have within our society. When unjust laws are implemented, when leaders take advantage of their power position, and when a nation is gripped by fear of the "other," citizens become responsible for stepping up and searching for change, equality, or freedom. Prior to beginning this unit, students will have already been exposed to several classic texts, written from the view of predominantly white male leaders; thus, this unit will provide a different perspective of the same events. Reading Literature throughout the unit such as Julius Lester's *To Be a Slave*, vignettes from Richard Wright's *Black Boy* and Frederick Douglass's *Narrative in the Life of Frederick Douglass*, and several poems and short stories such as Yoshio Mori's "Business at Eleven" and "Say It with Flowers," will offer students a greater understanding of the United States' history. The country has been formed by several different groups, and the voices of these groups are all equally important in studying and understanding the past.

The overarching text for this unit will be Julius Lester's *To Be a Slave*. The book is a combination of slave narratives, first written in Standard English, and then told in the dialect of the slave. This collection of narratives reveals the extreme cruelty of slavery in the United State's history, provides a strong examples of the circumstances with African American slaves

had to overcome, and allows students to understand just what they can and should do in society. Studying these narratives will also reveal point of view in Literature, requiring students to distinguish between what is directly stated and what is meant in order to understand the author and his purpose. More importantly, the two writing styles will directly show students how stories can sometimes change based on narrator. I hope for them to learn the impact of author's choices, of implicit and explicit explanation, and then apply the same logic when making choices for their own narratives (Common Core State Standards, 2011).

The importance of civic awareness and cultural responsibility empowers students with an understanding that when an ethnic group or race is wrongly persecuted, the member of said group have the responsibility and right to find freedom. In an effort to show students reactions to persecution in the past, we will be reading and comparing two short stories from Yoshio Mori's *Yokahama, California*. These short stories both follow the life of young Japanese boys during WWII America. Under persecution, they choose to help their families in very different ways—working for money and working for love. We will also be reading and comparing the biographies and speeches of Dr. Martin Luther King Jr. and Malcolm X. These two men had very different pedagogies, and studying the opposing reactions should help students gain the understanding that there are always *options*. I hope for these texts to provide students with examples of persecution and possible solutions.

I am aware that Malcolm X is a more controversial speaker, and he rarely appears in high school curriculum; however, I find that it is important for students to study several view points. Moreover, I am accompanying the speech with a lesson on Malcolm X's biography; access to his life and beliefs will show what *led* to his ideals as a speaker and activist. These

connections allow students to see how cause and effect relationships work, while understanding that the speech is not an isolated event (Common Core Standards, 2011).

Additionally, we will be studying Frederick Douglass's *Narrative in the Life of Frederick Douglass*. We will be focusing on the excerpt revealing the inhumanness of slavery and the cruelty it breeds. I hope to show them the how, when people dehumanize others, the repercussions are extreme; it can lead to hatred and cruelty. Through teaching students this lesson, I hope can begin to recognize possible dehumanization in their own worlds. This awareness could lead to their attempt to avoid the cruelty and end the persecution, whether for themselves or others.

The cultural significance of this unit can be found through understanding the reality that often times certain minorities or less powerful groups in society can be forgotten in history; however, when these groups create bodies of Literature, art, music, and oral stories, they can begin to fight back and allow their voice to be heard. Through literacy Frederick Douglass gained his power. Through jazz several African American musicians shared their pain, creativity, and force. Through oral tradition Native Americans revealed their beliefs. Exposure and evaluation of these texts will show students the power of self expression. Then, as they write their own narratives and Letters to the Editor, they will begin to see how their own experiences are powerful and meaningful. They too can make a difference, and they too have a purpose.

The most important and influential aspect of this unit's cultural significance will be the connections students make between the United State's past treatment of certain social groups

with the treatment of immigrants and minorities in their current worlds. Ellen Keene reminds us that often times students believe that understanding in the classroom means “remembering the facts long enough to answer questions, completing a project, or scoring well on the test” (2007). In order to defy this belief, we must make lessons relevant and purposeful. By creating a unit that students can directly tie to their own day-to-day lives, they will begin to understand the significance as well as more thoroughly remember the material and lessons.

For students, the experience of writing a narrative from the minority perspective will allow them to “put themselves in someone else’s shoes.” This writing exercise does not have to be based around a race relationship; rather, I hope for students to look into the minorities that exist on even smaller levels: the one brother in a five-children household or the Catholic or Muslim in the Baptist South. This exercise will help students see how easy it is for minorities to lose their voice; it will also help them understand how difference people experience the same situation differently. I hope for the narrative to influence students’ empathy for different social groups. It will allow them to recognize when they are the majority and then refrain from abusing that position while also realizing that when they *are* the minority their voice is still worthy, and they have every right to express that voice.

Continuing, by first studying the Literature of past social groups and then relating these to current struggles of Mexican immigrants and problems minorities today still face, students will be expanding their schematic knowledge, an element essential in development (Smagorinsky 2008). According to Smagorinsky (2008), a unit designed with this method in mind “will help students understand new material that is related to familiar material.” The

research assignment built into the unit will teach students facts about the social issues that existed throughout the United States' past, and the reading we do as a class will show them how these groups experienced and reacted to such circumstances. This scaffolding will then provide student with an opportunity to more fully understand the parallels between the past and present minority and immigrant treatment. Through starting with the past, they will be able to make connections without preconceived tainted views of people; gaining more insight in order to help them form opinions of how to go about treatment and views on such groups.

This unit may seem controversial at first because, if misinterpreted, some might think it undermines the opinions of several white, male, influential writers throughout history. It does, in a way, reshape the way students will think of American history. The unit unearths some harsh truths about our past, focusing on the mistreatment of the non-dominant ethnic group. Also, some of the material may be controversial, containing language that may be offensive or graphic.

But the reality is that often times, students are exposed to this language and detail *anyway*. Whether they hear it on the school bus, on a video game, music video, or movie, they are not safe from the words or images that these texts will contain. The benefit of adding it into classroom material is that I can then show them *why* it is offensive. They can understand that terms exist because of racial prejudices and misinformed hate. If they can more readily see how these terms were first used, perhaps they will no longer find it acceptable to be used in today's society.

More importantly, I must emphasize that this unit is in no way designed to undermine the work of white American male writers. In fact, much of the material we will read and explore prior to this unit will be predominantly be written by these great men. Rather, this unit is designed to remind students that more perspectives than simply DWM's exist. And these perspectives bring completely different experiences and opinions to the forefront. They are worth studying and remembering, but they are often forgotten in curriculum. I want my students to remember that whenever there is a majority, there is a minority also; whenever a group has power, another is probably losing power.

The reality of power struggles between majority and minority groups in the United States today is intense: the experiences of post 9/11 Muslims, the lives of Mexican immigrants, the laws passed regarding minorities, the still-struggling African Americans caught in lower socioeconomic situations. All of these groups tend to be forgotten while the news presents a predominantly white, mid- to upper-class perspective on economics and policy. All too often, the majority forgets to consider differing opinions and experiences, what life is like less powerful cultural groups. This unit is designed to remind students to always look for the other perspective, always remember the voice that is silenced—and sometimes this voice may be their own. Once they have done that, they can evaluate the validity of both, determine what action or belief is more appropriate, and more completely understand their world.

