

The Color of Identity  
in African American Literature  
12<sup>th</sup> Grade

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## Rationale

Identity is theme that is visited quite often throughout literature. It changes and grows through books and characters, as well as through readers themselves. That is why I chose to examine identity as the theme for my conceptual thematic unit. More importantly, I chose to examine through African American literature. African American literature has grown rapidly into a beautiful canon of its own texts and the idea of identity has changed as the representation of African Americans in society has changed. The identities presented in the slave narratives of Frederick Douglass and Harriet Jacobs pose a sharp contrast against those from more modern texts such as *All American Boys* and the music created by Beyoncé. Through this unit, my students will explore those different identities and their affects on the literature.

Every text in my unit is from an African American author. Black culture is rich and relevant through out each story and poem, and the older slave narrative come from time that was culturally different overall. This means that the language of texts and conversations between characters differ in some ways from that of texts written by white authors or authors from a more modern time period. Many of my texts feature racial slurs within them but a rich exploration of this unit's theme would not be possible without those texts. The slave narratives at the beginning of the unit feature the negative use of racial slurs from white slave owners to slaves. Later texts such as the Beyoncé song that we will study include a more casual use of racial slurs that are meant to act as a conversation between black people. This language is important for the authenticity of the texts but does not necessarily represent black people as a whole. It is there to represent the identity that the author wishes to portray through their text.

The central text of my unit is a young adult novel titled *All American Boys*. It is the story of Rashad, a young black boy in high school who is wrongfully accused of stealing, becomes the victim of police brutality, and comes into the national spotlight due to his attack. The story is told from two perspectives; Rashad, the victim and Quinn, a witness of the attack and another student at the school. This story is extremely relevant to the cultural and social issues in the United States today. Police brutality and the Black Lives Matter movement are topics that we see in the news everyday and they are present in this text as well. It is important that we discuss these “hot-button” topics in classroom settings so that students can be informed on issues and form their own opinions. The classroom should be a space for students to discuss their opinions and research issues, all while feeling safe to do so.

The majority of my classes are discussion based. The students will have reading assignments nearly each night and I feel that at twelfth grade level, the best way to break down and analyze what students read is through large and small group discussions. Discussion allows for creativity in conversations and opens up the option for students to ask their own questions and bring up their own topics. I feel that this type of classroom setting is appropriate for twelfth graders because it allows them the most freedom in their class time. They take responsibility for their own participation in the discussion, which will help prepare them for life after the structure of secondary school. I feel that these discussions, along with the texts chosen, create a unit that encourages student growth and learning.

## Goals and Objectives

- Students will be able to compose writings using proper grammar and mechanics.
- Students will be able to engage in a collaborative class discussion over the chapters assigned for the day in regard to the theme of black identity in literature through active listening and conversation.
- Students will be able to participate in all class discussions over the chapters from texts assigned for the day by complete their reading and contributing and building off of the ideas of their peers.
- Students will be able to identify unfamiliar words from readings and create definitions using context clues.
- Students will be able to create proper MLA in text citations.
- Students will be able to create proper MLA works cited pages and references.
- Students will be able to create multimodal presentations such as posters, infographics or presentations to compare and contrast texts across this unit, and evaluate their understanding of the text.
- Students will be able to demonstrate their knowledge of the text being discussed in class by citing textual evidence to support their claims or questions in the discussion.
- Students will make connections between the text being discussed in class and the texts previously read in the unit and demonstrate those connections through knowledgeable, supported claims made in the class discussions.
- Students will be able to engage in discussion about social and cultural topics in a respectful manner.
- Students will be able to form and question individual opinions through the discussion of the texts.

## Grade Distribution for the Unit

Vocabulary 6 Activities, 10 points each	60
Grammar Worksheet	40
Vocabulary/Citations Test	100
Infographic Activities Poster 20 points, Response 10 points	30
Quote and Response notecards 2 activities, 15 points each	30
Character Shift Charts 2 activities, 15 points each	30
Journal assignment 2 activities, 15 points each	30
Final Project Conference	10
Final Project	220
Participation In class activities and discussions	100
<b>Total</b>	<b>650 points</b>

580-650	A
510-579	B
440-509	C
370-439	D
0-369	F

## Text and Supply List

*Narrative in the Life of Frederick Douglass* by Frederick Douglass

*Incidents in the Life of a Slave Girl* by Harriet Jacobs

“How it feels to be Colored Me” by Zora Neale Hurston

“We Wear the Mask” by Paul Laurence Dunbar

“homage to my hips” by Lucille Clifton

“I, Too, Sing America” by Langston Hughes

*All American Boys* by Brendan Kiely and Jason Reynolds

“Formation” by Beyoncé music video and lyrics

Pens and Pencils

Notebook paper

SmartBoard

Fishbowl/clear bowl

Poster board

Markers

Whiteboard

Whiteboard markers

Tape

Laptops or computers

Butcher paper

## Oklahoma Academic Standards

**12.1.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.

**12.1.R.2** Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.

**12.1.R.3** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

**12.1.W.1** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.

**12.1.W.2** Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.

**12.2.R.1** Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

**12.2.W.4** Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.

**12.3.R.2** Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.

**12.3.R.3** Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.

**12.3.R.4** Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.

**12.3.R.7** Students will make connections (*e.g., thematic links, literary analysis, authors' style*) between and across multiple texts and provide textual evidence to support their inferences.

**12.3.W.1** Students will write narratives embedded in other modes as appropriate.

**12.4.R.3** Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

**12.4.W.1** Students will use domain-appropriate vocabulary to communicate complex



ideas in writing clearly.

**12.5.W.1** Students will write using correct mechanics.

**12.5.W.3** Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.

**12.6.R.1** Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

**12.6.R.2** Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.

**12.6.W.3** Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (*e.g., MLA, APA, etc.*) and avoiding plagiarism.

**12.7.R.1** Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.

**12.7.R.2** Students will analyze the impact of selected media and formats on meaning.

**12.7.W.1** Students will create multimodal content to communicate knowledge and defend arguments.

**12.7.W.2** Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.

## Calendar Overview

Insert Calendar Overview/Mapping

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Introduction to the unit and timeline activity  QW: What do you know/want to know?	<i>Narrative</i> by Frederick Douglass  Intro-chp 2 Discussion 3 unfamiliar words for vocab due.	<i>Narrative</i> Chp 3-5 Discussion  3 unfamiliar words for vocab due.	<i>Narrative</i> Chp 6-8 Discussion  3 unfamiliar words for vocab due.	<i>Narrative</i> Chp 9-12 discussion  3 unfamiliar words for vocab due.	HW: <i>Incidents</i> by Harriet Jacobs  Chp 1-2 due Mon.  Chp 3-4 due Tues
HW: <i>Incidents</i> by Harriet Jacobs  Chp 1-2 due Mon.  Chp 3-4 due Tues	<i>Incidents</i> Chp 1-2 due  3 unfamiliar words for vocab due.  Discussion	<i>Incidents</i> Chp 3-4 due  3 unfamiliar words for vocab due.  Discussion	Poster Activity day over Slave Narratives  Begin reading <i>How it Feels to be Colored Me</i> by Zora Hurston	<i>How it Feels to be Colored Me</i> due  3 unfamiliar words for vocab due.  Discussion	<i>How it Feels to be Colored Me</i> due  3 Quotable Quotes notecards due	
Read handout over final presentation/paper options	“We wear the Mask” by Dunbar Discussion  Grammar lesson and BR	“Homage to my Hips” by Clifton Discussion  Grammar HW due	“I, too Sing America” by Hughes Discussion Grammar lesson review	Vocabulary and Citation Test	Infographic tutorial and work day	Finish Infographic

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Finish Infographic	Gallery walk and discussion day over poet infographics	<i>All American Boys (AAB)</i> prep day  Reading anticipation guide/group project	AAB prep day  Group presentations day	AAB prep day  Intro to the Authors and the main ideas	AAB chp 1-2 Discussion  Final project/paper topic statement due	Read AAB chp 3-4
Read AAB chp 5-6	AAB chp 3-6 Discussion  Character shift chart Round 1 due	AAB chp 7-8 Discussion  Art Activity	AAB chp 9-10 Discussion  Journal entry 1 from a character due	AAB chp 11-12 Discussion	AAB chp 13-14 Discussion  Journal entry 2 from a character due	Character shift chart Round 2 due Mon
Character shift chart Round 2 due Mon  Read Beyoncé's "Formation" lyrics	Beyoncé video Day Discussion  Character shift chart Round 2 due	Conferences and work day	Conferences and work day	Project Presentations/Papers due	Project Presentations	

## Daily Lessons

### Week 1

#### Monday Week 1

#### Daily Lesson Information

Lesson title	Introduction to the Unit
Lesson Purpose/Rationale	This day will introduce students to the overall theme for this unit and the organization of it. We will complete short activates regarding African American Literature and identity. Students will also receive handouts relevant to the rest of the unit.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will complete two quick write type activities over African American Literature and identity. After completing each activity students will share their thoughts with a partner. We will then review important documents related to the assignments and organization of the unit.
Lesson length	50 minuets
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	n/a

#### Daily Lesson Plan Summary

Prior knowledge needed for success	Students do not need any prior knowledge for success.
How will you address students who do not have this prior knowledge?	n/a
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Homework Schedule to give to each student (appendix A)</li> <li>- African American Literature Quick Write to display on SmartBoard (appendix A)</li> <li>- Identity Bubble activity handout for each student (appendix A)</li> <li>- Pen/pencil to write with</li> <li>- SmartBoard to display handouts</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students who are struggling writers and ELL students can be given more time to complete the two handouts and can take them home to finish.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will engage in paired discussion over the contents of their quick write activity and identity bubble activity in order share ideas.	<ul style="list-style-type: none"> <li>- African American Literature Quick Write (appendix A)</li> <li>- Identity Bubble activity (appendix A)</li> <li>- Pen/pencil</li> </ul>	
<b>12.5.W.1</b> Students will write using correct mechanics.	Students will compose a quick write using proper grammar and mechanics.	<ul style="list-style-type: none"> <li>- African American Literature Quick Write (appendix A)</li> <li>- Pen/pencil</li> </ul>	

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>What do you know about African American literature? What authors and texts have you read? What common themes do you know of? What would you like to know more about in African American literature?</p> <p>What identity do you claim? What identities have you had in your life?</p>
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10	Pull up the African American Literature quick write on the SmartBoard (appendix A). As students enter the room, direct them to the SmartBoard for	Read the instructions on the SmartBoard and complete the quick write activity.	

	instructions on their quick write. Walk around the room and visually assess that students are on task.		
5	Instruct students to turn to an elbow partner and discuss their quick write activities for a few minutes. After about 4 minutes, ask the student to pass their quick writes forward and collect them	Discuss their quick writes with an elbow partner and then hand them in to the teacher after the discussion.	
10	Hand out the Identity Bubble activity handout to each student (appendix A). Read the instructions aloud and ask students to begin completing it. Walk around the room and visually assess that students are on task.	Listen to the instructions over the identity bubble handout. Complete the activity.	
5	Instruct students to turn to an elbow partner and discuss their identity bubbles for a few minutes. After about 4 minutes, ask the student to pass their identity bubbles forward and collect them	Discuss their identity bubbles with an elbow partner and then hand them in to the teacher after the discussion.	
1	Pass out the Homework Schedule to each student (appendix A).	Make sure that they receive a copy of the Homework schedule.	

7	Explain to students that during this 6-week unit, we will be discussing identity in African American Literature. We will read authors from slave narratives like Frederick Douglass and move all the way through the timeline up to Beyoncé. The unit will end with a final project to be completed by each student and they will receive a handout over that project later on. Ask if there are any questions.	Pay attention as the teacher gives instructions over the upcoming unit.	
12	Spend the remainder of class going through each day of the homework schedule with students. Emphasize when there is an assignment due and answer any questions that students have.	Go through the homework schedule with the teacher and take note of the days when there are assignments due. Ask any questions that they have.	

### Week 1 Tuesday

### Daily Lesson Information- Tuesday, Wednesday, Thursday, & Friday

Lesson title	<i>Narrative in the Life of Frederick Douglass</i> Discussion Day
Lesson Purpose/Rationale	This is the first text we will read in the unit. Slave narratives were one of the earliest forms of African American literature. This text will introduce students to new ideas, themes, and vocabulary. The class discussions will contribute to their understanding of those things and their vocabulary assignments will help to familiarize them with new words for this unit.

Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will participate in a discussion over the chapters assigned from <i>Narrative in the Life of Frederick Douglass</i> . Students will participate through open discussion and fishbowl discussion. We will also discuss unfamiliar vocabulary words that students identified during their reading, in order to add to the class vocabulary list.
Lesson length	50 Minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<p>Douglass, F., &amp; Quarles, B. (1960). <i>Narrative of the life of Frederick Douglass: An American slave</i>. Cambridge, MA: Belknap Press.</p> <p>This is the text that the discussion questions are based off of.</p> <p>Narrative in the Life of Frederick Douglass Study Guide. (n.d.). Retrieved November 3, 2016, from <a href="http://www.enotes.com/topics/narrative-life">http://www.enotes.com/topics/narrative-life</a></p> <p>I used discussion questions from this study guide. I edited a few of them for length and clarity.</p>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read the introduction through chapter 2 of <i>Narrative in the Life of Frederick Douglass</i> and found 3 unfamiliar words from the reading.
How will you address students who do not have this prior knowledge?	Students who did not complete the reading will have to make it up before the next class. Students can read the passages we reference during discussion to try and create a list of unfamiliar words before class ends.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Handout over vocabulary and google docs (appendix D)</li> <li>- Discussion questions (appendix C)</li> <li>- Fishbowl with student names in it for discussion</li> <li>- SmartBoard to display class google doc</li> <li>- Copy of <i>Narrative in the Life of Frederick Douglass</i> for discussion</li> <li>- Paper to take notes on during discussion</li> <li>- Pen/pencil to write notes during discussion</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students with auditory impairments can be given written copies of the discussion questions for the day or the teacher can write them on the board. Students with visual impairments may also receive a written copy of the questions. ELL students may receive written copies of the question with simplified or more familiar vocabulary.



### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in a class discussion over the chapters assigned for the day in regard to the theme of black identity in literature through active listening and conversation.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>Narrative in the Life of Frederick Douglass</i></li> </ul>	Informal assessment of discussion participation
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in all class discussions over the chapters assigned for the day by complete their reading and contributing and building off of the ideas of their peers.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>Narrative in the Life of Frederick Douglass</i></li> </ul>	Informal assessment of discussion participation
<b>12.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Student will identify 3 unfamiliar words in their reading assignment each day and use context clues and outside resources to create definitions for those words.	<ul style="list-style-type: none"> <li>- Handout over vocabulary and google docs (appendix D)</li> <li>- Student 3 word lists</li> </ul>	Formal assessment of 3 word lists

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The full set of discussion questions for today is located in appendix C. All of those questions are directed towards the following; How does Douglass' story contribute to our understanding of black identity in literature?
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### Today's Minute by Minute (Tick Tock)- Tuesday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of <i>Narrative in the Life of Frederick Douglass</i> , paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>Narrative in the Life of Frederick Douglass</i> , paper, and something to write with.	
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done	Write their name on a scrap of paper, fold it up, and pass it to the teacher.	

	each day a discussion is conducted, that way there aren't names of absent students in the bowl.		
25	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	
2	Ask students to move their desks back to their original positions and sit back down.	Move their desk back to the original position and take a seat.	
3	Pull up the class google doc vocab list on the SmartBoard (appendix D). Explain to students that you will add to this each day based on their words. Ask students to get out their 3 Word Lists.	Listen to the teachers instructions and get out your 3 Word List.	
14	Spend the rest of the class period asking students to share their unfamiliar	Participate in the class discussion of the vocabulary words. Add to and comment on	

	words and definitions. Ask the class to add to or change any definitions that we discuss if they see fit. Add these shared words to the class vocab google doc. You will go back and edit this for length and clarity later.	definitions and words throughout the discussion.	
1	Ask students to pass forward their 3 Word Lists for the day and remind them they have another due tomorrow.	Pass forward their 3 Word Lists and listen to other reminders.	

### Week 1 Wednesday

### Today's Minute by Minute (Tick Tock)- Wednesday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of <i>Narrative in the Life of Frederick Douglass</i> , paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>Narrative in the Life of Frederick Douglass</i> , paper, and something to write with.	
2	Ask students to tear out a scrap of paper, write their name on	Write their name on a scrap of paper, fold it up, and pass it to the teacher.	

	<p>it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a discussion is conducted, that way there aren't names of absent students in the bowl.</p>		
25	<p>Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.</p>	<p>Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.</p>	
2	<p>Ask students to move their desks back to their original positions and sit back down.</p>	<p>Move their desk back to the original position and take a seat.</p>	
3	<p>Pull up the class google doc vocab list on the SmartBoard</p>	<p>Listen to the teachers instructions and get out your 3 Word List.</p>	

	(appendix D). Explain to students that you will add to this each day based on their words. Ask students to get out their 3 Word Lists.		
14	Spend the rest of the class period asking students to share their unfamiliar words and definitions. Ask the class to add to or change any definitions that we discuss if they see fit. Add these shared words to the class vocab google doc. You will go back and edit this for length and clarity later.	Participate in the class discussion of the vocabulary words. Add to and comment on definitions and words throughout the discussion.	
1	Ask students to pass forward their 3 Word Lists for the day and remind them they have another due tomorrow.	Pass forward their 3 Word Lists and listen to other reminders.	

### Week 1 Thursday

### Today's Minute by Minute (Tick Tock)- Thursday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>Narrative in the Life of Frederick Douglass</i> , paper, and something to write with.	

	desks and are seated ask them to take out their copy of <i>Narrative in the Life of Frederick Douglass</i> , paper, and something to write with.		
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a discussion is conducted, that way there aren't names of absent students in the bowl.	Write their name on a scrap of paper, fold it up, and pass it to the teacher.	
25	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	

	many of the topics may be relevant to their final projects.		
2	Ask students to move their desks back to their original positions and sit back down.	Move their desk back to the original position and take a seat.	
3	Pull up the class google doc vocab list on the SmartBoard (appendix D). Explain to students that you will add to this each day based on their words. Ask students to get out their 3 Word Lists.	Listen to the teachers instructions and get out your 3 Word List.	
14	Spend the rest of the class period asking students to share their unfamiliar words and definitions. Ask the class to add to or change any definitions that we discuss if they see fit. Add these shared words to the class vocab google doc. You will go back and edit this for length and clarity later.	Participate in the class discussion of the vocabulary words. Add to and comment on definitions and words throughout the discussion.	
1	Ask students to pass forward their 3 Word Lists for the day and remind them they have another due tomorrow.	Pass forward their 3 Word Lists and listen to other reminders.	

