Week: 2 Main goal for this week: Learn about (slam) poetry/music, elaborate on themes of stereotypes, race, and identity.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Description of activities | -Read “Black Box by Devon Hope” from *Bronx Masquerade.*  -Read pages 61-72, and then have a discussion before continuing to read 73-80. | -Watch Langston Hughes’ poem “Let America Be America Again”  -Read pages 81-98 in *Monster*. | -Watch the slam poetry video “The Day Hip Hop Died”  -Read pages 99-120 in *Monster*.  -Discuss the differences and similarities in using slam poetry and screenplays to portray life or work through an issue.  -Introduce students to resources about spoken word (Young Chicago Authors, Youth Speaks, Urban Word NYC) | -Writing activity using *Monster*.  -Listen to “Storm Coming” by Gnarls Barkley and talk about the connection between slam poetry and music/rap. | Discussion on metaphors and similes in writing/song.  -Look at poem, “This is How She Makes Me Feel,” by Anis Mojgani  -Writing activity on slam poetry and music. |
| What students will be doing | -Discussing stereotypes/  “boxes” and their implications in the judicial system (“Williams: what are we playing with this guy for? We don’t need him. We got the case locked” – p 72, and *Bronx* poem) | -Have students do a quick writing exercise connecting “Let America Be America Again” to the themes in *Monster* (?) and then discuss these themes as a class.  -Work in small groups to read, using DRTA as they go. | -Compare and contrast the differences and similarities in using slam poetry and screenplays to portray life or work through an issue.  -As we read pages 101-120, students will flag their favorite lines, or lines they think are particularly significant. This will be preparation for their writing activity on Thursday. | -Students will compile a poem of their own using lines from *Monster*.  -Compare and contrast music/rap to the genres we discussed on Wednesday. | -Discuss metaphors and similes: “Like honey and trombones,” “there is a parade running through my body”  -Write a poem or rap that focuses on a variety of topic options (given in lesson plan), incorporating at least three similes or metaphors |
| What/how you’ll teach | Facilitate discussion. Set up groups for reading using DRTA before class, and walk around to help each group as they work. | Use video at <http://www.youtube.com/watch?v=RcrgXmyc6KY>  to introduce historical context and legacy of problems with race and the American identity.  Help groups with DRTA as they read. | Use video at <http://www.youtube.com/watch?v=xpL_6xb_ScQ> to introduce slam poetry, and connect the “Stop” and “rewind” theme to the pacing in the court scenes (“objection” etc) and Steve’s constant thought about the past/possibility for change – also structure of book, with it opening in jail and going back over Steve’s life and the robbery. | Demonstrate a poem using lines from Monster that you’ve already written.  Talk about the fact that just as a movie is created from a script/screenplay, a rap is created from a poem. | -Facilitate discussion on metaphors and similes. Help students as they begin writing the poem/rap assignment. |
| What will be learned (and how will you know?) | **CC.9-10.SL.1 Comprehension and Collaboration:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | **CC.9-10.SL.1.c Comprehension and Collaboration**: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | **CC.9-10.SL.2 Comprehension and Collaboration**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | **CC.9-10.L.5 Vocabulary Acquisition and Use**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **CC.9-10.R.L.4 Craft and Structure**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone  (e.g., how the language of a court opinion differs from that of a newspaper). |