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Materials

Central Text:	<i>To Be a Slave</i>	Julius Lester
Supporting Texts:	<p>“What About Harlem?”</p> <p><i>No One Heard Words on a Page: Collection of Essays</i></p> <p><i>Black Boy</i></p> <p><i>Narrative in the Life of Frederick Douglass</i></p> <p>“Business at Eleven”</p> <p>“Say It With Flowers”</p> <p><i>I Have a Dream</i> Speech</p> <p><i>Don’t Sit In, Stand Up</i> Speech</p>	<p>Lois Tyson</p> <p>Richard Wright</p> <p>Frederick Douglass</p> <p>Toshio Mori</p> <p>Toshio Mori</p> <p>Martin Luther King, Jr.</p> <p>Malcolm X</p>
Additional Materials:	<p>Ellis Island Photo Collage</p> <p>Native American Video on Mankind (2)</p> <p>Biography: Martin Luther King, Jr.</p> <p>Biography: Malcolm X</p>	

Goals

Goal 1: Research Project

One of the main goals of this unit is for students to become familiar with the struggles and strides of less powerful peoples throughout America's history—often these are the non-white, non-male populations. This research project will help them understand what these groups have experienced and reveal the outlets used to fight back and express themselves i.e. jazz, poetry, literature, letters. If students are able to understand the circumstances and prejudices cast upon less powerful groups, then they can more clearly see power of the progress made and its relationship with writing and creativity. This project is less formal and more of a way to introduce students to these experiences and writing as a whole. I want students to expose themselves to the research in order for them to begin seeing the world from differing perspectives.

In order to help you prepare for the upcoming unit on the experiences of less powerful groups and cultures, you will be conducting small research projects. These projects will familiarize you with the experiences and struggles of these groups throughout American history. You will need to pick a significant time in history when cultures were persecuted (colonization, Civil Rights Movement, World War II, influx of Irish and Asian immigrants). Understanding the conditions in which these people lived is crucial in understanding their writing, as well.

You will work in groups of 3 – 4. Each group will choose one topic from the following:

Native Americans during Colonization

Women during Civil Rights Movement

African-American Slaves

Immigrants of the 19th Century/Ellis Island

Japanese Americans during World War II

Immigrants of the 20th and 21st Centuries

Your group will then need to conduct research that will be presented to the class. You will have two days to complete your research in the Library and organize your presentations. You will then have one day in class to present your research.

Your research project must meet the following criteria:

- Your presentation must include **at least one visual** (PowerPoint, Prezi, time line, diagram, poster, etc.)
- Your research must come from **at least three sources**. One of these must be a primary source.
- Your presentation must be clear and organized in such a manner that the class can easily understand your findings

- Sources must be accurately cited in MLA format
- You must **INDIVIDUALLY** turn in a reflection paper (no more than 2 pages) the day after presenting

You will be graded based on the following Rubrics:

	4	3	2	1
Quality of Research	Presented information is relevant, interesting, and presented in a clear, logical manner that demonstrates a clear understanding of the topic.	Presented information is interesting but brief and is presented in a manner that demonstrates some understanding of the topic	Presented information is vague or confusing and is presented in a way that demonstrates little understanding of the topic	Presented information is not clear or is incomplete. The group does appear to have researched the topic
Quality and Quantity of Sources	Researchers locate at least 3 reliable and factual sources. One is a primary source	Researchers locate at least 3 reliable and factual sources. No primary sources	Researchers locate only 1 or 2 reliable and factual sources	Researchers do not locate any sources, or their sources appear to be inappropriate for the topic.
Quality of Visual	Visual is neat, organized, and aids the audience in the understanding the topic	Visual is neat and organized, but does not offer any new assistance in understanding the topic	Visual is sloppily created and does not offer any assistance in understanding the topic	Group does not create an acceptable visual
MLA Format Citations	Group accurately creates an MLA style Works Cited page for their research	Group creates an MLA style Works Cited page, but failed to accurately cite all of their sources	Group lists their sources, but it is not in the style of a MLA Works cited page	Group does not cite their sources
Quality of Reflection Paper	Paper shows an insightful response to the research/ presenting experience and is turned in the day after presenting	Paper shows adequate reflection on experiences with research/ presenting and is turned in the day after presenting	Paper shows minimal reflection on experience with only one aspect of process (research or presenting) OR turned in late	Reflection paper does summarize the student's process, but fails to provide insight into experience

Goal 2: “Reverse” Narrative

One of the main goals of this unit will be for students to write a narrative from the perspective of a minority. This narrative will stem from a journal entry; the journal entry will prompt students to write about a time when they were in the majority position, what they did, how they felt, etc. (see lesson plan, Week One Friday). This “reverse” narrative will ask students to take the same situation and write from the perspective of a minority involved. They will need to be specific and appropriate in their use of detail, figurative language, and dialogue.

This assignment will help students understand how people can experience the same situation in incredibly different ways. It will also help students see the perspective of the minority, remembering the hardships of the authors/artists/composers we’ve studied throughout the unit. This project should help students with writing, detail, and story-telling (and other aspects of narrative writing) while also helping them understand the importance of remembering the minority. They should become more aware of the impact their actions may have on others and sympathize more, not wanting to take advantage of their position when they *are* the majority.

Over the last two weeks, we have read Literature from several less powerful cultures in the United States. Now, you will be writing from this perspective. Drawing from your last journal entry (reflecting on a situation in which you were the *majority*), you now need to write a ***first person narrative*** telling the same experience from the perspective of the minority involved.

Remember to include the aspects of narrative we have been studying:

- Detail
- Figurative Language
- Dialogue
- Creating Personality
- Purpose, Moral, or Lesson

Reflect back on the narratives we have read in class (Frederick Douglass: *Narrative of the Life of Frederick Douglass*, Richard Wright’s *Black Boy*, Julius Lester *To Be a Slave*) in order to remember how to incorporate these aspects into your own writing.

You will be graded based on the following rubric:

	4	3	2	1
Use of detail in story-telling and narrative writing	Writing is highly specific with details chosen for effect; Nearly all details contribute to focus; details are consistent throughout the writing	Writing contains various kinds of detail and a few are chosen for effect; details are consistent through much of the writing	Writing contains few very highly specific images ; general account of broad actions; the details chosen do not add to narrative effect	Writing contains almost no specific detail; uses barest language to tell what happens; there is no evocative detail
Use of figurative language in writing	Writer uses vivid and creative words and phrases that draw pictures in the reader's mind	Writer uses creative words and phrases, but story occasionally lacks detail.	Writer uses words that communicate clearly, but the writing lacks creativity.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. No creativity is used in this story.
Use of dialogue to aid in progression of the story	Several instances which dialogue in writing aids in continuing the story, gives insight to characters, plot, and sequence of events	Several instances of dialogue, but only a few of these aid in story developments, characters, plot, etc.	Only a few instances of dialogue in writing, none of these aid specifically to story development	No use of dialogue
Adding personality/voice into the narrative	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.
Incorporation of purpose, moral, or lesson learned from experience	The purpose of retelling the event is obvious through the narrative itself, not requiring an explicit explanation	Narrative has a purpose, moral, or lesson but the writer has explicitly included this lesson	Narrative has purpose, moral, or lesson, but this is not revealed through the story-telling or explicitly	Narrative has no purpose, moral, or lesson

Goal 3: Letter to the Editor

After three weeks of learning the circumstances and treatment less powerful cultures faced, and reading minority Literature, studying the music and traditions of these minorities, and educating ourselves on how obstacles were overcome and injustices fought, I want my students to reflect in a more argumentative, constructed way. The narrative is creative, personal, and slightly more informal. For this goal, I want students to be able to lay out fact by fact *why* understanding the “less-heard” voices are important.