**Week 1 Friday**

**Today's Minute by Minute (Tick Tock)- Friday**



Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of <i>Narrative in the Life of Frederick Douglass</i> , paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>Narrative in the Life of Frederick Douglass</i> , paper, and something to write with.	
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a discussion is conducted, that way there aren't names of absent students in the bowl.	Write their name on a scarp of paper, fold it up, and pass it to the teacher.	
25	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking,	

	<p>questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.</p>	<p>listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.</p>	
2	<p>Ask students to move their desks back to their original positions and sit back down.</p>	<p>Move their desk back to the original position and take a seat.</p>	
3	<p>Pull up the class google doc vocab list on the SmartBoard (appendix D). Explain to students that you will add to this each day based on their words. Ask students to get out their 3 Word Lists.</p>	<p>Listen to the teachers instructions and get out your 3 Word List.</p>	
14	<p>Spend the rest of the class period asking students to share their unfamiliar words and definitions. Ask the class to add to or change any definitions that we discuss if they see fit. Add these shared words to the class vocab google doc. You will go back and edit this for length and clarity later.</p>	<p>Participate in the class discussion of the vocabulary words. Add to and comment on definitions and words throughout the discussion.</p>	

1	Ask students to pass forward their 3 Word Lists for the day and remind them they have another due tomorrow.	Pass forward their 3 Word Lists and listen to other reminders.	
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## Week 2

### Week 2 Monday

### Daily Lesson Information- Monday & Tuesday

Lesson title	<i>Incidents in the Life of a Slave Girl</i> Discussion Day
Lesson Purpose/Rationale	This is the first text we will read in the unit. Slave narratives were one of the earliest forms of African American literature. This text will introduce students to new ideas, themes, and vocabulary. The class discussions will contribute to their understanding of those things and their vocabulary assignments will help to familiarize them with new words for this unit.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will participate in a discussion over the chapters assigned from <i>Incidents in the Life of a Slave Girl</i> . Students will participate through open discussion and fishbowl discussion. We will also discuss unfamiliar vocabulary words that students identified during their reading, in order to add to the class vocabulary list.
Lesson length	50 Minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<p>Jacobs, H. A., Child, L. M., &amp; Yellin, J. F. (1987). <i>Incidents in the life of a slave girl: Written by herself</i>. Cambridge, MA: Harvard University Press.</p> <p>This is the text that the discussion questions are based off of.</p> <p><i>Incidents in the Life of a Slave Girl</i> Study Guide. (n.d.). Retrieved November 3, 2016, from <a href="http://www.enotes.com/topics/incidents-life-slave-girl">http://www.enotes.com/topics/incidents-life-slave-girl</a></p> <p>I used discussion questions from this study guide. I edited a few of them for length and clarity.</p>

### Daily Lesson Plan Summary

Prior knowledge	Students will need to have read the introduction through chapter
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needed for success	2 of <i>Incidents in the Life of a Slave Girl</i> and found 3 unfamiliar words from the reading.
How will you address students who do not have this prior knowledge?	Students who did not complete the reading will have to make it up before the next class. Students can read the passages we reference during discussion to try and create a list of unfamiliar words before class ends.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Handout over vocabulary and google docs (appendix D)</li> <li>- Discussion questions (appendix C)</li> <li>- Fishbowl with student names in it for discussion</li> <li>- SmartBoard to display class google doc</li> <li>- Copy of <i>Incidents in the Life of a Slave Girl</i> for discussion</li> <li>- Paper to take notes on during discussion</li> <li>- Pen/pencil to write notes during discussion</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students with auditory impairments can be given written copies of the discussion questions for the day or the teacher can write them on the board. Students with visual impairments may also receive a written copy of the questions. ELL students may receive written copies of the question with simplified or more familiar vocabulary.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in a class discussion over the chapters assigned for the day in regard to the theme of black identity in literature through active listening and conversation.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>Incidents in the Life of a Slave Girl</i></li> </ul>	Informal assessment of discussion participation
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate	Students will participate in all class discussions over the chapters assigned for the day by complete their reading and contributing and building off of the ideas of their peers.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>Incidents in the Life of a Slave Girl</i></li> </ul>	Informal assessment of discussion participation

topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.			
<b>12.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Student will identify 3 unfamiliar words in their reading assignment each day and use context clues and outside resources to create definitions for those words.	<ul style="list-style-type: none"> <li>- Handout over vocabulary and google docs (appendix D)</li> <li>- Student 3 word lists</li> </ul>	Formal assessment of 3 word lists

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The full set of discussion questions for today is located in appendix C. All of those questions are directed towards the following; How does Jacobs' story contribute to our understanding of black identity in literature?
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### Today's Minute by Minute (Tick Tock)- Monday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>Incidents in the Life of a Slave Girl</i> , paper, and something to write with.	

	desks and are seated ask them to take out their copy of <i>Incidents in the Life of a Slave Girl</i> , paper, and something to write with.		
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a discussion is conducted, that way there aren't names of absent students in the bowl.	Write their name on a scarp of paper, fold it up, and pass it to the teacher.	
25	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	

	many of the topics may be relevant to their final projects.		
2	Ask students to move their desks back to their original positions and and sit back down.	Move their desk back to the original position and take a seat.	
3	Pull up the class google doc vocab list on the SmartBoard (appendix D). Explain to students that you will add to this each day based on their words. Ask students to get out their 3 Word Lists.	Listen to the teachers instructions and get out your 3 Word List.	
14	Spend the rest of the class period asking students to share their unfamiliar words and definitions. Ask the class to add to or change any definitions that we discuss if they see fit. Add these shared words to the class vocab google doc. You will go back and edit this for length and clarity later.	Participate in the class discussion of the vocabulary words. Add to and comment on definitions and words throughout the discussion.	
1	Ask students to pass forward their 3 Word Lists for the day and remind them they have another due tomorrow.	Pass forward their 3 Word Lists and listen to other reminders.	

**Week 2 Tuesday**

**Today's Minute by Minute (Tick Tock)- Tuesday**

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of <i>Incidents in the Life of a Slave Girl</i> , paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>Incidents in the Life of a Slave Girl</i> , paper, and something to write with.	
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a discussion is conducted, that way there aren't names of absent students in the bowl.	Write their name on a scarp of paper, fold it up, and pass it to the teacher.	
25	Begin the discussion by asking students what their initial	Listen to the discussion questions and comments proposed by their	



	<p>reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.</p>	<p>teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.</p>	
2	<p>Ask students to move their desks back to their original positions and sit back down.</p>	<p>Move their desk back to the original position and take a seat.</p>	
3	<p>Pull up the class google doc vocab list on the SmartBoard (appendix D). Explain to students that you will add to this each day based on their words. Ask students to get out their 3 Word Lists.</p>	<p>Listen to the teachers instructions and get out your 3 Word List.</p>	
14	<p>Spend the rest of the class period asking students to share their unfamiliar words and definitions. Ask the class to add to or change any definitions that we discuss if they see fit. Add these shared words to the class vocab google doc.</p>	<p>Participate in the class discussion of the vocabulary words. Add to and comment on definitions and words throughout the discussion.</p>	

	You will go back and edit this for length and clarity later.		
1	Ask students to pass forward their 3 Word Lists for the day.	Pass forward their 3 Word Lists.	

## Week 2 Wednesday

### Daily Lesson Information

Lesson title	Slave Narrative Poster Activity
Lesson Purpose/Rationale	Students have read two different slave narratives from the same time period. One from the perspective of a man and one from woman. This day is meant to introduce students to the multi-text comparisons they will have to make as we get farther into the unit. Students will use an activity with posters to compare and contrast different aspects of <i>Incidents in the Life of a Slave Girl</i> and <i>Narrative in the Life of Frederick Douglass</i> in order the understand the similarities and difference between the two, as well as to practice their literary analysis skills.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will create poster in groups that compare and contrast an element shared between <i>Incidents in the Life of a Slave Girl</i> and <i>Narrative in the Life of Frederick Douglass</i> . The topics will be self chosen by the groups. Students will spend the class period analyzing the two texts and creating posters to display around the room for a gallery walk. Students must quote the two texts on their poster. This will be the first of many literary analysis type assignments in the unit.
Lesson length	50 minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<p><i>Incidents in the Life of a Slave Girl Study Guide</i>. (n.d.). Retrieved November 3, 2016, from <a href="http://www.enotes.com/topics/incidents-life-slave-girl">http://www.enotes.com/topics/incidents-life-slave-girl</a></p> <p><i>Narrative in the Life of Frederick Douglass Study Guide</i>. (n.d.). Retrieved November 3, 2016, from <a href="http://www.enotes.com/topics/narrative-life">http://www.enotes.com/topics/narrative-life</a></p> <p>The poster activity is based around these two texts.</p>

### Daily Lesson Plan Summary

Prior knowledge	Students will need to have read <i>Incidents in the Life of a Slave</i>
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needed for success	<i>Girl and Narrative in the Life of Frederick Douglass.</i>
How will you address students who do not have this prior knowledge?	Students who have not completed their reading can still participate in the activity by writing and designing the poster. They will have to catch up on their reading before the end of the week in order to complete future activities.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Slave Narrative Poster Activity Instructions (appendix E)</li> <li>- Poster board for the posters</li> <li>- Pens to make the posters</li> <li>- Markers to make the posters</li> <li>- Whiteboard and markers to write poster topics on</li> <li>- Copy of <i>Incidents in the Life of a Slave Girl</i></li> <li>- Copy of <i>Narrative in the Life of Frederick Douglass</i></li> <li>- SmartBoard to display activity instructions and timer</li> <li>- Tape to hang up the posters</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students with physical disabilities and struggling writer can focus more on finding and dictating information for the poster rather than writing. ELL students and struggling readers can focus more on writing and designing the poster. ELL students and struggling readers will be placed in groups with stronger reader and writer.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will analyze events and elements across <i>Incidents in the Life of a Slave Girl</i> and <i>Narrative in the Life of Frederick Douglass</i> and create a poster based on that comparison and analysis that displays their understanding.	<ul style="list-style-type: none"> <li>- Poster board</li> <li>- Markers and pens</li> <li>- Copy of <i>Incidents in the Life of a Slave Girl</i></li> <li>- Copy of <i>Narrative in the Life of Frederick Douglass</i></li> </ul>	Formal assessment of poster
<b>12.1.W.2</b> Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for	Students will work together in assigned groups to create a poster that demonstrates their understanding of <i>Incidents in the Life of a Slave Girl</i> and <i>Narrative in the Life of Frederick Douglass</i> as related texts.	<ul style="list-style-type: none"> <li>- Poster board</li> <li>- Markers and pens</li> <li>- Copy of <i>Incidents in the Life of a Slave Girl</i></li> <li>- Copy of</li> </ul>	Formal assessment of poster

collaborative work, and value individual contributions made by each group member.		<i>Narrative in the Life of Frederick Douglass</i>	
<b>12.7.W.1</b> Students will create multimodal content to communicate knowledge and defend arguments.	Students will create posters to communicate their analysis of a comparison of <i>Incidents in the Life of a Slave Girl</i> and <i>Narrative in the Life of Frederick</i> .	<ul style="list-style-type: none"> <li>- Poster board</li> <li>- Markers and pens</li> <li>- Copy of <i>Incidents in the Life of a Slave Girl</i></li> <li>- Copy of <i>Narrative in the Life of Frederick Douglass</i></li> </ul>	Formal assessment of poster

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	When creating their posters students should ask themselves; What do the two texts have in common? Where do they differ? How are these two authors the same? How are they different? What affect does Douglass' gender have on his writing? What about Jacobs'?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10	As the students enter the room, hand out the Slave Narrative Poster Activity Instructions (appendix E). Pull up the same handout on the SmartBoard. Go over the activity and the instructions. Answer any questions that the students have?	Find their seat in the class and make sure they receive a copy of the handout. Read over the handout and listen to the instructions of the teacher.	
5	Divide the class into	Listen for which group	

	groups of four. Do this by where they are sitting in the class or, if you have time, by premade groups you designed before class. After students know what group they are in, tell them to move their desks together by group.	they have been sorted in to and move their desks together with their group.	
5	Ask students to spend the next 5 minutes deciding on a topic. Tell them that when their group knows what topic they want their poster to be about, they need to send one person up to the whiteboard to write their topic down. If the topic they want is already up there, they just choose a different one. After a topic is chosen, groups should send a student to collect a poster board and markers from the teacher's desk. The teacher should monitor the whiteboard and materials during this time.	Listen to the instructions of the teacher as they explain what to do next. Spend the next 5 minutes deciding on a topic for your group poster. When their group knows what topic they want their poster to be about, they need to send one person up to the whiteboard to write their topic down. If the topic they want is already up there, they just choose a different one. After a topic is chosen, groups should send a student to collect a poster board and markers from the teacher's desk.	
22	Ask students to spend the next 22 minutes creating their poster. Tell students that they should refer back to their handout for instructions and requirements. Use the SmartBoard to	Create their poster. Refer to the handout if they need a reminder about instructions and requirements. Ask the teacher questions if they have any. Pay attention to the timer on the SmartBoard. Stay on	

	display a timer counting down from 22 minutes. Walk around the room and visually assess that students are on task. Answer questions as needed. Remind students to add their names to the posters	task.	
2	Ask students to send one person from each group to hang the posters up around the room. Ask the rest of the students to move the desks back to their original positions.	When the timer is up, send one person from their group to hang up their poster. The rest of the students should move the desks back to their original positions.	
6	Instruct students to complete a gallery walk of the posters for the remainder of class. Students should read over each poster and take note of anything they find important or relevant that could become a part of their final project.	Complete a gallery walk of the posters. Take note of anything they find important or relevant that could become a part of their final project.	

### Week 2 Thursday

### Daily Lesson Information- Thursday and Friday

Lesson title	How it Feels to be Colored Me Discussion Days
Lesson Purpose/Rationale	Zora Neale Hurston was a critical author in the Harlem Renaissance. Her essay “How it Feels to be Colored Me” discusses her identity as being not only black but also a woman. Her essay is meant to serve as the transition out slave narratives and into the prose of the Harlem Renaissance. The essay is short and uses quite a bit of extended metaphor and descriptive language that makes it ideal for class discussion. With this text, students will be able to analyze figurative language and discuss the transition of black identity from slave narrative to Harlem

	Renaissance concepts.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will participate in both an all class discussion and small group discussions over “How it Feels to be Colored Me”. Students will discuss the text itself and how it felt to transition from slave narratives to the Harlem Renaissance. Students will come to class each day with three notecards. On one side of each card will be a quote from the essay, and on the other side will be their reaction or response to the quote. We will use these cards for discussion each day and they will be turned in for an assessment at the end of each class.
Lesson length	50 minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<p>Locklear, S. (n.d.). How It Feels to Be Colored Me Study Guide. Retrieved November 10, 2016, from <a href="http://www.enotes.com/topics/how-it-feels-to-be-colored-me">http://www.enotes.com/topics/how-it-feels-to-be-colored-me</a></p> <p>I used discussion questions from this study guide. I edited a few of them for length and clarity.</p> <p>Hurston, Z. N. (2015). <i>How it feels to be colored me</i>. Carlisle, MA: Applewood Books.</p>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read “How it feels to be Colored Me” and completed the notecard activity prior to class.
How will you address students who do not have this prior knowledge?	Students who did not read or complete the three notecards will have the chance to do so during the all class discussion. They will have until we move into the small group discussions to get their notecards completed.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- “How it Feels to be Colored Me” by Zora Neale Hurston</li> <li>- 3 completed quote and response notecards (appendix F)</li> <li>- Paper to take notes on</li> <li>- Pen or pencil to write with</li> <li>- Discussion Questions (appendix C)</li> </ul>
Accommodations and modifications	All IEP’s will be followed. ELL students will be paired with other ELL students that have a firmer grasp on both languages in order to help translate the texts and responses between languages. Students with physical disabilities that cannot write may record their quotes and responses by voice and submit the audio files for a grade.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.3.R.4</b> Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.	Students will examine and evaluate the figurative and descriptive language in “How it Feels to be Colored Me” through class discussion and the quote response notecard activity in order to make connections to the greater theme of black identity in literature.	<ul style="list-style-type: none"> <li>- Quote and response notecards</li> <li>- Copy of “How it Feels to be Colored Me”</li> <li>- List of discussion questions (appendix C)</li> </ul>	<p>Informal assessment of discussion participation</p> <p>Formal assessment of quote and response notecards</p>
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in all class discussions over the chapters assigned for the day by completing their reading and contributing and building off of the ideas suggested by their peers.	<ul style="list-style-type: none"> <li>- Quote and response notecards</li> <li>- Copy of “How it Feels to be Colored Me”</li> <li>- List of discussion questions (appendix C)</li> </ul>	<p>Informal assessment of discussion participation</p> <p>Formal assessment of quote and response notecards</p>
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will demonstrate their knowledge of the text being discussed in class by citing textual evidence to support their claims or questions in the discussion.	<ul style="list-style-type: none"> <li>- Quote and response notecards</li> <li>- Copy of “How it Feels to be Colored Me”</li> <li>- List of discussion questions (appendix C)</li> </ul>	<p>Informal assessment of discussion participation</p> <p>Formal assessment of quote and response notecards</p>
<b>12.3.R.7</b> Students will make connections ( <i>e.g., thematic links, literary analysis, authors’ style</i> ) between and across multiple texts and	Students will make connections between the text being discussed in class and the texts previously read in the unit and demonstrate those connections through knowledgeable, supported	<ul style="list-style-type: none"> <li>- Copy of “How it Feels to be Colored Me”</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation



provide textual evidence to support their inferences.	claims made in the class discussions.		
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in a class discussion over the chapters assigned for the day in regard to the theme of black identity in literature through active listening and conversation.	<ul style="list-style-type: none"> <li>- Copy of "How it Feels to be Colored Me"</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The full set of discussion questions for today is located in appendix C. All of those questions are directed towards the following: How does Hurston's interpretation of race and its importance contribute to our understanding of black identity in literature?
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### Today's Minute by Minute (Tick Tock)- Thursday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of "How it Feels to be Colored Me", quote and response notecards paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of "How it Feels to be Colored Me", quote and response notecards paper, and something to write with.	

25	<p>Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.</p>	<p>Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. Students may use their notecard activity to respond to the questions or ask their own.</p>	
3	<p>Ask students to move their desks into groups of 3. Instruct students to go through their notecards with their group and have a discussion about each quote. Everyone in the group should get the chance to share their thought about each quote before moving on. Get through as many notecards as possible in the time allotted.</p>	<p>Move desks into groups of 3 and listen to the instructions of the teacher over what to discuss in their smaller groups.</p>	
15	<p>Walk around the room and monitor the small group discussion to make</p>	<p>Have a discussion about each quote and response notecard. Everyone in the group should get the</p>	

	<p>sure students are on task. Join in discussions that need to be more focused. When there is about 1 minutes left in discussion, ask students to pass their notecards forward and walk around the room to collect them.</p>	<p>chance to share their thought about each quote before moving on. Get through as many notecards as possible in the time allotted. Stay on task. When the teacher asks you to, pass your notecards forward to be take up.</p>	
2	<p>Ask students to move their desks back to their original positions and and sit back down.</p>	<p>Move their desk back to the original position and take a seat.</p>	
2	<p>Remind students that they have another sent of quote and response notecards due tomorrow and they can refer to the original handout from the day before for instructions (appendix F). Remind students that the final vocabulary list for the test on Thursday of week 3 will be up tomorrow on google docs (appendix D). This is where they should study from.</p>	<p>Listen to the instructions of the teacher. Remember to bring three more quote and response notecards for tomorrow. Remember to check the Google doc tomorrow for the final vocabulary list.</p>	

**Week 2 Friday****Today's Minute by Minute (Tick Tock)- Friday**

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of "How it Feels to be Colored Me", quote and response notecards paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of "How it Feels to be Colored Me", quote and response notecards paper, and something to write with.	
25	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. Students may use their notecard activity to respond to the questions or ask their own.	
3	Ask students to	Move desks into groups	

	<p>move their desks into groups of 3. Instruct students to go through their notecards with their group and have a discussion about each quote. Everyone in the group should get the chance to share their thought about each quote before moving on. Get through as many notecards as possible in the time allotted.</p>	<p>of 3 and listen to the instructions of the teacher over what to discuss in their smaller groups.</p>	
15	<p>Walk around the room and monitor the small group discussion to make sure students are on task. Join in discussions that need to be more focused. When there is about 1 minutes left in discussion, ask students to pass their notecards forward and walk around the room to collect them.</p>	<p>Have a discussion about each quote and response notecard. Everyone in the group should get the chance to share their thought about each quote before moving on. Get through as many notecards as possible in the time allotted. Stay on task. When the teacher asks you to, pass your notecards forward to be take up.</p>	
2	<p>Ask students to move their desks back to their original positions and and sit back down.</p>	<p>Move their desk back to the original position and take a seat.</p>	
2	<p>Pass out the Final Paper/presentation handouts and rubric (appendix F). Ask students to read over and bring their questions to class on Tuesday. Remind students that the</p>	<p>Listen to the instructions of the teacher. Remember to bring three more quote and response notecards for tomorrow. Remember to check the Google doc tomorrow for the final vocabulary list.</p>	

	final vocabulary list for the test on Thursday of week 3 will be up today on google docs (appendix D). This is where they should study from.		
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### Week 3

#### Week 3 Monday

#### Daily Lesson Information

Lesson title	“We Wear the Mask” Discussion Day
Lesson Purpose/Rationale	The poetry of the Harlem Renaissance was a powerful new form in African American literature. Paul Laurence Dunbar, Lucille Clifton, and Langston Hughes were some of the most prolific poets from that time period and today. These discussion days over the three poets are meant to further introduce them to the ideas of black identity that emerged during the Harlem Renaissance. We will also use this week to review MLA citations. We will use the three poets as well as other authors and texts to practice creating proper citations and works cited pages.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will complete a bell ringer in order to assess their skills when it comes to creating MLA citations and works cited pages. After the bell ringer is completed the teacher will direct the class to the the Purdue OWL: MLA Guide website and show them where information can be found over correct citations. Students will then work in pair to correct the citations form their bell ringer. The class will then come back together to discuss their correct answers. The remainder of the class period will be spent in a class discussion over Paul Laurence Dunbar’s “We Wear the Mask”.
Lesson length	50 Minutes
Grade level and course	12 <sup>th</sup> Grade English

Source of lesson plan and how I modified it	<p>Purdue OWL: MLA Formatting and Style Guide. (1995). Retrieved November 2, 2016, from <a href="https://owl.english.purdue.edu/owl/resource/747/01/">https://owl.english.purdue.edu/owl/resource/747/01/</a></p> <p>This is the website I used to create the citations for the bell ringer and what students will use when making their corrections to their bell ringer.</p> <p>Dunbar, P. L. (n.d.). We Wear the Mask. Retrieved November 2, 2016, from <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/44203">https://www.poetryfoundation.org/poems-and-poets/poems/detail/44203</a></p> <p>This is poem that we will read and discuss in class today.</p> <p>We Wear the Mask Study Guide. (n.d.). Retrieved November 3, 2016, from <a href="http://www.enotes.com/homework-help/topic/we-wear-mask">http://www.enotes.com/homework-help/topic/we-wear-mask</a></p> <p>I used discussion questions from this study guide. I edited a few of them for length and clarity.</p>
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read “We wear the Mask” and printed off a copy.
How will you address students who do not have this prior knowledge?	The poem is short, so students who did not complete their reading will be able to read it in class if they finish the bell ringer early or right as we begin the discussion. If students did not print it, they can copy it from a friend or share a copy with friend.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Printed copy of “We Wear the Mask” for discussion</li> <li>- Discussion questions over poem (appendix C)</li> <li>- Citations Bell Ringer (appendix G)</li> <li>- Link to Purdue OWL citations guide (appendix G)</li> <li>- SmartBoard to display the Purdue OWL website</li> <li>- Smartphones and laptops to get on Purdue OWL website</li> <li>- Whiteboard and markers to write corrections on</li> <li>- Final Project outline and rubrics (appendix B)</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students who are not strong readers and ELL students will be paired with students that are stronger reader for the paired corrections of the bell ringer. Students with auditory impairments can be given physical copies of the discussion questions for the day.

### Daily Lesson Plan Details

Oklahoma Academic	Learning Objective – in	Lesson Activities and	Assessments
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Standard – number and text	terms of what students will do	Materials	(Formal, Informal)
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in a class discussion over the poem assigned for the day in regard to the theme of black identity in literature through active listening and conversation.	<ul style="list-style-type: none"> <li>- Copy of “We Wear the Mask”</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in all class discussions over the poem assigned for the day by complete their reading and contributing and building off of the ideas of their peers.	<ul style="list-style-type: none"> <li>- Copy of “We Wear the Mask”</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will demonstrate their knowledge of the text being discussed in class by citing textual evidence to support their claims or questions in the discussion.	<ul style="list-style-type: none"> <li>- Copy of “We Wear the Mask”</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.3.R.7</b> Students will make connections ( <i>e.g., thematic links, literary analysis, authors’ style</i> ) between and across multiple texts and provide textual evidence to support their inferences.	Students will make connections between the text being discussed in class and the texts previously read in the unit and demonstrate those connections through knowledgeable, supported claims made in class discussions.	<ul style="list-style-type: none"> <li>- Copy of “We Wear the Mask”</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.5.W.3</b> Students will demonstrate command of Standard American	Students will practice creating correct in-text citations and works cited pages in MLA format	<ul style="list-style-type: none"> <li>- Citations bell ringer (appendix G)</li> <li>- Citation</li> </ul>	Formal assessment of bell ringer and



English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	through a bell ringer activity and a citations homework handout.	homework handouts (appendix H)	homework handout
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The discussion questions for this day are located in appendix C. The overall guiding question for this day is how does "We Wear the Mask" contribute to our understanding of black identity?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	As the students walk into the room, hand them the bell ringer (appendix G) and ask them to begin working on it.	Receive a copy of the bell ringer and immediately begin working on it.	
5	After the students have completed the bell ringer, pull up the Purdue OWL MLA website (appendix G) and show students where they can find information on citations. Instruct them to work in pairs to correct their citations on the back of the bell ringer.	Listen to instructions as the teacher shows you the Purdue OWL MLA website and then work in pairs to correct your bell ringer on the back of the handout.	

10	Walk around the room and visually assess that students are working on their corrections. Answer questions as needed.	Use either a laptop in the classroom or your smartphone and work in pairs to correct your bell ringer on the back of the handout.	
10	Ask 5 students to come up to the whiteboard and write the corrected citations. Ask those student to discuss what was changed in each citation.	If chose by the teacher go up to the whiteboard and write the corrected citations. Then discuss what was changed in each citation. If you are not at the board, make sure that your citations are completely correct.	
10	Ask students to pass forward their bell ringers. Ask students if they have any questions about the final project handout (appendix B). Answer any questions that they have. Remind students that they have a vocabulary and citations test on Thursday of Week 3.	Pass forward your bell ringer. Ask any questions have about the handout over the final project.	
10	Use the last 10 minutes of class to begin a discussion over “We Wear the Mask”. Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	

	C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects. You will not get very far in the discussion but it can be continued tomorrow.		
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### Week 3 Tuesday

### Daily Lesson Information

Lesson title	“homage to my hips” Discussion Day
Lesson Purpose/Rationale	The poetry of the Harlem Renaissance was a powerful new form in African American literature. Paul Laurence Dunbar, Lucille Clifton, and Langston Hughes were some of the most prolific poets from that time period and today. These discussion days over the three poets are meant to further introduce them to the ideas of black identity that emerged during the Harlem Renaissance. We will also use this week to review MLA citations. We will use the three poets as well as other authors and texts to practice creating proper citations and works cited pages.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be given the homework sheet over citations and given the first 10 minutes of class to work on it either on their own or with a partner. We will then come back together and the remainder of the class period will be spent in a class discussion over Lucille Clifton’s “homage to my hips”.
Lesson length	50 Minutes
Grade level and course	12 <sup>th</sup> Grade English
Source of lesson plan and how I modified it	Caprow, J. (2015, September 29). LA Practice. Retrieved November 2, 2016, from <a href="http://community.cardigan.org/~jcaprow/Mr._Caprows_Website/20152016/Enties/2015/9/29_PEAKS_9_Day_8_files/092915Day8ParentheticalCitationFLIP.pdf">http://community.cardigan.org/~jcaprow/Mr._Caprows_Website/20152016/Enties/2015/9/29_PEAKS_9_Day_8_files/092915Day8ParentheticalCitationFLIP.pdf</a>  I used pages from this teacher’s website to add resource pages to the MLA worksheet.

	<p>Holland, M. A. (n.d.). <i>MLA Practice Worksheet Pges. 1-2</i> [Word Doc]. Weebly.</p> <p>I used questions form this online worksheet to create my worksheet. I shortened questions and added resource pages from another document.</p> <p>Clifton, L. (n.d.). Homage to my hips. Retrieved November 2, 2016, from <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/49487">https://www.poetryfoundation.org/poems-and-poets/poems/detail/49487</a></p> <p>This is poem that we will read and discuss in class today.</p> <p><i>"homage to my hips" Questions</i> [Word Doc]. (n.d.). Central Bucks School District.</p> <p>I used discussion questions from this study guide. I edited a few of them for length and clarity.</p>
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read "homage to my hips" and printed off a copy.
How will you address students who do not have this prior knowledge?	The poem is short, so students who did not complete their reading will be able to read it in class if they finish the bell ringer early or right as we begin the discussion. If students did not print it, they can copy it from a friend or share a copy with friend.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Printed copy of "homage to my hips" for discussion</li> <li>- Discussion questions over poem (appendix C)</li> <li>- Citations Homework Sheet (appendix H)</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students who are not strong readers and ELL students will be paired with students that are stronger reader for the paired corrections of the bell ringer. Students with auditory impairments can be given physical copies of the discussion questions for the day.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen	Students will engage in a class discussion over the	- Copy of "homage to	Informal assessment

and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	poem assigned for the day in regard to the theme of black identity in literature through active listening and conversation.	my hips” - List of discussion questions (appendix C)	of discussion participation
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in all class discussions over the poem assigned for the day by complete their reading and contributing and building off of the ideas of their peers.	- Copy of “homage to my hips” - List of discussion questions (appendix C)	Informal assessment of discussion participation
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will demonstrate their knowledge of the text being discussed in class by citing textual evidence to support their claims or questions in the discussion.	- Copy of “homage to my hips” - List of discussion questions (appendix C)	Informal assessment of discussion participation
<b>12.3.R.7</b> Students will make connections ( <i>e.g., thematic links, literary analysis, authors’ style</i> ) between and across multiple texts and provide textual evidence to support their inferences.	Students will make connections between the text being discussed in class and the texts previously read in the unit and demonstrate those connections through knowledgeable, supported claims made in class discussions.	- Copy of “homage to my hips” - List of discussion questions (appendix C)	Informal assessment of discussion participation
<b>12.5.W.3</b> Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations,	Students will practice creating correct in-text citations and works cited pages in MLA format through a bell ringer activity and a citations homework handout.	- Citations bell ringer (appendix G) - Citation homework handouts (appendix H)	Formal assessment of bell ringer and homework handout

and/or other modes of communication to convey specific meanings and interests.			
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	(The discussion questions for this day are located in appendix C. The overall guiding question for this day is how does "homage to my hips" contribute to our understanding of black identity?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10	As the students walk into the room, hand them the Citations homework assignment (appendix H) and ask them to begin working on it. While they are doing, walk around the room and visually assess that students are on task.	Receive a copy of the Citations homework assignment and immediately begin working on it.	
1	Tell students that they will have the opportunity to work on this assignment again the next morning and it will be due in class on Thursday, the day of the vocabulary and citations test.	Listen to instructions of the teacher.	
2	Ask students move their desks so that	Move their desks into a circle and unpack their	

	they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copies of “We Wear the Mask” and “homage to my hips”, paper, and something to write with.	bags for the materials they will need in class that day; their copies of “We Wear the Mask” and “homage to my hips”, paper, and something to write with.	
35	Finish your discussion over “We Wear the Mask” and then transition in the discussion over “homage to my hips” by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects. You will not get very far in the discussion but it can be continued tomorrow.	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	
2	Ask students to	Move their desk back to	

	move their desks back to their original positions and and pack their things away.	the original position and pack their things away.	
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### Week 3 Wednesday

### Daily Lesson Information

Lesson title	"I, Too, Sing America" Discussion Day
Lesson Purpose/Rationale	The poetry of the Harlem Renaissance was a powerful new form in African American literature. Paul Laurence Dunbar, Lucille Clifton, and Langston Hughes were some of the most prolific poets from that time period and today. These discussion days over the three poets are meant to further introduce them to the ideas of black identity that emerged during the Harlem Renaissance. We will also use this week to review MLA citations. We will use the three poets as well as other authors and texts to practice creating proper citations and works cited pages.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will be given the homework sheet over citations and given the first 10 minutes of class to work on it either on their own or with a partner. We will then come back together and the remainder of the class period will be spent in a class discussion over Lucille Clifton's "I, too, Sing America".
Lesson length	50 Minutes
Grade level and course	12 <sup>th</sup> Grade English
Source of lesson plan and how I modified it	<p>Caprow, J. (2015, September 29). LA Practice. Retrieved November 2, 2016, from <a href="http://community.cardigan.org/~jcaprow/Mr._Caprows_Website/20152016/Enties/2015/9/29_PEAKEs_9_Day_8_files/092915Day8ParenteticalCitationFLIP.pdf">http://community.cardigan.org/~jcaprow/Mr._Caprows_Website/20152016/Enties/2015/9/29_PEAKEs_9_Day_8_files/092915Day8ParenteticalCitationFLIP.pdf</a></p> <p>I used pages from this teacher's website to add resource pages to the MLA worksheet.</p> <p>Holland, M. A. (n.d.). <i>MLA Practice Worksheet Pges. 1-2</i> [Word Doc]. Weebly.</p> <p>I used questions form this online worksheet to create my worksheet. I shortened questions and added resource pages from another document.</p>



	<p>Hughes, L. (n.d.). I, Too, Sing America. Retrieved November 2, 2016, from <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/47558">https://www.poetryfoundation.org/poems-and-poets/poems/detail/47558</a></p> <p>This is poem that we will read and discuss in class today.</p> <p><i>"I_Too_Sing_America"</i> [Word Doc]. (2014, May 21).</p> <p>I used discussion questions from this study guide. I edited a few of them for length and clarity.</p>
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read "I, too, Sing America" and printed off a copy.
How will you address students who do not have this prior knowledge?	The poem is short, so students who did not complete their reading will be able to read it in class if they finish the bell ringer early or right as we begin the discussion. If students did not print it, they can copy it from a friend or share a copy with friend.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Printed copy of "I, too, Sing America" for discussion</li> <li>- Discussion questions over poem (appendix C)</li> <li>- Citations Homework Sheet (appendix H)</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students who are not strong readers and ELL students will be paired with students that are stronger reader for the paired corrections of the bell ringer. Students with auditory impairments can be given physical copies of the discussion questions for the day.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of	Students will engage in a class discussion over the poem assigned for the day in regard to the theme of black identity in literature though active listening and conversation.	<ul style="list-style-type: none"> <li>- Copy of "I, too, Sing America"</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation

verbal and nonverbal cues.			
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in all class discussions over the poem assigned for the day by complete their reading and contributing and building off of the ideas of their peers.	<ul style="list-style-type: none"> <li>- Copy of “I, too, Sing America”</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will demonstrate their knowledge of the text being discussed in class by citing textual evidence to support their claims or questions in the discussion.	<ul style="list-style-type: none"> <li>- Copy of “I, too, Sing America”</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.3.R.7</b> Students will make connections ( <i>e.g., thematic links, literary analysis, authors’ style</i> ) between and across multiple texts and	Students will make connections between the text being discussed in class and the texts previously read in the unit and demonstrate those connections through knowledgeable, supported claims made in class discussions.	<ul style="list-style-type: none"> <li>- Copy of “I, too, Sing America”</li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation

provide textual evidence to support their inferences.			
<b>12.5.W.3</b> Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will practice creating correct in-text citations and works cited pages in MLA format through a bell ringer activity and a citations homework handout.	<ul style="list-style-type: none"> <li>- Citations bell ringer (appendix G)</li> <li>- Citation homework handouts (appendix H)</li> </ul>	Formal assessment of bell ringer and homework handout

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The discussion questions for this day are located in appendix C. The overall guiding question for this day is how does "I, Too, Sing America" contribute to our understanding of black identity?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
15	As the students walk into the room, ask them to take out their copy of the Citations homework assignment (appendix H) and	Receive a copy of the Citations homework assignment and immediately begin working on it.	

	ask them to begin working on it. They may do so in pairs. While they are doing, walk around the room and visually assess that students are on task.		
1	Tell students that anything they did not complete in class today will be homework. This assignment should be used as a study guide for their test tomorrow. It will be due in class tomorrow.	Listen to instructions of the teacher.	
2	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copies of “I, Too, Sing America”, paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copies of “We Wear the Mask” and “homage to my hips”, paper, and something to write with.	
30	Begin the discussion over “I, Too, Sing America” by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher	

	through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects. You will not get very far in the discussion but it can be continued tomorrow.	chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	
2	Ask students to move their desks back to their original positions and and pack their things away.	Move their desk back to the original position and pack their things away.	
5	Ask students if they have any questions about the test tomorrow over vocabulary and citations. Answer any questions that they have.	Ask any questions about the test tomorrow over vocabulary and citations.	