They will be asked to construct a letter to the editor of an American or World Literature Anthology. This letter needs to explain their opinion of including the texts of these less powerful groups. They will need to choose whether or not these texts should be included or continue to be left out. They need to provide specific examples in a concise manner (letters to the editor are rarely more than 200 words). Finally, they will need to choose one piece of writing that we have read as a class, and use this piece in their defense—either they like or dislike and how constructs their opinion. They need to support their choice with examples of the benefits or drawbacks found in that work and why it would be important to add to the collection.

This assignment allows students to reflect on and remember their overall experiences that have come from reading a different perspective. They will be able to put these thoughts and beliefs into concrete words. It also will help with their analytical skill in defending one writing choice as well as argumentative approaches.

Although I do hope students will want editors to include more minority literature, if this is not the student’s opinion as well, they will not be punished or graded differently. The grading is based on forming an opinion, supporting that opinion, including an example, and being persuasive, not the opinion itself.

Over the last three weeks, we have read several works from the perspective of persecuted cultures in American history. We have discussed the importance of having a variety of voices in Literature and how different social groups experience the same circumstances differently.

It is now your job to create a Letter to the Editor of a popular Anthology arguing to either include more minority Literature or continue publishing without this voice. You will not be graded based on this opinion, but rather the support you have defending your opinion. Be sure to remember the important aspects of this style of writing which we have studied, and you will need to include these in your own letter.

- Knowledge and understanding of issue
- Summarize alternative courses of action
- Create a plan of action

- Clear and concise communication
- Letter Format

In addition, you need to choose **one** example of minority Literature from our class readings to include in your letter. This example needs to support your defense of why or why not the editor should include these perspectives. You need to defend this choice with at least two benefits or problems you believe come with reading you chosen text.

You will be graded based on the following rubric:

	4	3	2	1
Knowledge and understanding of the issue	Letter shows thorough understanding and concern for the issue supporting his or her view fully with accurate and relevant facts	Letter shows understanding and concern for the issue supporting his or her view with accurate and relevant facts	Letter shows some understanding of the issue and states some supporting details	Letter shows little understanding of the issue and states very few supporting details
Summarize alternative courses of action	Contains thorough but succinct information about the possible courses of action or opposing views and	Contains considerable information about the possible courses of action or opposing views	Contains some information about the possible courses of action or opposing views	Contains limited information about the possible courses of action or opposing views
Creation of a plan of action	Contains highly convincing support for a reasonable plan of action to appeal to the reader	Contains considerable support for a reasonable plan of action to appeal to the reader	Contains some support for a reasonable plan of action to appeal to the reader	Contains limited support for a reasonable plan of action to appeal to the reader
Communication through writing/style	A clear attempt has been made to use the attributes of a letter and tips provided to structure the piece while closely attending to conventions	An attempt has been made to use the tips provided to structure the piece and use appropriate conventions	Some attempt has been made to use the tips provided to structure the piece and use appropriate conventions	Little attempt has been made to use the tips provided to structure the piece and use appropriate conventions

Week One

Monday: *Today's Focus: Introduce Minority Treatment, Begin Research*

5 Minutes: Housekeeping, Roll

10 Minutes: Pass out brownies, expecting students to start eating and instantly realize that something is wrong—I will have made chocolate brownies, but without using sugar or sweetened cocoa. Yuck! At this point, I will let them think that I am just a forgetful cook who accidentally forgot an ingredient.

25 Minutes: Individually Read "[What About Harlem?](#)"

We will just be finishing a unit focusing on *The Great Gatsby*; this article addresses the fact that the book, which tries to be the most concise, great American novel, fails to mention Harlem. In fact, the only African Americans even in the book are two stereotyped "darkies." I don't expect my students to completely understand the significance of this article in relation to the upcoming unit, so I will discuss with them how this relates to the sugar-less brownies.

30 Minutes: Discussion—How the Brownies and the Article relate to each other

Discussion will be designed to help students understand that just because we mainly focus on the white, male perspective, WDM views are certainly not the only opinion of importance in American history. Often, other groups or cultures are forgotten, even though they supply our history with just as much influence, ideas, opinions, and changes.

Guiding Discussion Questions:

- What was the article trying to say?
- Have you ever heard of the Harlem Renaissance?
- Why do you think Fitzgerald failed to mention it?
- Could this neglect of a minority's influence/experience have been left out in other texts? What about history books themselves?
- Would Fitzgerald, a white American male, have even been able to capture the black experience in Harlem? Should he have tried?
- If not, where should we turn to get these experiences? If so, should we read this view with "a grain of salt?"
- What are some other times in history that minorities may be under represented in Literature?
- Would anyone like another brownie?
- So just because I left out ONE ingredient, the entire dessert is worse...

3 Minutes: Pass out research assignment; have students pick their topic

2 Minutes: Walk to computer lab (which I've already reserved)

- I will have on the board an [example citation](#) of a website/article
- 4 Minutes: Show them to how find credible sources
Libraries, universities, Galileo, EBSCOHost, etc.
- 11 Minutes: Begin researching with groups on the topic you chose
I will circle the room, answering any questions and making sure students stay on task. I will also periodically remind them of the requirements of the assignment

Tuesday: *Today's Focus: Research*

- 3 Minutes: Housekeeping, Roll
- 5 Minutes: Catch up on how groups are going
How much research were they able to do yesterday? What are some interesting findings? Have you all been brainstorming how you want to present the ideas? Ask about how many more days of research they will need (Hopefully just today and tomorrow)
- 3 Minutes: Organize ourselves and go to the computer lab (which I have reserved)
- 7 Minutes: Remind students how to use a search engine wisely; show them creditable websites (Galileo, EBSCOHost, libraries, universities, etc.)
- 4 Minutes: Example citation of a resource
(using an article found by a group Monday) to refresh memory; remind students it may make it easier on them to cite each source AS THEY GO, not all at the end
- 30 Minutes: Let students research their topic
I will be circling the room to make sure they are on task and answering any questions they have
- 3 Minutes: Stop the research process and have students informally discuss what they are finding, what stands out to them, what has been interesting/hurtful/different from normally taught
- 7 Minutes: Informal writing in journal about findings/discussion—this is to give them a break from pure research but still have them continue thinking about the process and their findings
- 25 Minutes: Go back to researching
- 13 Minutes: Encourage students to start discussing their presentation; what do they want to present from their research? Who will have what part? What kind of visual will they use? Make citations as necessary

Wednesday *Today's Focus: Research and Report Preparation*

- 3 Minutes: Housekeeping, Roll
Students will report first to computer lab to save time
- 4 Minutes: Checking on status of research:
How's everything coming? Are you all finding research that is surprising? Are you starting to figure out what you want to share with the class? About how much longer do you think you'll need for the *research* part of the assignment?

- 15 Minutes: Finish up any research they need for the project
- 2 Minutes: Collect our things and return to the classroom
- 3 Minutes: Remind students what I expect in their presentations
 Okay, let's get started working on presentations. Remember you have to have a visual, what are some visuals you could use? (PowerPoint, Prezi, poster, charts, pictures, screenplay, video, etc.) Who needs to have a speaking part? (Everyone)...
- 5 Minutes: Students will sit with their groups and *brainstorm*.
 I do not want any group actually working on their presentation/visual during this time. Rather, they will be sharing ideas, improving those ideas, and listening to all group members' thoughts. I will be walking around the room answering any questions they have and asking questions as well: What is your group thinking about using as a visual? Do you know how you want to organize your information? Have you split up speaking parts?
- 38 Minutes: Work in their groups on preparing their presentations.
 I will have poster board, construction paper, and markers for those who need it. If students need to use computers and the ones in my room are occupied, they can go to the library (if students go to the library, they will need to be back in class 20 minutes before the end of class to show me what they have accomplished); Students should be working equally on tasks and effort. During this time, I will be answering questions when asked, but I will mostly be working on the presentation that I have to give regarding the Harlem Renaissance and the Civil Rights' Movement.
- 2 Minutes: Review what library groups have finished in their time
- 4 Minutes: Brief, informal discussion of progress.
 How far has everyone come? Do you think you'll be ready by tomorrow? Do we need the rest of class to polish and finish? Don't forget that you need to cite your sources correctly
- 6 Minutes: Finish working on presentations and rehearse if time/necessary
- 8 Minutes: Discuss the rules of Presentation Day
 "Okay, we need to make sure that everyone is respectful and doing their part while others are presenting. What are some rules that we need to make?" I expect kids to instantly say "No talking, no laughing..." I will write what they say on the board and lead them into more specific rules "What about if you have a question?" (Save it until the end...) "Well what if you forget by the end... maybe we should write our questions on a piece of paper while they present?" By the end, I expect to have led them into forming rules such
1. No talking while others present
 2. No laughing or making jokes
 3. Write questions on a piece of paper to ask at the end
 4. Pay attention to the facts and details of each presentation

5. Take a quick note when you hear something *new* about an event in history
6. Take a quick note when you hear something cruel, something that upsets you

These rules will remain at the front of the class. Students will be graded based on their interaction with the class—“You are all working together, in a way. If you disrespect a group while they’re presenting, they may not want to help you... keep that in mind”

Thursday *Today’s Focus: Presentations*

3 Minutes: Housekeeping, Roll

3 Minutes: Creating an Order

Students will volunteer to go first, second, third, etc.

2 Minutes: Reviewing the rules from yesterday

why did we make these rules? Remind students to take notes and pay attention to each

82 Minutes: Presentations

Each group will need to spend about 10 minutes presenting and discussing their visual. After each presentation the floor will be open for questions. I will present last.

If there is extra time at the end of class, we will begin discussing some of the notes students took. What did they find interesting? What was different from what they previously thought? What was incredibly cruel? Or not so much? What did they take away from each?

Friday: *Today’s Focus: Beginning Text, Introducing Reverse Narrative*

3 Minutes: Housekeeping, Roll

5 Minutes: Brief, informal discussion about the notes students took (see end of Thursday)

3 Minutes: Introducing the underlying text, *To Be a Slave*

There are a lot of difference between the history we learn of slavery and the events that actually occurred. Sometimes, when history is being written, some details are left out; some sense of “humanity” is lost. The book we are about to read is written in different voices: the Standard English writing of slaves’ stories, and their exact words/style written in their dialect. I want you all to stay aware of these differences and look for words that change and how that changes your feelings while reading.

10 Minutes: Shared Reading

We will read the first chapter of *To Be a Slave*. I will read the stories written in Standard English, and I will have recordings of the stories in Slave Dialect.

5 Minutes: Brief, Informal discussion on Book so far

What do you like better, Standard English or dialect? Do you think you will be able to read the dialect on your own? What has already surprised you about the lives of slaves?

15 Minutes: Fishbowl Activity

Prompt: *You all have taken several history courses over the last 10 years of school. Have you learned enough about American history? Are there problems in leaving out experiences? What seems to be left out most? Or rather, what seems to be presented most?*

I will monitor this discussion, reminding students to think back on the research presentations. Hopefully students will keep the discussion moving, but if necessary, I will ask questions: *Why is it important to study history at all? Can it repeat itself? Do you think the experiences you researched could happen again?*

2 Minutes: Get back in seats and get settled

15 Minutes: Journal Entry

I want you all to write about a time when you were the majority. This could be at a sleepover and there was only one parent; this could be when you were the only boy/girl in a room, or one of few; it could be the majority race, sex, age... anything! You just need to have been the majority.

I want you to write about that time, focusing on the physical elements of the scene. Describe what happened in the situation. What did you see? Feel? Smell? *What happened?* Remember, this is a journal entry.

You will not be graded on grammar or schematics. Rather, just focus on the experience and the physical surroundings of the situation.

2 Minutes: Students can briefly discuss what they wrote with a neighbor

20 Minutes: Independent Reading

Students can read their books for class or choose their own books. This is a time for them to just get into a book. There are no expectations other than them being quiet and remaining on task.

5 Minutes: Pass out Reverse Narrative Assignment

Encourage students to use the journal entry they just wrote since they already have reminded themselves of the situation and the details involved. But they are welcome to use another time when they were the majority and reverse that. It does not have to be the same as their journal entry.

Week Two

Monday: *Today's Focus: Dialogue in Narrative Writing*

3 Minutes: Roll, Housekeeping

5 Minutes: Remind students of reverse narrative assignment; see if they accomplished anything over the weekend

8 Minutes: Reading Check

Students will be familiar with this procedure by this point in the semester: Write for 10 minutes on the first four chapters of *To Be a Slave*. Include any details you remember and feel are important; feel free to share your opinions and interpretations. Remember, this is to show me that you did, in fact, read.

13 Minutes: Read "[No One Hears Words on a Page](#)" Essay 1

This essay will fill students in on the oral tradition of Native Americans.

5 Minutes: Watch [Native American tale on Mankind](#)

10 Minutes: Informal Writing (to be used for discussion)

What was the purpose of the tale? What are we supposed to take from it? What made you come to this conclusion?

8 Minutes: Discussion of Writing in Small Groups

What they wrote about, share ideas. Open the floor for personal experiences with oral tradition (dinner-table talk, grandparents)

20 Minutes: Classroom Discussion

This discussion will start with students simply sharing some of the ideas they wrote/talked about with groups. I will move it into their beliefs about the purpose of story-telling—keep culture and ideas alive, pass information, answer questions; universal theme of conflict—there seems to always be someone or something to fight, what is their experience with this?; how the ORAL part is important—what did dialogue do for your understanding? What may have been lost if not spoken?; definition of literacy: Native vs. European—oral, pictures vs. written “standard” English; what does this mean for views on Natives? Were they thought less of because of this difference in literacy?

Use this time to also remind students did Native Americans did write and record, but Europeans often used this against them (abusing treaties)

10 Minutes: Discussion of DIALOGUE

What is dialogue in writing? Why is it important? What does it do for understanding? Emotion? What is the difference between internal and external dialogue? When is each more/less important? Remind students to use in narrative

Punctuating Dialogue: Show on board/projector a conversation between two people. Walk through, constantly discussing with class, how they think it should be punctuated (indentation, comma, end punctuation, quotation marks). If their guesses are incorrect (end

punctuation outside of quotation marks) explain to them why this is the case and what the “rule” is.