### Week 3 Thursday

### Daily Lesson Information

Lesson title	Vocabulary and Citations Test
Lesson Purpose/Rationale	This day is meant to serve as a summative assessment of vocabulary and citation knowledge that students gained during the past two and half weeks of the unit. The test will cover the class made vocabulary list and MLA citations.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will take an online test on Socrative.com that will cover the vocabulary words located on the class google doc and correct MLA citations. The teacher will need to have created this exam on Socrative.com prior to class. There is an example of what questions should look like in appendix I.
Lesson length	50 minutes
Grade level and	12 <sup>th</sup> grade English

course	
Source of lesson plan and how I modified it	<p>Hunter, H. (2016, November 5). 12th grade Vocab and Citations Test. Retrieved from <a href="http://www.socrative.com">http://www.socrative.com</a></p> <p>I used this website to create the test. This is also where students will log into to take the exam.</p>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have studied the vocabulary list on google docs and the citations homework assignment.
How will you address students who do not have this prior knowledge?	Students who were absent the majority of this week when we reviewed citations may take the exam either the next day or Monday so that they have time to study.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Computers for each student</li> <li>- Whiteboard and markers to write class login information on</li> <li>- Example of test questions (appendix I)</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students that are struggling reading or ELL students will be given extra time to take the exam. Students who are visually impaired may use headphones and audio function on Socrative to hear the questions and answers read aloud.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Students will use context clues found in the two slave narratives and the example sentences within the exam to determine the meaning of unfamiliar words through multiple choice and true/false style questions.	<ul style="list-style-type: none"> <li>- Socrative Exam</li> <li>- Computers</li> </ul>	The exam is a formal assessment
<b>12.5.W.3</b> Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing.	Students will answer multiple choice and true/false style questions in an exam over the elements of MLA citations and examples of MLA citations.	<ul style="list-style-type: none"> <li>- Socrative Exam</li> <li>- Computers</li> </ul>	The exam is a formal assessment

presentations, and/or other modes of communication to convey specific meanings and interests.			
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	Do students understand MLA citations and vocabulary associated with this unit?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
Before class	Write the login information students will need to get into the Socrative test on the whiteboard. This will be the name of the classroom, the password, and the name of the test they need to take.	n/a	
5 minutes	Ask students to get a laptop and login. Ask them to go to Socrative.com and use the information written on the board to login and begin the exam.	Select a laptop and listen to the teacher as they give login information for the exam.	

43	Students should use nearly the full class period to take the test. Walk around the room and monitor that students are on task. If you see that a student finishes their exam early, ask them begin brainstorming ideas for their final project.	Quietly take the exam. If they finish early, students may begin brainstorming ideas for their final project.	
2	When there are 2 minutes of class left, instruct the students to begin logging out of their computers and placing them back onto the laptop cart.	Listen to instructions of the teacher and shut down the laptops. Place them back on the laptop cart.	

### Week 3 Friday

### Daily Lesson Information

Lesson title	Infographic Work Day
Lesson Purpose/Rationale	This day is a work day for an infographic assignment. Student with demonstrate their understanding of the three poets and poems that we read this week by creating an infographic that compares and contrast some element between the three. The infographic allows for creativity and creates a graphic organizer for students to refer back to. Students will also have to create a works cited for their infographic, which will require them to recall what they learned about citations.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will create infographics comparing and contrasting either all three poems we read this week or all three authors. They may compare them as a whole or compare one individual element between the three. We will spend the class period going over a short tutorial on how to use the website piktochart, and then creating the infographics.
Lesson length	50 minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	Hughes, L. (n.d.). I, Too, Sing America. Retrieved November 2, 2016, from <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/47558">https://www.poetryfoundation.org/poems-and-poets/poems/detail/47558</a>



	<p>Clifton, L. (n.d.). Homage to my hips. Retrieved November 2, 2016, from <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/49487">https://www.poetryfoundation.org/poems-and-poets/poems/detail/49487</a></p> <p>Dunbar, P. L. (n.d.). We Wear the Mask. Retrieved November 2, 2016, from <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/44203">https://www.poetryfoundation.org/poems-and-poets/poems/detail/44203</a></p> <p>These are the poems that the infographic is focused around. I did not modify the poems but students will use direct quotes from them in their infographics.</p>
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Students need to have read “I, Too, Sing America”, “We Wear the Mask”, and “homage to my hips” to complete this lesson.
How will you address students who do not have this prior knowledge?	Students will have the class period and the weekend to complete the project. If students have not read any of the poems they can do so during class and create the infographic over the weekend.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Laptops for each student to make their infographic</li> <li>- Copies of each poem (can be found online if searched for)</li> <li>- SmartBoard to give tutorial</li> <li>- Infographic assignment handout (appendix J)</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students who do not have access to a computer at home and can’t finishing the assignment at school may make a poster. Students who are struggling writers/readers or ELL students can create infographics that only compare two poems/poets or can create an infographic that is more visual then textual.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
2.7.W.1 Students will create multimodal content to communicate knowledge and defend arguments.	Students will create and turn in an infographic comparing and contrasting either the three poets from the unit or the three poems from the unit, in order to understand the connection between the three.	<ul style="list-style-type: none"> <li>- Copy of each poem</li> <li>- Computer for each student</li> <li>- Infographic handout (appendix J)</li> </ul>	Formal assessment of infographic

<b>12.6.W.3</b> Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style ( <i>e.g., MLA, APA, etc.</i> ) and avoiding plagiarism.	Students will incorporate quotes from the three poems into their infographics and use proper MLA citations and create a works cited page.	<ul style="list-style-type: none"> <li>- Copy of each poem</li> <li>- Computer for each student</li> <li>- Infographic handout (appendix J)</li> </ul>	Formal assessment of infographic
<b>12.3.R.3</b> Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.	Students will compare similar themes shared across the three poems from this unit and create an infographic that shows how they connect.	<ul style="list-style-type: none"> <li>- Copy of each poem</li> <li>- Computer for each student</li> <li>- Infographic handout (appendix J)</li> </ul>	Formal assessment of infographic
<b>12.3.R.4</b> Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.	Students will evaluate figurative language, tone, diction choices, and other literary devices across the three poems from the unit and create an infographic that compares and contrasts their uses across the poems.	<ul style="list-style-type: none"> <li>- Copy of each poem</li> <li>- Computer for each student</li> <li>- Infographic handout (appendix J)</li> </ul>	Formal assessment of infographic

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	How do the poems “I, Too, Sing America”, “We Wear the Mask”, and “homage to my hips” connect? How are they different? How do the poets Hughes, Dunbar, and Clifton connect? How are they different. Explore these questions through your infographics.
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
5	As students enter the room, ask them to get a	Get a laptop from the laptop cart and login.	

	laptop from the laptop cart and login. After the majority of students have entered the room, write “piktochart.com” on the whiteboard.		
1	Ask students to go to “piktochart.com” and pull the same website up on the SmartBoard.	Go to “piktochart.com” and wait for further instructions.	
15	Tell students that you are going to take them through a quick tutorial of the website. Login to your account and tell students that they will also have to make a free account before they start creating. Then click “create your own” piktochart and select the infographic option. In the bottom left corner of the screen will be a “take a tour” option. Click on that and walk students through the guided tour of how to make a piktochart. Tell them that they can take the tour again once they start creating.	Pay attention to the tutorial on how to use the website.	
1	Tell the class to make their accounts. Pass out the Infographic assignment sheet to each student (appendix J).	Create an account on the website and make sure that they receive an infographic assignment handout.	
5	Explain the handout to the students and answer any questions that they have about the assignment. Remind them that the assignment is due on Monday.	Read over the handout and listen to the instructions of the teacher.	

23	Instruct students to begin working on their infographic. Walk around the room and visually assess that students are on task. Answer any questions that students have. When there are about two minutes until the bell, ask students to save their work, logout, and put their computers back on the cart.	Begin working on their infographics. Stay on task. Log out when the teacher asks you to.	
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## Week 4

### Week 4 Monday

### Daily Lesson Information

Lesson title	Infographic gallery walk and discussion
Lesson Purpose/Rationale	On this day, students will be able to show their analysis of the three poems and poets to the class through a gallery walk. They will read through the ideas their peers proposed and compare them to their own thoughts on the texts. The class discussion that will follow is meant to further student analysis of the poets and the comparing and contrasting that they did through their infographics.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will complete a gallery walk of the infographics their peers made and take notes of at least five different ideas that they agreed with, disagreed with, or had a questions about. We will then hold a class discussion where these notes will be shared and students will reflect on their process of comparing and contrasting the texts.
Lesson length	50 minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	Hughes, L. (n.d.). I, Too, Sing America. Retrieved November 2, 2016, from <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/47558">https://www.poetryfoundation.org/poems-and-poets/poems/detail/47558</a>  Clifton, L. (n.d.). Homage to my hips. Retrieved November 2, 2016, from <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/47558">https://www.poetryfoundation.org/poems-and-poets/poems/detail/47558</a>

	<p><a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/49487">poets/poems/detail/49487</a></p> <p>Dunbar, P. L. (n.d.). We Wear the Mask. Retrieved November 2, 2016, from <a href="https://www.poetryfoundation.org/poems-and-poets/poems/detail/44203">https://www.poetryfoundation.org/poems-and-poets/poems/detail/44203</a></p> <p>These are the poems that the infographic is focused around. I did not modify the poems but students will use direct quotes from them in their infographics.</p>
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have completed and infographic.
How will you address students who do not have this prior knowledge?	If students were absent, they will still take place in the gallery walk and discussion. They will complete their infographic and turn it in the next day.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Printed off infographics for the gallery walk</li> <li>- Tape to hang up the infographics</li> <li>- Discussion question (appendix C)</li> <li>- Paper to write on during gallery walk</li> <li>- Pen or pencil to write with</li> <li>- SmartBoard to display timer</li> </ul>
Accommodations and modifications	All IEPS will be followed. ELL students and struggling readers can complete the gallery walk with a partner that can help them with translating and understanding. Students with physical impairments can have infographics brought to their desks by another student in order to review them. Students with visual disabilities can also complete the gallery walk with a partner who can read the infographics aloud to them.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>2.7.W.1</b> Students will create multimodal content to communicate knowledge and defend arguments.	Students will create and turn in an infographic comparing and contrasting either the three poets from the unit or the three poems from the unit, in order to understand the connection between the three.	<ul style="list-style-type: none"> <li>- Printed off infographics</li> </ul>	Formal assessment of infographics

<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in a class discussion over the poems and infographics in regards to the theme of black identity in literature through active listening and conversation.	<ul style="list-style-type: none"> <li>- List of discussion questions (appendix C)</li> <li>- Completed infographic reflection</li> </ul>	Informal assessment of discussion participation
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in all class discussions over the infographics and poems by voicing their own ideas and contributing and building off of the ideas of their peers.	<ul style="list-style-type: none"> <li>- List of discussion questions (appendix C)</li> <li>- Completed infographic reflection</li> </ul>	Informal assessment of discussion participation
<b>12.3.R.2</b> Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	Students will reflect on the the infographics that their peers made by completing a gallery walk and take note of at least five different ideas that they agreed with, disagreed with, or had a questions about. These should be written down.	<ul style="list-style-type: none"> <li>- Completed infographic reflection</li> </ul>	Formal assessment of infographic reflection

### Today's Essential Question(s) and/or Anticipatory Set

What essential	The discussion questions for the day are located in appendix C.
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question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The overall question is, how do Hughes, Dunbar, and Clifton contribute to our understanding of black identity?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
4	After students are seated, ask them to take out their infographics and tape them around the room. The order does not matter.	Listen to instructions of the teacher and tape their infographics around the room	
5	Explain to students that we will have a gallery walk where everyone walks around the room and views the infographics. They are required to take notes of at least 5 things on other infographics that they either agreed with, disagreed with, or had questions about. This will be called the infographic reflections and will be turned in. Ask students to add that title and their name to a piece of paper. Answer any questions that students have.	Listen to the instructions as the teacher explains the gallery walk and infographic reflection. Label a piece of paper with "infographic reflection" and their name.	
15	Tell students to begin	Walk around the room and	

	the gallery walk. Set up a timer on the SmartBoard for 15 minutes. Walk around the room to look at the infographics and give students time warnings.	view the infographics. Take notes of at least 5 things on other infographics that they either agreed with, disagreed with, or had questions about. Pay attention to the timer on the board.	
2	When the timer is up, ask students to return to their desks and move them into a circle for class discussion.	Go back to their desks and move them into a circle for class discussion.	
23	Move around the circle and have each student share one of their reflections over the infographics. If there is leftover time, use the discussion question in appendix C to continue the discussion.	Pay attention as the class shares their reflections. Share their own thoughtful reflection when it is their turn. Participate in the discussion questions if there is time.	
1	Ask students to move their desks back to normal and turn in their infographic reflections before they leave. They should also leave their infographics.	Move their desks back and leave their infographics and infographic reflections for the teacher.	

### Week 4 Tuesday

### Daily Lesson Information

Lesson title	<i>All American Boys Prep 1</i>
Lesson Purpose/Rationale	This lesson is the first step in moving into our look at African American gender and identity in the post-civil rights era. It is the first step to connecting the themes from the older texts we have read to more modern day. The activities are meant to assess background knowledge before we begin reading <i>All American Boys</i> and provide further background knowledge as well.
Lesson description	This lesson is the first day of a three-day preparation for <i>All</i>



(include concepts and skills and where this lesson fits within the curriculum)	<i>American Boys</i> It will begin on the Tuesday of the fourth week of the Unit. Students will begin with a reading anticipation guide (appendix K) that will assess their pre-knowledge of Black Lives Matter and the events/people associated with it. It will also begin introduce students to the themes of the book they will be reading soon. After they have filled out the guide and we have had a short discussion, students will get into groups and begin researching an assigned topic associated with BLM (appendix K). These presentations are meant to be informational and presented to the class the next day, in order to insure that each student has background knowledge of BLM. Students will have to work in groups to create a multimedia presentation that is short and informative.
Lesson length	50 minutes
Grade level and course	12 <sup>th</sup> grade English IV
Source of lesson plan and how I modified it	Groenke, S. L., & Scherff, L. (2010). <i>Teaching YA lit through differentiated instruction</i> . Urbana, IL: NCTE, National Council of Teachers of English. 1. I used the idea for a reading anticipation guide and modified it for my main text.  Reynolds, J., & Kiely, B. (n.d.). <i>All American boys</i> . 2. I used themes from this book to create the reading anticipation guide.

### Daily Lesson Plan Summary

Prior knowledge needed for success	It would be best if students knew what the Black Lives Matter movement is and some of the events and people associated with it.
How will you address students who do not have this prior knowledge?	I will use the reading anticipation guides filled out by students to assess what topics within BLM they know the least about and address those during the remainder of our preparation days for <i>All American Boys</i> . The group presentations over assigned people and events associated with BLM will also serve as a way to inform students about aspects of the movement.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Reading Anticipation Guide handout to assess students' pre-knowledge (appendix K)</li> <li>- Group Presentation handout to give written instruction and guidelines for the group presentations (appendix K)</li> <li>- Laptops or devices about to connect to the internet for research for the group presentation</li> <li>- Pens and pencils to fill out the anticipation guides</li> </ul>
Accommodations and modifications	All IEP's will be followed. Students with disabilities that impair their writing can verbally fill out their anticipation guide with a

	partner or with the instructor. Students who struggle with reading will be placed in research groups with stronger readers. Students who struggle with speaking will be placed in groups with strong speaker and can do more writing for the research activity than speaking.
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### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will actively listen and participate in the short class discussion over the reading anticipation guide.	<ul style="list-style-type: none"> <li>- Reading anticipation guide handout</li> <li>- Pen or pencil</li> </ul>	Reading anticipation guide is an informal, summative assessment
<b>12.1.W.2</b> Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students will work together in small groups to research and create a presentation over a subject that has to do with Black Lives Matter, assigned by the teacher.	<ul style="list-style-type: none"> <li>- Computers or device for research and PowerPoint</li> </ul>	Presentation the next day is an informal assessment

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the	The essential questions for today are based and presented in the reading anticipation guide. Through the questions and statements in that guide I am asking students, what do you know about Black Lives Matter? How comfortable are you discussing Black Lives Matter? Do you know any events or names associated with Black Lives Matter? How relevant do you feel the Black Lives Matter is to your life?
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students?	
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
12	<p>Hand out the "Reading Anticipation Guide" as students walk into class (appendix K). Ask students to fill out the guide silently and on their own. 5 minutes after the bell has rung, ask students to put their pencils down Ask 3 students to share one of their answers from the "Reading Anticipation Guide".</p>	<p>Sign the attendance sheet and get a "Reading Anticipation Guide" from the teacher. Listen to instructions from the teacher on how to fill out the "Reading Anticipation Guide" Read the "Reading Anticipation Guide" and fill it out to the best of their ability. Stop working when the teacher asks them to put their pencils down Pay attention and share during the short discussion on the "Reading Anticipation Guide".</p>	
7	<p>Number students off into groups of 4. There should be 6 or 7 groups in total. Ask students to save their questions until after they have their new handout. Assign each group the name of a person or event associated with Black Lives Matter</p>	<p>Remember the number of the group they were assigned to. Hold their questions until after they have received their handout. Remember the name or topic their group was assigned. Get a computer and sit with their group to begin working as soon as they are dismissed.</p>	

	<p>and ask them to prepare a short 5-minute max PowerPoint presentation over the event to be presented next class period. Explain that each PowerPoint can only have 5 slides titled “Who, what, when, where, and why”. Tell students they may now get a laptop from the computer cart or use a personal device and then get into their groups and begin working.</p>		
28	<p>After students are in their groups, pass out the instructional handouts to each student (appendix K). Remind each group that whatever their group does not finish in class will be homework. Allow students 2 minutes to read through the handout, then walk around the room for the remainder of the class period answering questions and visually assessing that students are on task.</p>	<p>Begin working in groups to create their presentation Thoroughly read over the handout they are given Raise their hand if they have a question and wait for the teacher to come to their group to answer.</p>	<p>These presentations are strictly informational and not very detailed. No rubric is needed. It is just a formative assessment and completion grade.</p>

3	Ask students to begin shutting down their laptops and putting them back in the cart Remind students that presentations are tomorrow and cannot exceed 5 minutes	Shut down laptops/devices and put them back in the laptop cart when asked to do so by the teacher Listen to teacher instructions Know that if their group presentation is not finished, their homework is to finish it Leave when teacher dismisses them	
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### Week 4 Wednesday

### Daily Lesson Information

Lesson title	<i>All American Boys Prep 2</i>
Lesson Purpose/Rationale	This lesson is meant to address any areas that students did not understand on their Reading Anticipation Guide. The short presentations will help students practice their oral presentation skills, display their ability to synthesize information, and inform them about the topics that we will be dealing with in our future discussions of the main text.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The students will spend the first few minutes of class putting the final touches on their presentations with their groups. The groups will then take five minutes each and give their presentations to the rest of the class. Students will display not only with oral presentation skills but also their ability to synthesize information they found during their research. It will also display their ability to research and use sources to find information. Students will also practice the skills they learned earlier in the unit about creating correct citations for sources.
Lesson length	50 minutes
Grade level and course	12 <sup>th</sup> Grade English
Source of lesson plan and how I modified it	N/A