5 Minutes: Students Practice punctuating dialogue on hand out

PRACTICE PUNCTUATING

Remembering the rules of punctuating dialogue and the example we completed as class, punctuate the following conversation. *

Remember: The major elements of punctuating conversations are indentations, commas (,) periods (.) and quotation marks (“ ”)and capitalization.

When I walked through the door after school, I never expected to see such a sight. “Oh my gosh! What happened in here?” I exclaimed. My mother answered, “the new puppy is not very well trained yet.” ¶ “Well I can see that,” I responded.

When my brother got home, he was in as much shock as I had been. ¶ “Whoa! It looks like a tornado came through here. Why are all the kitchen chairs on the floor? And who unrolled all the paper towels?” he asked. My mother added loudly, “and don’t forget about the mess of dog food covering my tile!”

I had always thought I wanted a puppy, but this giant mess had me thinking differently. I suggested, “maybe we should get a goldfish instead.” ¶ “Agreed!” my mom and brother replied together.

*All punctuation in red will be missing from the hand-out students receive; it is included here to show how the conversation could/should be punctuated. Be sure to be lenient on changes such as periods instead of exclamation marks

- Tuesday:** *Today's Focus: Detail and Figurative Language in Narrative Writing*
- 3 Minutes: Housekeeping, Roll
- 8 Minutes: Reading Check
- 5 Minutes: Class walk-through of remembering Monday's class
 "Okay, what did we do yesterday?" "What made story-telling so important to Native Americans? How would that have changed the way European's viewed them? And tell me about dialogue... why is it important? What did we decide it brings to the conversation?"
- 2 Minutes: Have students move desks so we can all sit comfortably close together on the floor. Students seat themselves on floor
- 3 Minutes: Reminding/Remembering the experiences of Eastern European immigrants coming to America in the 19th Century (the group who presented will act as experts)
- 20 Minutes: Look at [Ellis Island Photo Collage](#)
 Have students speak out loud about what they see in facial expressions, detail of pictures, emotional responses, what they imagine the people are thinking. I will be making students defend their observations ("That woman is scared") by giving me *details* they find in pictures . Others:
http://www.loc.gov/rr/print/list/070_immi.html
http://www.google.com/search?hl=en&q=ellis+island+immigrants&gs_s m=e&gs_upl=338213382101360311110101010127112710.1110&bav=on.2,or .r_gc.r_pw.,cf.osb&biw=1639&bih=748&um=1&ie=UTF-8&tbm=isch&source=og&sa=N&tab=wj
- 2 Minutes: Students get back into their normal seating arrangement
- 2 Minutes: Pass out pictures of immigrants from the photo collage, each student gets one picture/person. This will contain the assignment.



Using as much detail as possible, describe the person inside the white box. You can use descriptions of clothing, expression, features, posture, and surrounding. I want you to try to not miss a single detail about this person. If there are wrinkles, write about them; if you see sweat, write about it. Include all details that you find important in the image.

- 15 Minutes: Students work individually on describing the person in the picture as clearly as possible. I want them to pull all the detail out of each wrinkle, bead of sweat, smirk, frown, apparel, etc.
- 13 Minutes: Each picture will be hung at the front of the room. Students will exchange their description with one other student. It will then be the students' job to read the description and try to find which picture it is describing.
After, we will discuss why they chose the picture. What details helped in the writing? What was maybe not so important? Was it hard to pick out which picture they were writing about? If you thought you were thorough in describing the person/picture, did your partner get it right?
- 6 Minutes: Whole class discussion
Introduce figurative writing. Pull examples from students' descriptions of the people—if they have used similes, metaphors, personification, hyperbole, etc. These will have been vocabulary words from weeks before, so students will be familiar with their definitions.
- 11 Minutes: Discussion on Figurative Language
How do we use figurative language in our writing? What is its purpose? Can there ever be too much? Give me some examples!
Have students look at their journal entries from Friday (majority position) and think about the setting. Write down *one* detail of the situation using figurative language. Discuss aloud what we wrote, why it's figurative language, if it helps the rest of the class understand. We will spend the remainder of the class sharing and thinking through these examples.
- Wednesday:** *Today's Focus: Voice and Purpose in Narrative Writing*
- 3 Minutes: Housekeeping, Roll
- 5 Minutes: Reading Check (same as usual)
- 3 Minutes: Reflect on Tuesday's class; what were we talking about (detail and figurative language); what kind of detail isn't need (irrelevant to story); what is one example of figurative language (simile); give me an example of simile.
- 9 Minutes: Show a vignette on board from last night's reading; a personal story of one of the slave narratives.
As a class, we will look for similarities/repetitions throughout the piece. What figurative language is used? What writing "rules" are broken (fragments, misspelling and grammar in dialogue, etc.). These help develop the writer's *voice*.
- 10 Minutes: Get in groups of 4-5. Each group will have one of two vignettes. Groups should find words, phrases, language, and style that make the writer unique.

- 6 Minutes: These smaller groups will combine to form two large groups. Students will be with other groups who had the same vignette (1 or 2). Use this time to compare findings, defend opinions, find more, and persuade others if necessary.
- 11 Minutes: Draw the speaker as you believe he/she would look. I will make sure to provide large paper for the groups. Make sure students know to use the details/voice/personality which they originally found in creating this drawing. Students will need to defend their choices
- 14 Minutes: Each group will present their drawing.
They will tell us why they made their choices and share *two* stylistic elements in the writing they felt made the writing more unique/personal. Open the floor for questions after each picture is presented. These will hang in the room for the remainder of the unit.
- 1 Minute: Students get back in their seats and get out journal
- 15 Minutes: Looking at the drawings (now at the front of the classroom), remember their story and words. What are these people trying to tell you? Why do they need you to know about them? What helped you come to this conclusion?
If students finish before the 15 minutes is up, they can use the remaining time to either work on their reverse narrative or write freely about what they believe creates their own voice.

Thursday: *Today's Focus: Finishing Purpose, Review*

- 3 Minutes: Housekeeping, Roll
- 3 Minutes: Remembering Wednesday—what did we talk about yesterday? What were some of the ways the three writers created their voice?
- 1 Minute: Get out journal and silently read over what they wrote
- 5 Minutes: Discussion—this discussion will be very informal. Students will share what they wrote in their journals Wednesday. I will be listening for similar and different findings and pointing out when this happens. Students will need to defend their opinions using examples from the text.
- 3 Minutes: Introducing Purpose
Tell students that what they were finding in their journal entries and discussion is the author's purpose. A narrative must have purpose!
- 2 Minutes: Read Aloud: Example of writing without purpose
I will have written a brief narrative about the happenings of a day with absolutely no purpose or meaning. Students will be left with "What's the POINT?!" And I will remind them to *never* leave your audience wondering what the point is
- 40 Minutes: Jigsaw Activity
2 Minutes: Students will get in 5 groups of 5 people. They will then number themselves 1-5 within each group. Each number will then form a new group; this will be their "expert" group. The expert groups will be as follows:
1. Dialogue

2. Detail
3. Figurative Language
4. Voice
5. Purpose

18 Minutes: Groups will need to discuss the importance of their topic, how to incorporate it, pull examples from texts, give their own unique examples, address possible problems/misuse, and any other element they feel important and will help their peers.

20 Minutes: Meet back with original groups, now all containing one expert, and share that you found.

I will walk around the room during this activity, making sure students are on task, providing some leading questions if necessary, and answering any questions.

5 Minutes: Put Richard Wright's *Black Boy* excerpt on board

(Students were required to read this short excerpt last night, so they should be familiar with it). Have students give me one example of each of the 5 requirements in narrative writing, and high light with a different color.

15 Minutes: Highlighter Revision

Students will already be in groups of 5 from the fishbowl. Each student will be given a different color high lighter, and that color will represent the expert's elements (Ex: 1. Dialogue, Pink; 2. Detail, Blue). Students will provide copies of their reverse narrative rough drafts (these may or may not be finished/polished). Students will pass these in a circle, highlighting ONLY their area of expertise when it is used. This activity will be to show kids that they have a lot of, what they may be lacking, and how they are using each element.

While students do this, I will be highlighting the excerpt from *Black Boy*

5 Minutes: Show the class my highlighted excerpt in order to show them that a good, strong narrative does not need to be COMPLETELY colored. I will tell students that this activity is only to help them clearly see what is in their paper as of now. A well-written paper does not necessarily mean a colorful paper. Highlighting is only an exercise in becoming *aware* of your paper.

Friday: *Today's Focus: Revision and Proofreading*

3 Minutes: Housekeeping, Roll

4 Minutes: Remembering the week's activities

Questions: What are some of the works we have read this week? Watched?

What are the major elements of narrative writing? Why are these important?

5 Minutes: Read Aloud: I will read to my students my own personal narrative which I will have written

9 Minutes: Review the critique of my own narrative

Note: I will have peers critique my paper prior to this day. They will follow the same rubric, rules, and guidelines that I require the kids to use. This critique will be displayed on the board via the projector.

2 Minutes: Pass out assignment and have kids get in groups of 4-5

67 Minutes: Students work on reading and reviewing each paper using the rubric and instructions provided. I will circle the room as they do proof-read, making sure people are on task and answering any questions.

Note: Students will probably not take the entire class period to proofread and review. If they finish early, they will have the option of either working on their papers—immediately correctly, editing, and enhancing them based on peer review; or we can engage in a scenario/discussion activity. See below.

You and your family have been living the same house since you were born. The house has a beautiful view overlooking your favorite lake, and on hot summer days, all of your friends come over and you swim for hours. Your room is covered with posters, pictures, and everything you've been collecting over the years; it is your haven. Years of family meals has left the kitchen always smelling like your mom just fixed your favorite dinner.

One day, several men you have never seen before kick in your front door, and start storming through your house. They begin yelling, telling you and your parents that you must pack the belongings you wish to keep—anything that will fit in a small suitcase. and leave forever. The men will be providing living arrangements 100 miles away. What do you and your parents do in trying to save your home and the life you've always known?

Discussion Format: Debate

Students will discuss aloud some of their possible actions and retaliations. I will be responding to their plans with questions such as “But the men have guns and are threatening you and your family, do you keep pushing back?”

Eventually, we will form two groups: one who initially fights back but eventually gives in and leave their home; the second group will be students who keep fighting no matter what and refuse to leave. *If different groups than these arise, (i.e. Wouldn't fight at all, just leave), then we will use the naturally occurring groups. I will not force students to fit into my two preconceived groups.*

Each side of the debate will have 6 minutes to create an argument. Then they will each be given 5 minutes to share their point of view. The group speaking will be uninterrupted. The groups will then go back and forth, trying to make their reason for staying/leaving stronger and more persuasive.

At the end of the debate, we will discuss whether or not anyone has changed their mind. More importantly, I will ask students to think back on their research projects from the beginning of the unit. Does this scenario reflect anything that happened to these groups (Native Americans, slaves, Japanese Americans in World War II, etc.)

Discussion will then shift to how these groups reacted (this will be led by the students who researched the topics with fit the scenario). Why do you think they reacted in such a way? How does fear give the oppressor group power? Is this still happening today? Introduce stories of immigrant students who

have lived here all of their lives, consider themselves Americans, but possibly are not documented. How are we treating them? Why is discrimination, cruelty, and fear and power such running themes in American's history? What will the Americans who create such themes need to do in order to break the cycle?

Week Three

Monday: *Today's Focus: Cruelty to Minorities*

3 Minutes: Housekeeping, Roll

1 Minute: Collecting Reverse Narratives (all drafts)

6 Minutes: Reading Check

7 Minutes: Take some time to discuss the reading so far (specifically *To Be a Slave* but if they want to talk about other texts, that's fine too)

Have you all enjoyed the reading? What's been your favorite story? Do you like the texts in original dialect or the translated, Standard English version? Why? Which is easier to read? Which is more compelling?

3 Minutes: Introduction to Slavery

Students will probably be quite familiar with American slavery, so I will pull what they already know: what was it like to be a slave in America? Why was it happening? When did it happen?

I do not want to dive into the depths of slavery right now, just get their minds framed to it

8 Minutes: Guided Reading: [Narrative in the Life of Frederick Douglass](#) *Frederick Douglass*

Excerpt (when Mr. Gore shoots Demby in the river); everyone has a copy of the excerpt, we listen to it read on-tape

7 Minutes: Write in Journal:

Initial response to the incident; focusing on personal feelings, try to explain your *emotions* (I will be writing also)

5 Minutes: Pair with a person sitting close to you and discuss what you wrote. Are there any similar feelings? Any differences? Explain to them why you wrote what you did

5 Minutes: Sharing with the class; what are similarities/differences that we all felt; what are some feelings toward Mr. Gore? How could people be so cruel and heartless to one another?

3 Minutes: Introduce idea of *dehumanization*

Who remembers the vocabulary word "personification?" Ask for definition (giving a non-human "thing" human qualities); can someone give me an example? Well what about when we give *humans NON-human qualities*? It helps/makes people think of them as less human...

3 Minutes: Look through the excerpt and see if you can find some words or actions that Mr. Covey uses that might dehumanize the African-Americans; you may also use examples from *To Be a Slave*; students may work with the people sitting close to them during this

4 Minutes: Large Group Discussion

What words did you find (animal)? What actions (beaten with a horse whip) Can we think of other instances in the past when people did this? (We must now be careful to open the floor to racial and cultural slurs); What do you think this does for listeners? How would these words affect how they think about a person? How do you think being called these things would affect a person over time?

5 Minutes: Making it relevant for them and leaving them questioning
 What about in today's society? What about calling immigrants "aliens"? Or testing products on humans (often in 3rd world countries)? What about just the word "them"?

Tuesday: *Today's Focus: Reactions*

3 Minutes: Housekeeping, Roll

8 Minutes: Reading Check

Students will have read two short stories from Toshio Mori's *Yokahama, California*: "Business at Eleven," and "Say it with Flowers"

3 Minutes: Remembering Monday

What did we read about yesterday? What were some examples of cruelty that we read? What did we say helped people feel better/more sound in their cruelty? (Dehumanization)

6 Minutes: Briefly Discussing Last Night's Reading

Talk to me about the two stories... what was the setting (World War II America); who are our main characters (two young Japanese American boys); what's going on (look to the group who researched Japanese Americans during WWII); as basic as you can tell me, what did they *do*? (one starts his own business and works hard for money; one starts his own business and works hard to help people, focusing on morality)

This discussion is to make sure that anyone who didn't fully understand (or Heaven forbid didn't read, *gasp*) can get caught up; they can join in the conversation and have a stronger grasp on the text lesson

7 Minutes: Create a Venn Diagram on the Board

Here we will work as a class to create a diagram comparing/contrasting to two boys' rationale for working, their work within the community; their goals.