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have filled out the pre-reading anticipation guide the day before and have been present the day before to get
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	their group assignments.
How will you address students who do not have this prior knowledge?	If students were absent and were not put in a group, they will be required to take notes and turn them in at the end of the presentation for an informal grade.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Computer with internet access to pull up the PowerPoint presentations.</li> <li>- A projector and screen/SmartBoard to display the presentations</li> </ul>
Accommodations and modifications	All IEP's will be followed. Students that have auditory impairments or visual impairments will be given preferential seating.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.7.W.2</b> Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	Students will create engaging PowerPoint presentations over a topic that was assigned to their group and present their research to the class in order to inform the class about the topic.	<ul style="list-style-type: none"> <li>- PowerPoint</li> <li>- Projector</li> <li>- SmartBoard</li> </ul>	These presentations are strictly informational and not very detailed. No rubric is needed. It is just an informal assessment and completion grade.
<b>12.1.W.2</b> Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	Students will be assigned groups, work together to create an informative PowerPoint presentation, and present that PowerPoint to the class.	-Computers for each student	
<b>12.6.R.2</b> Students will	Students will	-Computers for	

synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.	conduct research with their groups in order to find important information over their assigned topic. Students will cite the sources they use to create their PowerPoint presentations.	each student	
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The essential questions for today all come from the student presentations as they will be teaching the class. Black Lives Matter What is Black Lives Matter and why does it matter? Who is Eric Garner and why does he matter? What is Police Brutality and why does it matter? Who is Michael Brown and why does he matter? Who is Angela Brown and why does she matter? Who is Tamir Rice and why does he matter? Who is Melissa Click and why does she matter?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10	Before class starts, write instruction on the board for students to sit with their presentation groups as they walk in and to send one person from their group to the teacher's computer to pull up their presentation. Every group's PowerPoint should be ready to go on the computer before the presentations begin. The instructions on	Read the instructions written on the board as they enter their classroom. Students should sit with their groups and one person from each group should go to the teacher's computer and pull up their PowerPoint. The groups should finalize their presentations and make sure that everyone is ready to present.	

	the board should also ask students to to talk with their groups and make sure they are ready to present.		
5	Ask group 1 to present first. Ask a student to set a timer for 5 minutes to make sure that the group does not go overtime. There is no rubric for this presentation and it is very informal. The only thing the teacher should grade for is if every student has a chance to talk during the presentation. Encourage students not presenting to take notes if they'd like.	If their group is presenting, students should give an engaging and informative presentation. If students are not presenting, they should pay attention to the presentation and take note of any information that is new to them. Students are not required to take notes but should be encouraged to.	
35	Group 2 should present next, the group 3, and so on until every group has presented. This should take until the end of the class period	If their group is presenting, students should give an engaging and informative presentation. If students are not presenting, they should pay attention to the presentation and take note of any information that is new to them. Students are not required to take notes but should be encouraged to.	These presentations are strictly informational and not very detailed. No rubric is needed. It is just a formative assessment and completion grade.

### Week 4 Thursday

### Daily Lesson Information

Lesson title	<i>All American Boys Prep 3</i>
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Lesson Purpose/Rationale	This lesson is meant to introduce students to the main ideas of the book, give a plot introduction, and give background information on the authors and why they wrote this book. There is a lot going on in the world socially and politically that is related to <i>All American Boys</i> and I think it is important that students understand that they should be looking for real world connections while reading.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	The students will listen to a set of 3 short interviews covering different topics all relating to <i>All American Boys</i> . After listening students will get into groups and based off of the interviews, use critical thinking skills to identify and discuss what topics and themes they think will be relevant to the book and what real world connections they think they will be able to make to it.
Lesson length	50 minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<p>Reynolds, J., &amp; Kiely, B. (2015). <i>All American boys</i>. New York: Atheneum Books for Young Readers.</p> <p>I used the characters from this text for the activity for the day.</p> <p>TeachingBooks.net (n.d.) <i>Author &amp; Book Resources to Support Reading Education</i>. Retrieved from <a href="https://www.teachingbooks.net/">https://www.teachingbooks.net/</a></p> <p>I used this website to find the interviews with the authors of the books that we will listen in class.</p>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students need no prior knowledge for success.
How will you address students who do not have this prior knowledge?	N/A
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Links to interviews and questions about them (appendix L)</li> <li>- SmartBoard to play interviews and show questions</li> <li>- Paper to take notes on during interviews</li> <li>- Pen or pencil to write notes with</li> </ul>
Accommodations and modifications	All IEP's will be followed. Students with auditory impairments can be given transcripts of the interviews to read. ELL students can listen to the interviews on individual headsets and computers so that they can listen as much as needed for understanding. They may also be paired with other ELL students that can better

	translate between the interviews and the other student.
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### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will be able to engage in whole class and small group discussions over themes, real world connections, and characters in <i>All American Boys</i> after listening to interviews with the authors of the book.	<ul style="list-style-type: none"> <li>- Discussion Questions (appendix C)</li> <li>- Pen/pencil and paper to take notes</li> </ul>	Notes will be taken up as an informal assessment of their participation
<b>12.1.R.2</b> Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	Students will be able to analyze and evaluate recordings of interviews with the authors of <i>All American Boys</i> in order to make inferences about the text.	<ul style="list-style-type: none"> <li>- Links to interviews (appendix L)</li> <li>- SmartBoard</li> <li>- Pen/pencil and paper to take notes</li> </ul>	Notes will be taken up as an informal assessment of their participation
<b>12.3.R.2</b> Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a	Students will analyze the impact they believe having two authors, one black and one white, will have on a text such as <i>All American Boys</i> .	<ul style="list-style-type: none"> <li>- Links to interviews (appendix L)</li> <li>- SmartBoard</li> <li>- Pen/pencil and paper to take notes</li> </ul>	Notes will be taken up as an informal assessment of their participation

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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The full set of discussion questions for today is located in appendix C. All of those questions are directed towards the following; What was the connection and motivation for the authors of <i>All American Boys</i> to write this book?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
1	Pull up the links to the interviews (appendix L) on the SmartBoard as students enter the room and get seated. Have them ready to play when you are finished introducing the activity.	Find their seat in the classroom and wait for instructions.	
3	Ask students to get out a piece of paper and something to write with. Tell students that we will be listening to 3 short interviews with the authors of <i>All American Boys</i> and that they will need to take notes. Ask them to listen for themes or topics, real world connections, or other points of interest that they think will be relevant to the text. They should also write down any	Listen to instructions on what to listen for in the interviews and get out a sheet of paper and pen/pencil to take notes with.	

	questions that they have.		
15	Play the first interview (2 min) and then allow students another minute to finish writing down their thoughts. Then play the next interview (4 min) and allow another minute to write after that one is over. Then play the final interview (4.5 min) and allow a minute to finish up their final thoughts.	Listen to the interviews and make note of themes or topics, real world connections, or other points of interest that you think will be relevant to the text. Write down any question you have.	
2	Ask students to get into groups of 3 with the people sitting around them and turn their desks so that they are facing each other. Ask them to discuss the notes they took and the discussion questions they were given (appendix C) for the next 15 minutes. After you read the discussion question aloud and answer and questions students have about the instructions, tell the class to begin.	Get into a group of three people and turn your desk so that you are facing your group. Listen to the teacher for instructions on what to do in your groups.	
16	Write the discussion questions that you read aloud (appendix C) on the board for students to refer to during their discussion. Then walk around the	Discuss the notes you took and the discussion questions the teacher gave you in your groups. Take note of anything you feel is important in the discussion.	

	<p>class and join in with discussions for the remainder of the 15 minutes. When it close to the end of the discussion time, give students a warning to wrap up their conversations. After the 15 minutes is over, ask students to move their desks back to their original positions.</p>		
13	<p>During the remainder of the class period have a class discussion over the interviews and what the students talked about in their groups. First ask students what points they discussed in their groups. If no students speak up or that conversation does not last very long, go through the the discussion questions written on the board and ask them how their group responded to each of them.</p>	<p>Discuss the notes you took, the discussion questions the teacher gave you, and what your group discussed as class. Take note of anything you feel is important in the discussion.</p>	
1	<p>After the class discussion is over, remind students that the first two chapters of <i>All American Boys</i> and their proposed thesis statement/idea for their final project is due the next day. If they need a reminder they can</p>	<p>Listen to the reminder about the reading homework during the next.</p>	

	look at their homework schedule handout (appendix A).		
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### Week 4 Friday

### Daily Lesson Information

Lesson title	AAB Chapters 1-2 Discussion Day
Lesson Purpose/Rationale	These discussion days are meant to help the students analyze and explore the chapters of <i>All American Boys</i> that they read the night before for homework. Every discussion will involve the full class. This book is extremely relevant and is full of real world connections. It is important that students are engaging with the book inside the classroom in order to help guide them through the difficult social and moral questions the book will propose to them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will participate in all class discussions over the chapters of <i>All American Boys</i> that they read the night before. This discussion will ask students to critically think and reflect on what they read and connect concepts and themes throughout the book and to other authors we have read. The discussion will rotate between open discussion and a fishbowl activity where names of students are drawn to answer certain questions. We will do this for every reading assignment over <i>All American Boys</i> .
Lesson length	50 Minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<p>Brock, R., Dr. (2016). A Reading Group Guide to All American Boys. Retrieved from <a href="http://www.simonandschuster.com/books/All-American-Boys/Jason-Reynolds/9781481463331/reading_group_guide">http://www.simonandschuster.com/books/All-American-Boys/Jason-Reynolds/9781481463331/reading_group_guide</a></p> <p>I used this reading guide as a resource for discussion questions and the journal entry assignment topic. I modified the Journal assignment and discussion questions for length.</p> <p>Schweitzer., P. J. (2015). ONE MARYLAND ONE BOOK 2016: A Teacher's Guide to All American Boys. Retrieved from <a href="http://www.mdhumanities.org/wp-content/uploads/OMOB16-Tguide-FINAL.pdf">http://www.mdhumanities.org/wp-content/uploads/OMOB16-Tguide-FINAL.pdf</a></p> <p>I used this teaching guide to retrieve discussion questions.</p> <p>Groenke, S. L., &amp; Scherff, L. (2010). <i>Teaching YA lit through differentiated instruction</i>. Urbana, IL: NCTE, National Council of</p>

	<p>Teachers of English.</p> <p>I used an activity from this text called Character Shift charts and made them slightly shorter to work for my students.</p> <p>Reynolds, J., &amp; Kiely, B. (2015). <i>All American boys</i>. New York: Atheneum Books for Young Readers.</p> <p>This is the text that the discussion is based around.</p>
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read chapters 1 and 2 of <i>All American Boys</i> in order to participate in the discussion for the day.
How will you address students who do not have this prior knowledge?	Students who did not complete their reading because they were absent may use that class period to complete their reading. Students who just did not do their reading will have to make it up for the next day and find a way to participate in the discussion by asking questions or taking detailed notes.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- A copy of <i>All American Boys</i> to refer to during discussion</li> <li>- List of discussion questions for the day (appendix C)</li> <li>- Bowl with student names in it for fishbowl questions</li> <li>- Character Shift Chart Part 1 for homework assignment (appendix L)</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students with auditory impairments can be given written copies of the discussion questions for the day or the teacher can write them on the board. Students with visual impairments may also receive a written copy of the questions. ELL students may receive written copies of the question with simplified or more familiar vocabulary.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with	Students will engage in a class discussion over the chapters assigned for the day in regard to the theme of black identity in literature through active listening and conversation.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> </ul>	Informal assessment of discussion participation

control of verbal and nonverbal cues.			
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in all class discussions over the chapters assigned for the day by complete their reading and contributing and building off of the ideas of their peers.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> </ul>	Informal assessment of discussion participation
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will demonstrate their knowledge of the text being discussed in class by citing textual evidence to support their claims or questions in the discussion. Students will also complete a Character Shift Chart activity to demonstrate their understanding of character development within <i>All American Boys</i> .	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- Character Shift Chart Part 1 (appendix L)</li> </ul>	Informal assessment of discussion participation  Formal assessment of character shift chart
<b>12.3.R.7</b> Students will make connections (e.g., thematic links, literary	Students will make connections between the text being discussed in class and the texts previously read in the unit and demonstrate those connections through knowledgeable,	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> </ul>	Informal assessment of discussion participation



<i>analysis, authors' style)</i> between and across multiple texts and provide textual evidence to support their inferences.	supported claims made in class discussions.		
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### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The full set of discussion questions for today is located in appendix C. All of those questions are directed towards the following; How do Rashad's and Quinn's stories contribute to our understanding of black identity in literature?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of <i>All American Boys</i> , paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>All American Boys</i> , paper, and something to write with.	
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the	Write their name on a scarp of paper, fold it up, and pass it to the teacher.	

	fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a discussion is conducted, that way there aren't names of absent students in the bowl.		
35	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	
2	Ask students to move their desks back to their original positions and sit back down.	Move their desk back to the original position and take a seat.	
5	Pass out the Character Shift Chart Part One handout (appendix L) to the class. Go over the instructions that are on the handout and ask students if they	Listen to the instructions of the teacher as they go over the instructions for the Character Shift Charts and make sure that they receive a copy of the handout.	

	have any questions. The handout is due Monday.		
3	Ask students to pass forward their final project thesis/idea proposals. Ask students if they have any questions about the final project. Let the students know that you will have their proposals back tot them tomorrow so that they can get started on their projects.	Turn in their final project thesis/idea proposal. Ask any questions they have about the final project.	

## Week 5

### Week 5 Monday

### Daily Lesson Information

Lesson title	AAB Chapters 3-6 Discussion Day
Lesson Purpose/Rationale	These discussion days are meant to help the students analyze and explore the chapters of <i>All American Boys</i> that they read the night before for homework. Every discussion will involve the full class. This book is extremely relevant and is full of real world connections. It is important that students are engaging with the book inside the classroom in order to help guide them through the difficult social and moral questions the book will propose to them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will participate in all class discussions over the chapters of <i>All American Boys</i> that they read the night before. This discussion will ask students to critically think and reflect on what they read and connect concepts and themes throughout the book and to other authors we have read. The discussion will rotate between open discussion and a fishbowl activity where names of students are drawn to answer certain questions. We will do this for every reading assignment over <i>All American Boys</i> .
Lesson length	50 Minutes
Grade level and	12 <sup>th</sup> grade English

course	
Source of lesson plan and how I modified it	<p>Brock, R., Dr. (2016). A Reading Group Guide to All American Boys. Retrieved from <a href="http://www.simonandschuster.com/books/All-American-Boys/Jason-Reynolds/9781481463331/reading_group_guide">http://www.simonandschuster.com/books/All-American-Boys/Jason-Reynolds/9781481463331/reading_group_guide</a></p> <p>I used this reading guide as a resource for discussion questions and the journal entry assignment topic. I modified the Journal assignment and discussion questions for length.</p> <p>Schweitzer., P. J. (2015). ONE MARYLAND ONE BOOK 2016: A Teacher's Guide to All American Boys. Retrieved from <a href="http://www.mdhumanities.org/wp-content/uploads/OMOB16-Tguide-FINAL.pdf">http://www.mdhumanities.org/wp-content/uploads/OMOB16-Tguide-FINAL.pdf</a></p> <p>I used this teaching guide to retrieve discussion questions.</p> <p>Groenke, S. L., &amp; Scherff, L. (2010). <i>Teaching YA lit through differentiated instruction</i>. Urbana, IL: NCTE, National Council of Teachers of English.</p> <p>I used an activity from this text called Character Shift charts and made them slightly shorter to work for my students.</p> <p>Reynolds, J., &amp; Kiely, B. (2015). <i>All American boys</i>. New York: Atheneum Books for Young Readers.</p> <p>This is the text that the discussion is based around.</p>

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read chapters 1 and 2 of <i>All American Boys</i> in order to participate in the discussion for the day.
How will you address students who do not have this prior knowledge?	<p>Students who did not complete their reading because they were absent may se that class period to complete their reading.</p> <p>Students who just did not do their reading will have to make it up for the next day and find a way to participate in the discussion by asking questions or taking detailed notes.</p>
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- A copy of <i>All American Boys</i> to refer to during discussion</li> <li>- List of discussion questions for the day (appendix C)</li> <li>- Bowl with student names in it for fishbowl questions</li> <li>- Character Shift Chart Part 1 for homework assignment (appendix L)</li> <li>- Journal Entry 1 handout for homework assignment (appendix N)</li> <li>- Character Shift Chart Part 2 for homework assignment</li> </ul>

	(appendix O)
Accommodations and modifications	All IEPs will be followed. Students with auditory impairments can be given written copies of the discussion questions for the day or the teacher can write them on the board. Students with visual impairments may also receive a written copy of the questions. ELL students may receive written copies of the question with simplified or more familiar vocabulary.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in a class discussion over the chapters assigned for the day in regard to the theme of black identity in literature through active listening and conversation.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in all class discussions over the chapters assigned for the day by complete their reading and contributing and building off of the ideas of their peers.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will demonstrate their knowledge of the text being discussed in class by citing textual evidence to support their claims or questions in the discussion. Students will also complete a	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation  Formal assessment of character shift chart

	Character Shift Chart activity to demonstrate their understanding of character development within <i>All American Boys</i> .	<ul style="list-style-type: none"> <li>- Character Shift Chart Part 1 (appendix L)</li> <li>- Character Shift Chart Part 2 (appendix O)</li> </ul>	
<b>12.3.R.7</b> Students will make connections ( <i>e.g., thematic links, literary analysis, authors' style</i> ) between and across multiple texts and provide textual evidence to support their inferences.	Students will make connections between the text being discussed in class and the texts previously read in the unit and demonstrate those connections through knowledgeable, supported claims made in class discussions.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.3.W.1</b> Students will write narratives embedded in other modes as appropriate.	Students will compose journal entries from the perspective of a character in <i>All American Boys</i> in order to demonstrate an understanding of character development and creative writing skills.	<ul style="list-style-type: none"> <li>- Journal Entry 1 handout (appendix N)</li> <li>- Journal Entry 2 handout (appendix N)</li> </ul>	Formal assessment of journal entry

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The full set of discussion questions for today is located in appendix C. All of those questions are directed towards the following; How do Rashad's and Quinn's stories contribute to our understanding of black identity in literature?
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
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3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of <i>All American Boys</i> , paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>All American Boys</i> , paper, and something to write with.	
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a discussion is conducted, that way there aren't names of absent students in the bowl.	Write their name on a scarp of paper, fold it up, and pass it to the teacher.	
35	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or	

	through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.	relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	
2	Ask students to move their desks back to their original positions and sit back down.	Move their desk back to the original position and take a seat.	
5	Pass out the Journal Prompt 1 handout (appendix N) to the class. Go over the instructions that are on the handout and ask students if they have any questions. The journal entry is due Wednesday.	Listen to the instructions of the teacher as they go over the instructions for the Journal Entry 1 assignment and make sure that they receive a copy of the handout.	
4	Hand students back their thesis statements. Ask students if they have any questions about the final project.	Receive back and look over the comments on their final project thesis/idea proposal. Ask any questions they have about the final project.	
1	Remind them that they must have some sort of working draft of their final project for conference and work days starting next Tuesday.	Listen to the instructions of the teacher about a draft of their final project for the next week.	