This diagram will focus on *textual* evidence rather than personal interpretation/opinion. I want to use this time to get some facts from each story working through their heads

1 Minute: Open writing prompt and let them write freely

Prompt: *Imagine you and your family have been moved out of your home. You have very little, and are often hungry. You know that money often creates power, but you have very little money. Also, you're not sure yet what you would do once you got power.*

One day, men come and abuse you and your family, especially your mother. As

you watch her softly cry, you realize that you must take action against your situation.

What do you do next? How do you get you and your family—and others like you—out of these circumstances?

8 Minutes: Journal entry answering the prompt

24 Minutes: Civil Rights Movement Reactions

MLK vs. Malcolm X

Class will break into 4 groups; 2 groups will get Malcolm X and 2 with get MLK (draw from a hat); each group will then get either biographical information or a speech from their leaders

MLK [*I Have a Dream*](#)

MLK [Biography](#)

Malcolm X *Don't Sit In, Stand Up*

Malcolm X [Biography](#)

11 Minutes: In your groups, read the information/speech on your person and discuss what you find to be important; what is repeated? What stands out to you?

13 Minutes: Meet with the other group (MLKs together, Malcolm X's together) and discuss what you each found; look for strong and weak points of their arguments/ideals; where does the argument address an issue related to pedagogy? Where does an issue remain untouched in the argument?

I want this activity to really help students understand how beliefs shape actions; and how those beliefs first started (Monday's class)

I also want this activity to show them that there are always *options*

10 Minutes: Share with the class what you found about each speaker; what do they believe? What experiences led them to believe this? How did they try to persuade others? Were they successful?

2 Minutes: Get back in seats and read over journal entry

5 Minutes: Pair with a partner on what you wrote; what character were you more like? Which speaker did you seem to follow more?

10 Minutes: Activities that promote discussion

3 Minutes: Pass out assignment on Letter to Editor and clean up, prepare to leave

Wednesday *Today's Focus: Letter to the Editor*

3 Minutes: Housekeeping, Roll

8 Minutes: Reading Check over last night's assigned reading

5 Minutes: Remembering Tuesday

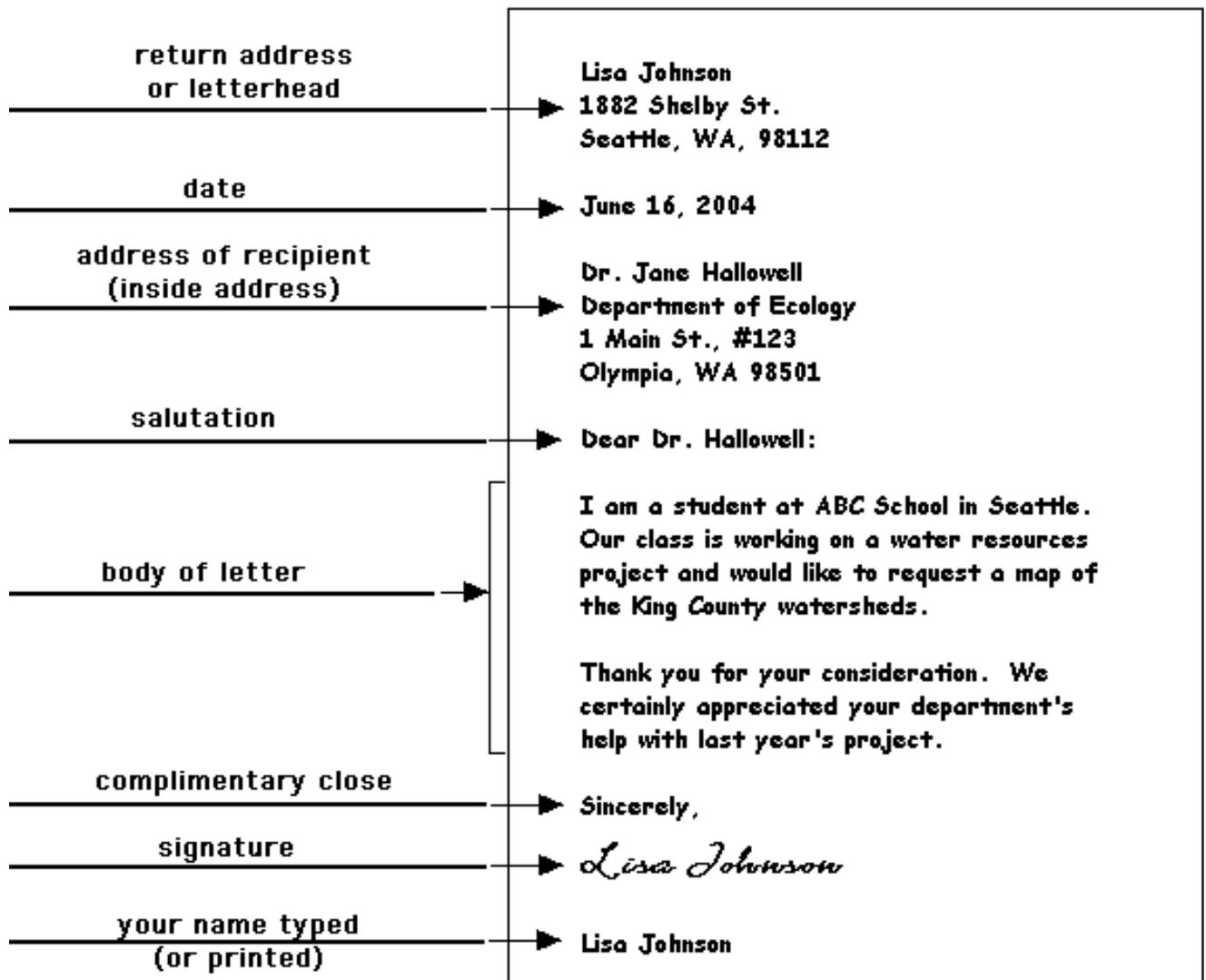
What did we talk about yesterday? What were some of the options that minorities had for reacting? What are some of the different methods of retaliation? What did some of you write about as your action?

3 Minutes: Remembering the Unit so Far

So let's think about all of the new information we have; remember all of the facts and examples that surprised you? Do you like that you were never told?