### Week 5 Tuesday

### Daily Lesson Information

Lesson title	AAB Chapter 7-8 Discussion and Art Activity
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Lesson Purpose/Rationale	These discussion days are meant to help the students analyze and explore the chapters of <i>All American Boys</i> that they read the night before for homework. Every discussion will involve the full class. This book is extremely relevant and is full of real world connections. It is important that students are engaging with the book inside the classroom in order to help guide them through the difficult social and moral questions the book will propose to them. Students will spend the second half of this class period engaged in an art activity over identity and point of view. This activity is meant to break up their reading/writing time, and inform students about an artist discussed in <i>All American Boys</i> .
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will participate in all class discussions over the chapters of <i>All American Boys</i> that they read the night before. This discussion will ask students to critically think and reflect on what they read and connect concepts and themes throughout the book and to other authors we have read. The discussion will rotate between open discussion and a fishbowl activity where names of students are drawn to answer certain questions. We will do this for every reading assignment over <i>All American Boys</i> . The second half of this class will be spent creating a class drawing meant to resemble that of Aaron Douglass and Rashad combined. Students will outline each others silhouettes onto a long piece of butcher paper to create a dance scene. Students will add the to back ground and fill in their own silhouette with words that represent the identities that they have had throughout their lives (ex. Daughter, outsider, smart, etc).
Lesson length	50 Minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<p>Brock, R., Dr. (2016). A Reading Group Guide to All American Boys. Retrieved from <a href="http://www.simonandschuster.com/books/All-American-Boys/Jason-Reynolds/9781481463331/reading_group_guide">http://www.simonandschuster.com/books/All-American-Boys/Jason-Reynolds/9781481463331/reading_group_guide</a></p> <p>I used this reading guide as a resource for discussion questions and the journal entry assignment topic. I modified the Journal assignment and discussion questions for length.</p> <p>Schweitzer., P. J. (2015). ONE MARYLAND ONE BOOK 2016: A Teacher's Guide to All American Boys. Retrieved from <a href="http://www.mdhumanities.org/wp-content/uploads/OMOB16-Tguide-FINAL.pdf">http://www.mdhumanities.org/wp-content/uploads/OMOB16-Tguide-FINAL.pdf</a></p> <p>I used this teaching guide to retrieve discussion questions.</p> <p>Douglas, A. (n.d.). Aaron Douglas's Magisterial Aspects of Negro Life. Retrieved from <a href="http://exhibitions.nypl.org/treasures/items/show/170">http://exhibitions.nypl.org/treasures/items/show/170</a></p>

	<p>I used images of paintings posted on this website for the art activity.</p> <p>Reynolds, J., &amp; Kiely, B. (2015). <i>All American boys</i>. New York: Atheneum Books for Young Readers.</p> <p>This is the text that the activity is based around.</p>
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read chapters 7 and 8 of <i>All American Boys</i> in order to participate in the discussion and activity for the day.
How will you address students who do not have this prior knowledge?	Students who did not complete their reading because they were absent may use that class period to complete their reading. Students who just did not do their reading will have to make it up for the next day and find a way to participate in the discussion by asking questions or taking detailed notes.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- A copy of <i>All American Boys</i> to refer to during discussion</li> <li>- List of discussion questions for the day (appendix C)</li> <li>- Aaron Douglas paintings (appendix M)</li> <li>- Butcher paper for art activity</li> <li>- Pencils and markers for drawing</li> <li>- SmartBoard to display the Aaron Douglass paintings</li> </ul>
Accommodations and modifications	All IEPs will be followed. Students with auditory impairments can be given written copies of the discussion questions for the day or the teacher can write them on the board. Students with visual impairments may also receive a written copy of the questions. ELL students may receive written copies of the question with simplified or more familiar vocabulary. Students with physical disabilities who could not lie on the butcher paper can help trace other students or create their own drawing on an individual piece of paper.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen	Students will engage in a class discussion over the chapters assigned for the day in regard	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> </ul>	Informal assessment of

and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	to the theme of black identity in literature through active listening and conversation.	<ul style="list-style-type: none"> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	discussion participation
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	Students will participate in all class discussions over the chapters assigned for the day by completing their reading and contributing and building off of the ideas of their peers.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will demonstrate their knowledge of the text being discussed in class by citing textual evidence to support their claims or questions in the discussion.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation  Formal assessment of character shift chart
<b>12.3.R.7</b> Students will make connections (	Students will make connections between the text being discussed in class and the texts previously read in the	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All</i></li> </ul>	Informal assessment of discussion

<i>e.g., thematic links, literary analysis, authors' style)</i> between and across multiple texts and provide textual evidence to support their inferences.	unit and demonstrate those connections through knowledgeable, supported claims made in class discussions.	<i>American Boys</i> - List of discussion questions (appendix C)	participation
<b>12.7.W.1</b> Students will create multimodal content to communicate knowledge and defend arguments.	Students will work collaboratively as a class to create a drawing that mirrors that of Aaron Douglass's work and demonstrate their understanding of their own identities in relation to those of the characters in <i>All American Boys</i> .	- Aaron Douglas paintings (appendix M) - SmartBoard - Butcher paper - Pencils and markers	Formal assessment of art activity participation

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>The full set of discussion questions for today is located in appendix C. All of those questions are directed towards the following; How do Rashad's and Quinn's stories contribute to our understanding of black identity in literature?</p> <p>For the art activity the main question should be; how do my own identities effect the way I read <i>All American Boys</i>?</p>
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### Today's Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
2	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>All American Boys</i> , paper, and something to write with.	

	desks and are seated ask them to take out their copy of <i>All American Boys</i> , paper, and something to write with.		
15	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects. It is important to limit this discussion to only 15 minutes so that there is time to complete the art activity. Let students know that they should write down any thoughts or questions that they have and whatever we do not get to discuss today, can be discussed the next day.	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	
1	Ask students to move their desks back to their original	Move their desk back to the original position and take a seat.	

	positions and and sit back down.		
1	Ask two students to set up the piece of butcher paper across the classroom and place the markers and pencils on top of it. While the students are doing this pull up the images of the Aaron Douglass paintings (appendix M).	If chosen by the teacher, set up the piece of butcher paper across the classroom and place the markers and pencils on top of it. If not, wait patiently for instructions.	
5	Ask students to recall that Rashad was inspired by artist Aaron Douglass when he created his sketches in the hospital. Today the class is going to create their own Aaron Douglass drawing. Tell the students that they should use the paintings on the SmartBoard as inspiration. They should help draw outlines of each other and add to the background to create a dance scene. The outlines should interact on the paper and can overlap. If there is not enough room, not everyone has to be outlined. Then everyone should fill the outlines with words that describe our own identities (ex.	Listen to the instructions of the teacher as they explain the art activity and begin thinking about the different identities that they posses. Help outline other students onto the butcher paper and add background to the overall drawing. Lay down on the paper and have someone outline them. Help fill the silhouettes with their identity words.	

	<p>Daughter, outsider, smart, etc.). Everyone has or has had multiple identities in their lives. Ask students to begin working on the drawing.</p>		
25	<p>For the remainder of the class period, assist students in outlining and adding to the drawing. If there is room, add your own outline. Assist in drawing the background. Add in your own identity words. Encourage students who try to disengage to join in. If students are not working, give them a specific job or area to work on. Remind students to sign their name by one of the silhouettes and circle it for you to find later.</p>	<p>For the remainder of the class period, help outline other students onto the butcher paper and add background to the overall drawing. Lay down on the paper and have someone outline them. Help fill the silhouettes with their identity words. Sign their names by one of the silhouettes and circle it for the teacher to find later.</p>	
1	<p>Remind students to check that they signed and circled their names and pick up the markers and pencils. Ask for a few students to stay for a minute or so after class and help you hang up the drawing in the hallway or in the classroom if there is room.</p>	<p>Help pick up the markers and pencils. Stay after class for minutes or so help the teacher hang up the drawing in the hallway or in the classroom if there is room.</p>	

**Week 5 Wednesday****Daily Lesson Information- Wednesday, Thursday, & Friday**

Lesson title	AAB Chapters 9-14 Discussion Days
Lesson Purpose/Rationale	These discussion days are meant to help the students analyze and explore the chapters of <i>All American Boys</i> that they read the night before for homework. Every discussion will involve the full class. This book is extremely relevant and is full of real world connections. It is important that students are engaging with the book inside the classroom in order to help guide them through the difficult social and moral questions the book will propose to them.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will participate in all class discussions over the chapters of <i>All American Boys</i> that they read the night before. This discussion will ask students to critically think and reflect on what they read and connect concepts and themes throughout the book and to other authors we have read. The discussion will rotate between open discussion and a fishbowl activity where names of students are drawn to answer certain questions. We will do this for every reading assignment over <i>All American Boys</i> .
Lesson length	50 Minutes
Grade level and course	12 <sup>th</sup> grade English



Source of lesson plan and how I modified it	<p>Brock, R., Dr. (2016). A Reading Group Guide to All American Boys. Retrieved from <a href="http://www.simonandschuster.com/books/All-American-Boys/Jason-Reynolds/9781481463331/reading_group_guide">http://www.simonandschuster.com/books/All-American-Boys/Jason-Reynolds/9781481463331/reading_group_guide</a></p> <p>I used this reading guide as a resource for discussion questions and the journal entry assignment topic. I modified the Journal assignment and discussion questions for length.</p> <p>Schweitzer., P. J. (2015). ONE MARYLAND ONE BOOK 2016: A Teacher's Guide to All American Boys. Retrieved from <a href="http://www.mdhumanities.org/wp-content/uploads/OMOB16-Tguide-FINAL.pdf">http://www.mdhumanities.org/wp-content/uploads/OMOB16-Tguide-FINAL.pdf</a></p> <p>I used this teaching guide to retrieve discussion questions.</p> <p>Groenke, S. L., &amp; Scherff, L. (2010). <i>Teaching YA lit through differentiated instruction</i>. Urbana, IL: NCTE, National Council of Teachers of English.</p> <p>I used an activity from this text called Character Shift charts and made them slightly shorter to work for my students.</p> <p>Reynolds, J., &amp; Kiely, B. (2015). <i>All American boys</i>. New York: Atheneum Books for Young Readers.</p> <p>This is the text that the discussion is based around.</p>
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### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read chapters 1 and 2 of <i>All American Boys</i> in order to participate in the discussion for the day.
How will you address students who do not have this prior knowledge?	Students who did not complete their reading because they were absent may se that class period to complete their reading. Students who just did not do their reading will have to make it up for the next day and find a way to participate in the discussion by asking questions or taking detailed notes.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- A copy of <i>All American Boys</i> to refer to during discussion</li> <li>- List of discussion questions for the day (appendix C)</li> <li>- Bowl with student names in it for fishbowl questions</li> <li>- Character Shift Chart Part 1 for homework assignment (appendix L)</li> <li>- Journal Entry 1 handout for homework assignment (appendix N)</li> <li>- Journal Entry 2 handout for homework assignment (appendix N)</li> </ul>

	- Character Shift Chart Part 2 for homework assignment (appendix O)
Accommodations and modifications	All IEPs will be followed. Students with auditory impairments can be given written copies of the discussion questions for the day or the teacher can write them on the board. Students with visual impairments may also receive a written copy of the questions. ELL students may receive written copies of the question with simplified or more familiar vocabulary.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	Students will engage in a class discussion over the chapters assigned for the day in regard to the theme of black identity in literature through active listening and conversation.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class	Students will participate in all class discussions over the chapters assigned for the day by complete their reading and contributing and building off of the ideas of their peers.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation

settings.			
<b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	Students will demonstrate their knowledge of the text being discussed in class by citing textual evidence to support their claims or questions in the discussion. Students will also complete a Character Shift Chart activity to demonstrate their understanding of character development within <i>All American Boys</i> .	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> <li>- Character Shift Chart Part 1 (appendix L)</li> <li>- Character Shift Chart Part 2 (appendix O)</li> </ul>	<p>Informal assessment of discussion participation</p> <p>Formal assessment of character shift chart</p>
<b>12.3.R.7</b> Students will make connections (e.g., thematic links, literary analysis, authors' style) between and across multiple texts and provide textual evidence to support their inferences.	Students will make connections between the text being discussed in class and the texts previously read in the unit and demonstrate those connections through knowledgeable, supported claims made in class discussions.	<ul style="list-style-type: none"> <li>- Bowl with student names in it</li> <li>- Copy of <i>All American Boys</i></li> <li>- List of discussion questions (appendix C)</li> </ul>	Informal assessment of discussion participation
<b>12.3.W.1</b> Students will write narratives embedded in other modes as appropriate.	Students will compose journal entries from the perspective of a character in <i>All American Boys</i> in order to demonstrate an understanding of character development and creative writing skills.	<ul style="list-style-type: none"> <li>- Journal Entry 1 handout (appendix N)</li> <li>- Journal Entry 2 handout (appendix N)</li> </ul>	Formal assessment of journal entry

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan	The full set of discussion questions for today is located in appendix C. All of those questions are directed towards the following; How do Rashad's and Quinn's stories contribute to our understanding of
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and/or unit? What anticipatory set are you presenting to engage the students?	black identity in literature?
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### Today's Minute by Minute (Tick Tock) - Wednesday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of <i>All American Boys</i> , paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>All American Boys</i> , paper, and something to write with.	
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a discussion is conducted, that way there aren't names of absent students in	Write their name on a scarp of paper, fold it up, and pass it to the teacher.	

	the bowl.		
35	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	
2	Ask students to move their desks back to their original positions and and sit back down.	Move their desk back to the original position and take a seat.	
5	Pass out the Journal Prompt 2 handout (appendix N) to the class. Go over the instructions that are on the handout and ask students if they have any questions. The journal entry is due Friday.	Listen to the instructions of the teacher as they go over the instructions for the Journal Entry 2 assignment and make sure that they receive a copy of the handout.	
4	Ask students if they have any questions about the final project. Remind them that they must have some sort of	Ask any questions they have about the final project. Listen to the instructions of the teacher about a draft of their final project for the next week.	

	working draft of their final project for conference and work days starting next Tuesday.		
1	Ask students to hand in Journal Prompt 1.	Make sure they turn in the Journal Prompt 1 assignment.	

### Week 5 Thursday

### Today's Minute by Minute (Tick Tock)- Thursday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of <i>All American Boys</i> , paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>All American Boys</i> , paper, and something to write with.	
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a	Write their name on a scarp of paper, fold it up, and pass it to the teacher.	

	discussion is conducted, that way there aren't names of absent students in the bowl.		
35	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	
2	Ask students to move their desks back to their original positions and sit back down.	Move their desk back to the original position and take a seat.	
5	Pass out the Character Shift Chart Part Two handout (appendix O) to the class. Go over the instructions that are on the handout and ask students if they have any questions. The handout is due Monday.	Listen to the instructions of the teacher as they go over the instructions for the Character Shift Chart Part 2 and make sure that they receive a copy of the handout.	
3	Ask students if they have any questions about the final project. Remind	Ask any questions they have about the final project. Listen to the instructions of the teacher	

	them that they must have some sort of working draft of their final project for conference and work days starting next Tuesday.	about a draft of their final project for the next week.	
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### Week 5 Friday

### Today's Minute by Minute (Tick Tock)- Friday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	Ask students move their desks so that they are all in a circle facing each other. The teacher should also have a desk or seat in the circle. Once students have moved their desks and are seated ask them to take out their copy of <i>All American Boys</i> , paper, and something to write with.	Move their desks into a circle and unpack their bags for the materials they will need in class that day; their copy of <i>All American Boys</i> , paper, and something to write with.	
2	Ask students to tear out a scrap of paper, write their name on it and pass it to the teacher. These papers will be put in the fishbowl and pulled when there is a lack of participation from the class, or when the teacher feels like using the fishbowl. This should be done each day a discussion is	Write their name on a scarp of paper, fold it up, and pass it to the teacher.	



	conducted, that way there aren't names of absent students in the bowl.		
35	Begin the discussion by asking students what their initial reactions were to the beginning of the text. As students answer and add their own questions and thought to the discussion, move through the list of discussion questions you have (appendix C). Encourage students to ask their own questions and take notes during the discussion, because many of the topics may be relevant to their final projects.	Listen to the discussion questions and comments proposed by their teachers and peers. Students should actively participate in the discussion by speaking, listening, and taking notes of anything they find important or relevant. If the teacher chooses their name from the fishbowl, that student should answer the discussion question to the best of their ability.	
2	Ask students to move their desks back to their original positions and sit back down.	Move their desk back to the original position and take a seat.	
1	Ask students to hand in Journal Prompt 2.	Make sure they turn in the Journal Prompt 2 assignment.	
4	Ask students if they have any questions about the final project. Remind them that they must have some sort of working draft of their final project for conference and work days starting next Tuesday.	Ask any questions they have about the final project. Listen to the instructions of the teacher about a draft of their final project for the next week.	
2	Remind students that their Character Shift	Remember to finish their Character Shift Chart	

	Chart Part 2 is due on Monday and ask if they have any questions about the assignment.	Part 2 by Monday. Ask any questions that they have.	
1	Remind students to read the lyrics to Beyoncé's "Formation" lyrics by Monday.	Remember to read the lyrics to Beyoncé's "Formation" lyrics by Monday.	

## Week 6

### Week 6 Monday

### Daily Lesson Information

Lesson title	Beyoncé Day
Lesson Purpose/Rationale	This is the final day of the unit. We are looking at Beyoncé and her music as a summary for where black identity in literature has progressed today. The particular song we will look at received controversy
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will engage with a music video by Beyoncé and a Huffington Post article about the video in class. After viewing the video and reading the article, the class will participate in a discussion over the texts.
Lesson length	50 Minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	<p>B. (2016). Formation Explicit. Retrieved November 08, 2016, from <a href="http://www.youtube.com/watch?v=1ZDEX2ggvao">http://www.youtube.com/watch?v=1ZDEX2ggvao</a></p> <p>During this lesson we will view Beyoncé's "Formation" video.</p> <p>Workneh, L. (2016, November 5). Beyoncé Is Back And Unapologetically Black In New Music ... Retrieved from <a href="http://www.huffingtonpost.com/entry/beyonce-formation-video_us_56b67a09e4b08069c7a789e6">http://www.huffingtonpost.com/entry/beyonce-formation-video_us_56b67a09e4b08069c7a789e6</a></p> <p>I used quotes and tweets from this article to create the discussion questions.</p>

## Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have read the lyrics to Beyoncé's "Formation" and seen the music video.
How will you address students who do not have this prior knowledge?	I will show the music video at the beginning of class to review it for students who have not seen it.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- SmartBoard and computer to show the music video</li> <li>- The link to the "Formation" video (See appendix P) <a href="https://www.youtube.com/watch?v=1ZDEX2ggvao">https://www.youtube.com/watch?v=1ZDEX2ggvao</a></li> <li>- The discussion questions for the day (See appendix C)</li> <li>- Printed copies of the Huffington Post article for the entire class (See appendix P)</li> </ul>
Accommodations and modifications	All IEP's will be followed. Students with auditory impairments can watch the video through headphones on a computer. Students who are struggling readers may read the article with a partner who is a stronger reader. Students with visual impairments may move closer to the screen to view the video and may read the article with a partner.

## Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.	The students should engage in a full class discussion after watching a video and reading a short article for 35 minute discussion time.	<ul style="list-style-type: none"> <li>- none</li> </ul>	none
<b>12.7.R.1</b> Students will analyze and evaluate written, oral, visual,	Students will watch a Beyoncé music video in class and analyze it against the texts we have read	<ul style="list-style-type: none"> <li>- "Formation" music video</li> <li>- SmartBoard</li> </ul>	none

digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.	previously in the unit in order to participate in a class discussion.		
<b>12.7.R.2</b> Students will analyze the impact of selected media and formats on meaning.	Students will analyze a Beyoncé music video and an online article that includes tweets against each other for meaning/understanding in order to participate in a class discussion.	<ul style="list-style-type: none"> <li>- “Formation” music video</li> <li>- SmartBoard</li> <li>- Huffington Post article</li> </ul>	none

### Today’s Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	The discussion questions for this day are located in appendix C. The overall guiding question for this day is how does Beyoncé represent black gender and identity today?
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### Today’s Minute by Minute (Tick Tock)

Time (minutes)	The teacher will...	The students will....	Additional information...
10	Ask students to pick up a copy of the printed Huff Post article as they walk into the room (appendix P). Ask them to read the article and annotate it with any questions or parts that stood out to them.	Pick up a copy of the Huff Post article as they walk into the room and annotate it with any questions or parts that stood out to them.	
5	Pull up the “Formation” music video on the SmartBoard and play	Watch the music video that the teacher plays on the SmartBoard.	

	it for the class (See appendix P).		
30	Lead a class discussion over the article and music video using the discussion questions found on the DQ page in appendix C. Encourage students to ask the questions they wrote on their annotated article as well to guide the discussion. At different points throughout the group discussion, have students break into small groups and pairs to discuss questions and then come back together as a class and share their responses. You may do this with any questions you see fit, especially if students are struggling to share.	Participate in the discussion. Ask questions that they wrote on their article annotations.	
5	In the last few minutes of class remind students that the next day conferences and work days will begin. Remind them to bring a printed out draft of their work and ask them if they have any questions about what they need to do tomorrow.		

**Week 6 Tuesday****Daily Lesson Information- Tuesday and Wednesday**

Lesson title	Final Project Conferences
Lesson Purpose/Rationale	Students will spend the Tuesday and Wednesday of the final week of the unit in a one-on-one conference with me and then the rest of the class period putting the final touches on their final papers and presentations. The conferences are meant to give students an opportunity to ask the teacher questions about their project, have the teacher quickly look over a draft of their paper or presentation outline, and see if there is anything the teacher can do to help them with their final project. Students who chose to do a presentation will also sign up for the order of the actual presentations on Thursday and Friday.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will work individually on their final projects in class and spend a few minutes of the class period in a conference with the teacher discussing the progress of their final project.
Lesson length	50 minutes
Grade level and course	12 <sup>th</sup> Grade English
Source of lesson plan and how I modified it	n/a

**Daily Lesson Plan Summary**

Prior knowledge needed for success	Students will need to have started on and ideally, nearly completed their final paper or presentation in order for the conferences and work day to be successful.
How will you address students who do not have this prior knowledge?	If a student has not started on their project they will use the work days to work on their project as all the other students will, but they will not have the option to peer edit papers or watch practice presentations as other students will.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Computer for each student to work on projects</li> <li>- Printed draft of final paper or outline for conferences/peer editing</li> <li>- Conference check list for teacher (appendix Q)</li> <li>- Presentation sign up list for teacher (appendix Q)</li> </ul>
Accommodations and modifications	Students with auditory impairments that may not be able to hear themselves practice with the conferences and discussion happening in the room may practice in the hall. Their conferences may also be had in the hall to help with hearing. Students with attention deficit impairments may go to the library to work on their projects in order to focus.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.2.W.4</b> Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.	Students will self and peer edit drafts of their papers and outlines during the in class work day and then create a new draft that is edited with the changes intended to improve the paper or outline.	<ul style="list-style-type: none"> <li>- Drafts of outlines or papers</li> <li>- Computers for each student</li> </ul>	none
<b>12.5.W.1</b> Students will write using correct mechanics.	Students will compose and outline or paper that uses complete sentences, proper grammar, and overall correct mechanics.	<ul style="list-style-type: none"> <li>- Drafts of outlines or papers</li> <li>- Computers for each student</li> </ul>	none
<b>12.6.R.1</b> Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	Students will create thesis statements based off of their readings during the unit and create well-thought and organized papers and presentations.	<ul style="list-style-type: none"> <li>- Drafts of outlines or papers</li> <li>- Computers for each student</li> </ul>	None

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>The questions for today are based on the students' progress on their projects. Since there is no class discussion on these days, the questions will be focused around the individual conferences the teacher has with each student.</p> <p>How is your project coming along? How far are you in it?</p> <p>Has your thesis changed at all since you submitted it?</p> <p>Are there any areas you are struggling with in you project?</p> <p>Do you have any questions about the rubric?</p> <p>Do you have any other questions about your final project?</p>
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### Today's Minute by Minute (Tick Tock) - Tuesday

Time (minutes)	The teacher will...	The students will....	Additional information...
3	<p>After students are seated, explain that you will call them up one by one to your desk for your one on one conference. Let them know that whoever does not get a conference today will get one tomorrow. Tell students that today is a work day and they are allowed to use a computer to work on their final project. They may step into the hall and practice their presentation. They may practice with a partner. They may peer edit each other's papers, outlines, and presentations. If the noise level becomes too loud then we will go back to silent, individual work. If a student does not have their draft printed off, the teacher may release them to go to the library to print it as soon as the teacher is finished giving instructions. This will be the procedure for today and Wednesday.</p>	<p>Listen to the instructions of the teacher. Students should have a draft of their paper or outline printed off for the conference. If a student does not have their draft printed off, they may go to the library to print it as soon as the teacher is finished giving instructions.</p>	
3-5	Follow the roll sheet	If called up for a	



	to decide the order of the conferences and call the first student to your desk. Use the conference checklist to discuss the student's project. If necessary, make comments on the student's conference checklist about and concerns or points you want them to address during their editing process. If a student is making a presentation, the teacher should ask them to sign up for their presentation.	conference with the teacher, bring your draft up with you. If you are not in a conference, you should be working on your paper or presentations, peer editing outlines or drafts, or practicing your presentation in the hallway. You may practice with a partner.	
42	Repeat the same steps from the first conference for the remainder of the class period. Keep the conferences very short. If the student wants more time, they can discuss a meeting time with you after class.	If called up for a conference with the teacher, bring your draft up with you. If you are not in a conference, you should be working on your paper or presentations, peer editing outlines or drafts, or practicing your presentation in the hallway. You may practice with a partner.	

### Week 6 Wednesday

### Today's Minute by Minute (Tick Tock) - Wednesday

Time (minutes)	The teacher will...	The students will....	Additional information...
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3	<p>After students are seated, explain that you will call them up one by one to your desk for your one on one conference. Let them know that whoever does not get a conference today will get one tomorrow. Tell students that today is a work day and they are allowed to use a computer to work on their final project. They may step into the hall and practice their presentation. They may practice with a partner. They may peer edit each other's papers, outlines, and presentations. If the noise level becomes too loud then we will go back to silent, individual work. If a student does not have their draft printed off, the teacher may release them to go to the library to print it as soon as the teacher is finished giving instructions. This will be the procedure for today and Wednesday.</p>	<p>Listen to the instructions of the teacher. Students should have a draft of their paper or outline printed off for the conference. If a student does not have their draft printed off, they may go to the library to print it as soon as the teacher is finished giving instructions.</p>	
3-5	<p>Follow the roll sheet to decide the order of the conferences and call the first student to your desk. Use the conference checklist</p>	<p>If called up for a conference with the teacher, bring your draft up with you. If you are not in a conference, you should be working on</p>	

	to discuss the student's project (appendix Q). If necessary, make comments on the student's conference checklist about and concerns or points you want them to address during their editing process. If a student is making a presentation, the teacher should ask them to sign up for their presentation (appendix Q).	your paper or presentations, peer editing outlines or drafts, or practicing your presentation in the hallway. You may practice with a partner.	
42	Repeat the same steps from the first conference for the remainder of the class period. Keep the conferences very short. If the student wants more time, they can discuss a meeting time with you after class.	If called up for a conference with the teacher, bring your draft up with you. If you are not in a conference, you should be working on your paper or presentations, peer editing outlines or drafts, or practicing your presentation in the hallway. You may practice with a partner.	

### Week 6 Thursday

### Daily Lesson Information Thursday and Friday

Lesson title	Final Presentations and Papers
Lesson Purpose/Rationale	This is final part of the unit. The class will spend the next two day presenting their final presentations. Through these presentations students will be able to practice public speaking skills and demonstrate their knowledge and understanding of the texts we have studied during the unit.
Lesson description (include concepts and skills and where this lesson fits within the curriculum)	Students will submit their papers and presentation outlines that they created. Students who created presentations will present to the class. This will close the unit.

Lesson length	50 minutes
Grade level and course	12 <sup>th</sup> grade English
Source of lesson plan and how I modified it	RubiStar Home. (2016, November 02). Retrieved from <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>  I created the rubrics for the presentations and papers using this website.

### Daily Lesson Plan Summary

Prior knowledge needed for success	Students will need to have completed their presentation outline or paper in order to turn it in today for full points.
How will you address students who do not have this prior knowledge?	Students who do not have their paper or presentation outline finished will be able to turn it in the next day for on letter grade less.
Materials for instruction (include rationale for why the materials are appropriate)	<ul style="list-style-type: none"> <li>- Printed rubrics to grade each presentation (See appendix B)</li> <li>- Pen to grade each presentation</li> <li>- Printed rubrics to grade each paper (See appendix B)</li> </ul>
Accommodations and modifications	All IEP's will be followed. Students with visual or auditory impairments will be given preferential seating in order to better hear and see the presentations. Students with physical impairments may present from their seats or an area that is easiest for them to access.

### Daily Lesson Plan Details

Oklahoma Academic Standard – number and text	Learning Objective – in terms of what students will do	Lesson Activities and Materials	Assessments (Formal, Informal)
<b>12.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.	Students will give formal, individual presentations to present their thesis that they created over the unit. The presentation will explain their connections they made by comparing and contrasting at least three texts from the unit.	<ul style="list-style-type: none"> <li>- Outlines for student presentation</li> <li>- Rubrics to grade presentations</li> </ul>	Formal assessment for the presentation and outline
<b>12.4.W.1</b> Students will	Students will create	- Student	Formal

use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	outlines, presentations, and paper that use correct and appropriate vocabulary for the subjects covered within the African American literature we studied during the unit.	presentation outlines - Student papers	assessment of paper, outline, and presentations
<b>12.5.W.3</b> Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	Students will create a paper or presentation/outline that demonstrates their knowledge of their particular thesis statement and is articulately written using proper mechanics, grammar, and vocabulary.	- Printed copy of paper or outline	Formal assessment of paper, outline, and presentations
<b>12.6.R.2</b> Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.	Students will conduct closer reading of the texts from this unit and possibly reading of outside materials in order to create a paper or presentation that adequately explains and defends their thesis statement. Students will note the sources they use and create correct citations	n/a	Formal assessment of paper, outline, and presentations
<b>12.6.W.3</b> Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style ( <i>e.g., MLA, APA, etc.</i> ) and avoiding plagiarism.	Students will use information and quotes from the texts they analyze in their presentations and papers. They will create correct and full citations in MLA format and include them on a works cited page on their final product.	- Printed copy of a works cited page attached to paper or outline	Formal assessment of paper, outline, and presentations
<b>12.3.R.3</b> Students will analyze how authors	Students will examine at least three different	- Printed copy of a works	Formal assessment

use key literary elements to contribute to meaning and interpret how themes are connected across texts.	texts and authors from the unit and evaluate the literary elements within each in order to make connections between texts and support their thesis.	cited page attached to paper or outline	of paper, outline, and presentations
<b>12.3.R.4</b> Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.	Students will find and analyze literary devices across at least 3 different texts to make connections and support their thesis.	- Printed copy of a works cited page attached to paper or outline	Formal assessment of paper, outline, and presentations
<b>12.3.R.7</b> Students will make connections ( <i>e.g., thematic links, literary analysis, authors' style</i> ) between and across multiple texts and provide textual evidence to support their inferences.	Students will compare and contrast at least three different authors and texts that we have read during the unit in order to create and support their thesis.	- Printed copy of a works cited page attached to paper or outline	Formal assessment of paper, outline, and presentations

### Today's Essential Question(s) and/or Anticipatory Set

What essential question(s) guide(s) this lesson plan and/or unit? What anticipatory set are you presenting to engage the students?	<p>There is no overall guiding essential question for the class today. Each student should pose their own essential question in their presentation or paper. Students should ask themselves:</p> <ul style="list-style-type: none"> <li>- Does my paper adequately explore and prove my thesis?</li> <li>- How do I give an engaging and informative presentation that displays my thesis?</li> </ul>
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### Today's Minute by Minute (Tick Tock)- Thursday

Time (minutes)	The teacher will...	The students will....	Additional information...
Before class begins	Post the list of the presentation order that students signed up for during conferences so that students will know	n/a	

	when it is their turn to present.		
2	Stand at the door as students walk in and ask everyone to put a copy of either their paper or their outline in a pile on their desk. There should be one pile for papers and one pile for outlines. Ask students to settle in quickly and remain quiet so that presentations can begin as quickly as possible.	Place their papers and outlines in two piles on the teacher's desk. Quickly take their seats and remain quiet so that presentations can begin as soon as possible.	
7-10 per presentations 49 minutes of presentations	Ask the student who is presenting to go the front of the room and give their presentation when you say begin. Follow along with the student's outline and mark the rubric for the student's presentation and take the minute or so of transitions between students to finish marking each rubric (appendix B). Repeat this for the rest of the class period.	Pay attention to the presentations and be prepared for their own turn. Only exit and enter the room during transitions between presentations.	

### Week 6 Friday

### Today's Minute by Minute (Tick Tock)- Friday

Time (minutes)	The teacher will...	The students will....	Additional information...
Before class begins	Post the list of the presentation order that students signed up for during conferences so that students will know when it is their turn to present.	n/a	

2	Stand at the door as students walk in and ask everyone to put a copy of either their paper or their outline in a pile on their desk. There should be one pile for papers and one pile for outlines. Ask students to settle in quickly and remain quiet so that presentations can begin as quickly as possible.	Place their papers and outlines in two piles on the teacher's desk. Quickly take their seats and remain quiet so that presentations can begin as soon as possible.	
7-10 per presentations  49 minutes of presentations	Ask the student who is presenting to go the front of the room and give their presentation when you say begin. Follow along with the student's outline and mark the rubric for the student's presentation and take the minute or so of transitions between students to finish marking each rubric (appendix B). Repeat this for the rest of the class period.	Pay attention to the presentations and be prepared for their own turn. Only exit and enter the room during transitions between presentations.	



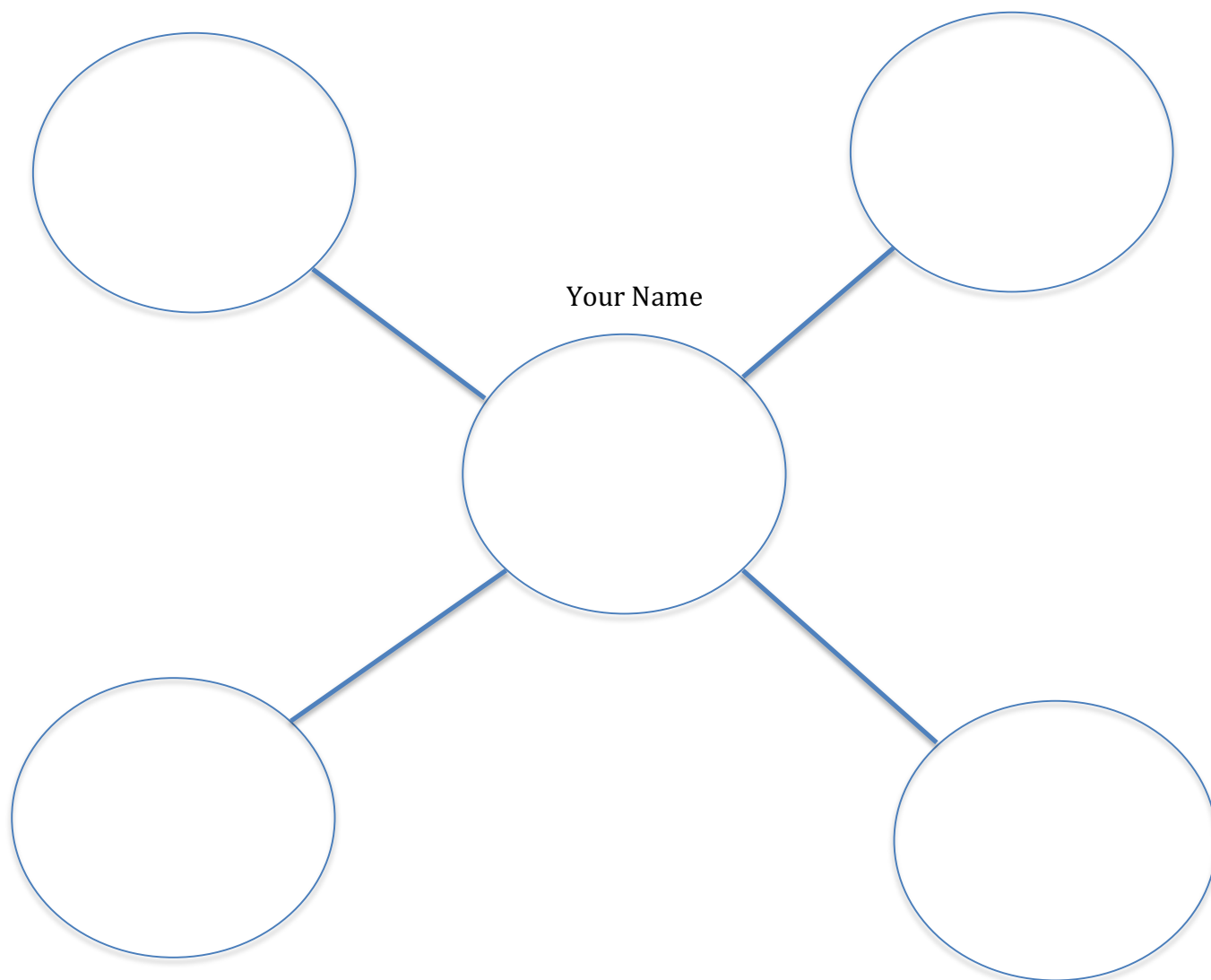
## Appendix A

### African American Literature Quick Write

What do you know about African American literature? What authors and texts have you read? What common themes do you know of? What would you like to know more about in African American literature?