Do you think that this should continue (while I hope students want to stop the cycle, I will be respectful of children who do not hold this opinion)

- 2 Minutes: Get out Letter to the Editor Assignment and go over it
Do you all have some ideas what about you want to write about? Let students dialogue any ideas they're already playing with—I don't expect this to be much now
- 6 Minutes: The Letter Puzzle
In groups of 4-5 take the "pieces" of your letter to create the letter you feel is more appropriate for a formal letter to the editor.
I will have cut-out copies of the parts of a letter (heading, salutation, body, closing line, signature, etc.) and a large piece of laminated paper with Velcro for students to stick the pieces on. This is only to get the **FORMAT** of the letter, not the substance and "nitty gritty"
- 3 Minutes: Students will share their letter formats (by 11th grade they should have a fairly strong grasp; if one group strays from the proper, there will probably be another group who got it. I will also have the "true" example to show at the end, but I hope to put this together as a class—
Stand at the front of the room with MY cut-outs and Velcro sheet, asking the students what goes where. This will be the format they need to keep to when writing their letter to the editor, and they will copy down the format we create



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<http://www.enchantedlearning.com/language/english/label/businessletterblockstyle/answers.shtml>

- Thursday:** *Today's Focus: Dialoguing Opinions So Far, Preparing for Finishing Letter*
- 3 Minutes: Housekeeping, Roll Call
- 4 Minutes: Remembering Wednesday
 What does letter format look like? What did we finalize yesterday about how to format a letter?
- 7 Minutes: Reading Check over the last 4 Chapters of *To Be a Slave*
- 4 Minutes: Discussing the Ending of *To Be a Slave*
 The book ends with a bitter comment from a former slave who did not want to speak to the interviews, "No matter where you are from I don't want you to write my story, 'cause white folks have been and are now and always will be against the Negro." This time will be to just get kids' ideas/opinions started
- 5 Minutes: Free writing on feelings and opinions about the last statement and the book; however, students will be prompted to write/think on the statement "[the people in power] have been and are not and always will be against the [less powerful person]."
- 4 Minutes: Discussing the RULES of Discussing
 This discussion could get rather heated. In order to keep the heat down, we will create a list of classroom rules that will stay on the board during discussion. I anticipate these rules being like: Listen while someone else is talking; no profanity; avoid extensively repeating the same point/issue after the class has concluded; be respectful of everyone's opinions; etc.
 Also, in order to keep discussion from overpowering myself, we will use the Fishbowl Format—this method will keep the whole class from blurting out, and make them think before speaking/adding
- 35 Minutes: Fishbowl
 Stemming from the prompt of their free writing. I will monitor to make sure students are following the rules we have created; I want to intervene as little as possible, but I will ask probing questions to keep kids on track. Questions such as "What have we read that would support that opinion?" "Can you think of an example when a character did that?" "Think back to the research presentations, what did they teach us?" "Was there a difference in treatment of races, or was it more of a difference in circumstances? Black Slave vs. Black Civil Rights"
- 3 Minutes: Cooling off and returning to seats
- 5 Minutes: Brief discussion of the unit
 What have you guys liked reading? What have you learned? Has this unit changed the way you think of American History? In what way? Do you think it was beneficial to learn these new facts? Why? How will you use them?
- 6 Minutes: Small Group Discussion
 With 3-4 people, no more, discuss further your feelings regarding the unit. What was the most influential piece we read, if anything? Did you enjoy it? Why or why not? Are you glad you learned about the experiences of these people? How can you relate? How has it helped you learn?
- 10 Minutes: Journal Entry

Students will journal about these feelings that we have been discussing. They can write about the experience of the fish bowl discussion as well. This entry is designed to help them get on paper their feelings about the unit, and they can use these ideas in writing their letter to the editor.

- 4 Minutes: Remind them about their homework
 Tonight for homework, students will need to find a current event (from 2005-present) that relates in some way to the repression have read about... emphasize to kids that this is not solely RACE—it could be gender, SES, religion, culture, etc. I will provide them with some examples (post-9/11 Arab-Americans, racism in criminal cases, illegal immigrant treatment, reverse racism, women in the work place, etc.) I will remind them that the relationship can be a bit blurry, but be prepared to defend your choice of event and explain why it correlates.
 They will also need to write a 1-2 paragraph write-up. This write-up will need to be a summary of the article/event and why it is a good representation of what we've been discussing in class
- Friday:** *Today's Focus: How Far Have We Come? What Can We Do?*
- 3 Minutes: Housekeeping, Roll
- 3 Minutes: Getting desks in one large circle
 I want this day to be very discussion-oriented and *intimate*; also, once the discussion and intimacy gets rolling, I don't want to have to stop it in order to rearrange desks, so I am doing this step in the very beginning.
- 3 Minutes: Remembering Thursday
 What were some big ideas and statements that stood out from discussion?
 What were some of your feelings about the unit so far? Favorite texts?
- 1 Minute: Homework Check
 Students will need to put their event and the write-up on their desk. I am solely checking to make sure they did it.
- 8 Minutes: Small Groups
 Students will break into groups of 4-5. They will each share their current event and briefly discuss their feelings about it. Some events will yield more discussion than others, and that is fine. I will monitor the class by walking around and periodically entering the conversation of some groups.
- 10 Minutes: Whole Class Share
 Each group will pick one event to share with the entire class. The student who brought the event will provide a brief summary, but the whole group and talk about how they think it relates and why it is important.
- 3 Minutes: Watch [Native American Legend](#)
 This video is a Native American legend of man wanting and wanting and always taking... until the Earth has no more to give
- 7 Minutes: Free writing

Thinking about the texts we've read, discussions we've had, and current events we heard this morning; what connections can you make between these past and present experiences of persecuted groups and the Native American legend of Man?

5 Minutes: Talk with a partner sitting near you about your response

10 Minutes: Full Class discussion about responses

During this time, I hope for students to simply share some of their connections and feelings about the unit as a whole. I hope that by now, they will have enough emotions and opinions about the history and present of America to contribute. However, I will ask questions when discussion slows or gets off track: What made you draw that connection? How have people been wanting and taking from other *people* throughout time? What do you think will happen when the "givers" have nothing more to give? Do you think they even WANT to be giving?

7 Minutes: Discussion shift to *Possible Solutions*

If this mistreatment of minority/less powerful has been a problem since the beginning of America, how do we make it stop? How do we keep it from continuing? Do you think learning about it helps? How can we teach others? What does simple *awareness* do? What actions can we take? When is it enough?

I want students to understand the mere importance of awareness, knowing the truth. If we know and believe that persecution is possible, we are not as likely to be blinded by the persecution in our own times. Also, I want them to start brainstorming and thinking of ways that *they* can make a difference. They are powerful, and this gives them an opportunity to see that and plant seeds for using their power.

5 Minutes: Non-stop writing about Solutions

Students will write, without stopping or taking a break, about the problems we face and the solutions we could put into action. These can be as big as awareness demonstrations or as simple as *being aware*. When their mind stops thinking of sentences, they can simply write "solutions, solutions, solutions;" or they can write "nothing is coming, I cannot think"... anything is fine, as long as they are constantly writing. I will be writing during this time too.

2 Minutes: Look over what you wrote and start thinking about a line or two you'd like to share. Everyone will share, including me.

10 Minutes: Going around the circle—in order, to avoid confusion—and sharing one or two lines that they found particularly important or moving or worth sharing. I will go last.

My sentence cannot be predetermined here, because I will have been writing during this time; however, I plan on this "solution sentence" to be something along the lines of "The solution is as simple as opening our eyes; seeing what is happening. I know we are all powerful; we can all make a difference. But until we make ourselves aware, we will never know where to use this power."

8 Minutes: This time will be used for either class discussion or journal writing.

If students have more to say, then the floor will be open for discussion. This discussion will need to either further develop a “plan of action,” or it will need to revolve around the unit and their feelings about it. If class has grown quiet, and they seem to be contemplating, I will instruct them to write in their journals about today’s class, the unit as a whole, any readings that have particularly touched them. This entry is rather open-ended; it is mainly just time for them to examine their feelings, ideas, and beliefs.