### Identity Bubble Activity

We all have an identity that we claim. We take on multiple identities at a time and assume different identities throughout our lives. Fill in this chart with different identities you have taken on in your life and provide an explanation for each. The explanations only need to be a few words long.



## Unit Reading and Homework Schedule

*Reading and Homework Schedule for the Unit. Assignments due on day they are listed under.*

### Week 1

#### **Monday**

None

#### **Tuesday**

Reading: *Narrative in the Life of Frederick Douglass* Introduction-Chapter 2 due  
HW: 3 unfamiliar words to add to the vocab list

#### **Wednesday**

Reading: *Narrative in the Life of Frederick Douglass*: Chapters 3-5 due  
HW: 3 unfamiliar words to add to the vocab list

#### **Thursday**

Reading: *Narrative in the Life of Frederick Douglass*: Chapters 6-8 due  
HW: 3 unfamiliar words to add to the vocab list

#### **Friday**

Reading: *Narrative in the Life of Frederick Douglass*: Chapters 9-12 due  
HW: 3 unfamiliar words to add to the vocab list

#### **Sat/Sun**

Reading: *Incidents in the Life of a Slave Girl*: Chapters 1-2

### Week 2

#### **Monday**

Reading: *Incidents in the Life of a Slave Girl*: Chapters 1-2  
HW: 3 unfamiliar words to add to the vocab list

#### **Tuesday**

Reading: *Incidents in the Life of a Slave Girl*: Chapters 3-4  
HW: 3 unfamiliar words to add to the vocab list

#### **Wednesday**

None

#### **Thursday**

Reading: *How it Feels to be Colored Me*  
HW: 3 Quote and Response Notecards

#### **Friday**

Reading: *How it Feels to be Colored Me*  
HW: 3 Quote and Response Notecards

#### **Sat/Sun**

Reading: Handout about final presentations/papers

### Week 3

#### **Monday**

Reading: "We Wear the Mask"

#### **Tuesday**

Reading: "Homage to my Hips"

#### **Wednesday**

HW: Study for vocabulary and citations test; Finish Citations Worksheet  
Reading: "I, too, Sing America"

**Thursday**

HW: Study for vocabulary and citations test today; Finish Citations Worksheet

**Friday**

none

**Sat/Sun**

HW: Finish Infographic over Poets

**Week 4**

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**Monday**

HW: Infographic over poets

**Tuesday**

None

**Wednesday**

HW: Finish group presentation

**Thursday**

None

**Friday**

Reading: *All American Boys* chapters 1-2

HW: Final project/paper statement topic due

**Sat/Sun**

Reading: *All American Boys* chapters 3-6

HW: Work on Character Shift Charts round 1

**Week 5**

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**Monday**

Reading: *All American Boys* chapters 3-6

HW: Character Shift Charts round 1

**Tuesday**

Reading: *All American Boys* chapters 7-8

**Wednesday**

Reading: *All American Boys* chapters 9-10

HW: Journal Entry from a character (250-300 words)

**Thursday**

Reading: *All American Boys* chapters 11-12

**Friday**

Reading: *All American Boys* chapters 13-14

HW: Journal Entry from another character (250-300 words)

**Sat/Sun**

Reading: Beyoncé's "Formation" lyrics

HW: Work on Character Shift Charts round 2

**Week 6**

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**Monday**

Reading: Beyoncé's "Formation" lyrics

HW: Character Shift Charts round 2

**Tuesday**

HW: Work on final project or paper/be ready for conferences

**Wednesday**

HW: Work on final project or paper/be ready for conferences

**Thursday**

HW: Final presentations and papers

**Friday**

HW: Final presentations and papers

**Sat/Sun**

None

## Appendix B

### Final Presentation or Paper Instructions and Rubric

Your final project for this unit will be **either** a 7-10 minute presentation or a 5-6 page paper over a **topic of your choice**. Your presentation and paper should compare and contrast *All American Boys* and **at least two other texts** we discuss within this unit. You should discuss at least one thematic element and one formal element in your paper or presentation. **Your topic statement is due to the teacher on the Monday of Week 4 of the unit.** The topic will be approved by myself and you are welcome to have bring me your topic early if you wish to discuss it further. The last week of this unit will be spent in 2 days of one-on-one conferences with myself and then two days of presentations. You will receive more information on the conferences later. Below you will find further information over the presentation and paper requirements as well as rubrics for each assignment. **Your final project is due on the Thursday of Week 6 of the unit.** Good luck!

#### Presentation Requirements

- 7-10 minutes in length
- Develop a clear and concise thesis.
- Required to turn in a detailed outline that is a minimum of 2 pages long and works cited page (not included in original page count)
  - a. This outline includes your thesis statement and quotations from the text.
- You are allowed to include outside sources as long as you cite them.
- You are allowed to have visual aides to go along with your presentation, but it is not required.
- Any video or audio you include will not count towards you 7-10 minutes of speaking time.
- Your outline should be double spaced, times new roman 12-point font, and MLA format
- Here is an example of a presentation that you can watch to see the style: ...

#### Paper Requirements

- 5-6 pages in length
- Develop a clear and concise thesis.
- Must include a works cited page (not included in original page count)
- You are allowed to include outside sources as long as you cite them.
- Your paper should be double spaced, times new roman 12-point font, and MLA format
- Do not include a separate title page

## Final Essay Rubric

CATEGORY	4	3	2	1
<b>Focus on Topic (Content)</b>	There is one clear, well-focused thesis. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Support for Topic (Content)</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
<b>Sources and Works Cited</b>	All sources used for quotes are credible and cited correctly in MLA format.	All sources used for quotes are credible and most are cited correctly in MLA format.	Most sources used for quotes and facts are credible and cited correctly in MLA format.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly in MLA format.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
<b>Page Length</b>	Paper is 5 full pages to 6 full pages in length.	Paper is 4 full pages in length.	Paper is 3 full pages in length.	Paper is less than 3 full pages in length.

**Final Presentation Rubric**

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Speaks Clearly and Volume</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. Volume level is appropriate at all times.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. Volume is appropriate most of the time.	Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. Volume level is too quiet or too loud the majority of the time.	Often mumbles or can not be understood OR mispronounces more than one word. The speaker is consistently too loud or too quiet.
<b>Focus on Topic (Content)</b>	There is one clear, well-focused thesis. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
<b>Support for Topic (Content)</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
<b>Sources and Works Cited</b>	All sources used for quotes are credible and cited correctly in MLA format.	All sources used for quotes are credible and most are cited correctly in MLA format.	Most sources used for quotes and facts are credible and cited correctly in MLA format.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly in MLA format.
<b>Time-Limit</b>	Presentation is 7-10 minutes long.	Presentation is 6 minutes long.	Presentation is 5 1/2 minutes long.	Presentation is less than 5 minutes OR more than 10 minutes.

Source: <http://rubistar.4teachers.org>



## Appendix C

### *Discussion Questions for Unit*

These questions are broken down by text. Some are also broken down by chapter. Cover what questions you can each day in discussion. Not all of these teacher made questions may be covered during the unit and that is okay.

#### *Narrative in the Life of Frederick Douglass*

- What are your initial thoughts on this text?
- According to William Lloyd Garrison, why is Frederick Douglass such a persuasive speaker?
- Why would a slave whose life on a plantation was very bad fear being sold to a slave-trader?
- Why was Frederick Douglass not sure when he was born?
- How did learning to read save Frederick Douglass?
- What did Douglass believe his ability to read had caused?
- What evidence shows why he felt that way?
- What kind of man is Mr. Covey? What does he do while his slaves are working that demonstrates this?
- Douglass stresses that killing a slave or colored person is not treated as a crime in Talbot County, Maryland. Why does he highlight this detail?
- What is Douglass' attitude toward slavery in his Narrative?
- What are the major events in Frederick Douglass' life?
- What is Douglass' identity in this text?
- How does his identity change and develop throughout the text?

#### *Incidents in the Life of a Slave Girl*

- What are your initial thoughts on this text?
- Who is Harriet Jacobs in *Incidents in the Life of a Slave Girl*?
- What are the themes in *Incidents in the Life of a Slave Girl*?
- Describe some of the challenges Linda Brent faced while she lived under Flint in *Incidents in the Life of a Slave Girl*.
- Why does Linda fear her master, Dr. Flint?
- Which characters support Linda?
- Which characters oppose Linda?
- What are Harriet's feelings about her life before she was six years old?
- What is Jacobs' identity in this text?
- How does her identity change and develop throughout the text?
- What do you think happens in the rest of the text?

#### *How it Feels to be Colored Me*

- What difference do you see between the slave narratives and Hurston's essay? Differences in themes? Tone? Style?
- What is the overall tone in Hurston's essay "How It Feels to Be Colored Me"?
- In what ways does race shape Hurston's sense of identity?
- According to Hurston in *How It Feels to Be Colored Me*, how important is race to a person's identity?
- Why is race important in *How it Feels to Be Colored Me*?

- Explain what Hurston means in the second sentence of "How It Feels to Be Colored Me" when she says, "I remember the very day I became colored." What is the effect of the sentence?
- Why does Hurston insist that one becomes colored? What happened on that day to make her colored?
- In lines 57-59 of "How It Feels to Be Colored Me," what exactly does Hurston mean when she says, "No brown specter pulls up a chair beside me when I sit down to eat. No dark ghost thrusts its leg against mine in bed."
- How does Zora Neale Hurston's experience with jazz music differ from her "white friends'" experience in "How It Feels to Be Colored Me"?
- What is Zora Neale Hurston's view on slavery as she relays in How it Feels to Be Colored Me?
- How do you respond to the conception of race with which Hurston ends her essay "How It Feels to Be Colored Me"?

#### *We wear the Mask*

- What are your initial thoughts on this poem?
- What does the mask symbolize in this poem?
- Who is the "we" in "We Wear the Mask"?
- What is an example of an extended metaphor in Paul Lawrence Dunbar's "We Wear the Mask"?
- According to the poem how do we pay off our debt to human guile?
- What do the tears, tortured souls, and vile clay represent?
- What statement does this poem make about identity?

#### *Homage to My Hips*

- What are your initial thoughts on this poem?
- What is the speaker rebelling against?
- Who is she speaking to?
- Why do you think she didn't use capital letters?
- What other elements of the speaker's identity might she be extolling (praising) through her celebration of her hips?
- Why might the lines break the way they do?
- What statement does this poem make about identity?

#### *I, too, Sing America*

- What are your initial thoughts on this poem?
- What do we know about the speaker of the poem?
- Who are the "they" in lines 3 and 16
- What is the speaker thinking/ hoping/ planning will happen the next time company comes?
- What does the speaker want others to recognize and realize?
- Explain the significance of the first and last line.
- What statement does this poem make about identity?

#### *Poetry Comparison*

- How are these poets connected?
- How are these poems connected?
- How are these poets different?
- How are these poems different?

*All American Boys*

*Interview Day*

- What are your initial thoughts on these interviews?
- Why do you think the authors wanted to write a book like this?
- What do you think the themes of this book will be?
- What real world connections do you think you will be able to make with this book?
- Why do you think the book has two authors?
- What do you think of the dual narration that will be in the text?
- What will its affect be?
- Consider the cover of *All American Boys*. In what ways is the image symbolic for the events that transpire throughout the course of the book?

*Chapters 1 and 2*

- Why does Rashad's father believe "there's no better opportunity for a black boy in this country than to join the army" (6)? Is there truth to his father's notion? Why or why not?
- When does the tone, or the author's attitude, shift during Rashad's narration?
- How does this terrible incident set the tone for the rest of the novel?
- What is the effect of ending Rashad's narrated section with the words "...please...don't...kill me" (23)? Why are the words typed on separate lines?
- When Quinn discusses his family role on page 27, does he seem to enjoy that role, or is there something else being portrayed to the audience? Explain your answer.
- How does Quinn view Paul after the incident? Why are Paul's actions so shocking to Quinn?
- Throughout this section, both protagonists use figurative language to convey a certain message to their audience: Rashad says, "I unbuttoned my jacket—a polyester Christmas tree covered in ornaments—and threw it over the stall door" (12); and Quinn teases, "By the time I got to them they were pissed, and they looked like a couple of old ladies bent over and gossiping" (32). Find several other examples of the protagonists' use of figurative language and analyze each example's purpose. Be sure to cite page numbers.
- Throughout the text, the authors chose to use colloquial language, which is the use of words or expressions used in everyday language by common people. Colloquial language is used by writers to give their work a sense of realism. It can also give the readers a sense of the setting for the story. Were the authors successful in making their characters believable and in creating the setting?

*Chapters 3 and 4*

- Why did the authors start the first five paragraphs with the word "Custody"?

- - What is the effect of this repetition on the reader?
- - Reread the two paragraphs on page 45 in which Rashad explains both ways he was feeling while reflecting on the incident. What emotions does this evoke in the reader?
- - Why is it significant for readers to know Rashad's emotions at this point?
- - Are there other emotions you would be feeling if you were in Rashad's position?
- - Rashad's father asks him if his pants were "sagging" at the time of the incident. His father states "What they see is what he presents. And it sounds like he presented himself as just another..." (49). What role do stereotypes play in our society?
- - Are stereotypes dangerous?
- - Predict what Quinn's last lines on page 82 might foreshadow.

### *Chapters 5 and 6*

- - Why does Rashad's father want his son's identity protected from the media?
- - What are Spoony's reasons for divulging Rashad's identity to the media?
- - Who do you believe has the stronger argument here?
- - Rashad claims he doesn't want to hear Spoony, his father, or the preacher "preach" to him (101). Why does Rashad mention several times thus far in the novel that he just wants to forget the incident and put it behind him?
- - Would you feel the same way?
- - At the Galluzzo's barbeque, Quinn describes Paul at the grill with a spatula in one hand and calls it "his scepter" (107). Why is this imagery particularly significant at this point in the novel?
- - How does it add to the tone of Quinn's experience at the barbeque?

### *Chapters 7 and 8*

- - Why do you think Quinn doesn't want to watch the video of the incident between Rashad and Paul?
- - If you were in Quinn's position and experienced what he did, would you watch the video? Why or why not?
- - What does the story about Marc Blair reveal about Paul's character traits (131)?
- - How is Quinn's revelation significant to the story at this point, and what does fear have to do with his internal struggle?
- - Quinn describes a situation in Ms. Webber's class in which a student named EJ is accused of talking in class. EJ responds to the accusation by stating to Ms. Webber "Guilty until proven innocent, huh?...Just like Rashad" (134). Do you think Ms. Webber's reaction following this statement is appropriate?

### *Chapters 9 and 10*

- - What are Quinn's internal conflicts?
- - What is making him feel like he is out of his comfort zone?

- - Do you sympathize with Quinn, or would you deal with these internal conflicts differently?
- - What did Quinn learn about himself after his conversation with English?
- - What is significant about Quinn's comment, "The problem was that my life *didn't* have to change. If I wanted to, I could just keep my head down and focus on the team, like Coach wanted, and that could be that. Isn't that what I wanted?" (178).
- - How does this statement relate to larger issues in society?
- - Discuss the stereotypes that are associated with certain races and cultures in America (186-188).
- - What is significant about Rashad's realization at the end of this section? What could be the authors' larger message stemming from this realization?

### *Chapters 11 and 12*

- Does knowing Paul's feelings cause you to feel sympathetic toward him? Why or why not?
- Regardless of whether or not you sympathize with Paul, do you feel that you better understand his position?
- How does the mood in Mrs. Tracey's classroom change when she starts to cry?
- What was the impact of the students taking it upon themselves to read *Invisible Man* out loud? What lesson does Quinn learn from that experience?
- Was Rashad right in questioning Chief Killabrew's intention behind sending the card with the JROTC's creed?
- Do you think Rashad would question Killabrew's intentions if he were in the hospital due to a car accident or any other incident?
- Rashad's father shares a tragic story that Rashad has never heard before. How does the story change how Rashad sees his father? How does the conversation that follows change the dynamic of their relationship?
- What is significant about the way Quinn's teacher Mrs. Erlich approached the topic of police violence, including when she states, "The numbers don't lie, kids. The numbers always tell a story" (255)?
- Why does Quinn's "Ma" think his wanting to participate in the protest is "thinking very selfishly" (264)? What differs in their opinions of what Quinn's father would have wanted Quinn to do?
- Why does Rashad add a face to his drawing and state to Clarissa that "he deserves a face" (272)? What is the deeper meaning of this comment?

### *Chapters 13 and 14*

- Even though Quinn has his doubts about being a part of the protest, what motivates him to follow through with participating?
- Why is it so important to Rashad that people see his broken nose and know that he "looked different and would be different, forever" (303)?

- Describe both of the protagonists' reactions to the names being read during the "die-in." How are their reactions similar? How are they different? What is a larger theme related to their reactions?
- How is the structure of the last section, titled "Quinn and Rashad," significant? What are the authors trying to convey with the structure and meaning of this part of the text?
- What was your initial response to the ending? Did you like it? Dislike it? Why?

*Beyoncé*

- What identity is portrayed to you through this song/video?
- What makes Beyoncé different or the same from other female artists today?
- How is Beyoncé different from the female authors we have read?
- How is she the same as the female authors we have read?
- What effects do the visuals in the video have when combined with the lyrics?
- What is the power of the video separate from the lyrics?
- Why was this song/video controversial?
- What does the article mean it says Beyoncé is "unapologetically black"?

## Appendix D

### *Vocabulary Instructions Handout*

During each day we are reading *Narrative in the Life of Frederick Douglass*, *Incidents in the Life of a slave girl*, and *How It Feels to be Colored Me*, you will bring to class **3 unfamiliar words and their definitions** that could become a part of our class vocabulary list. These words will also be turned in for a grade. For the exact dates of this, please see your Homework and Reading Schedule. Each day we will add words to our class vocabulary list and also spend time creating definitions for each word. Eventually we will have a list of around 25-30 words and definitions. I will put the vocabulary words on a class google doc that will be updated regularly. This will be your study guide for the vocabulary portion of your text you take the **Thursday of Week 3**. Please follow the instruction on this handout to learn how to access the class google doc

1. Check your school email account for an invitation to view a google doc from me, Ms. Hunter.
2. Accept the invitation and open the document. It should be called “12<sup>th</sup> grade Vocabulary List \* your class period \*”
3. Save the document to your google drive account and check it regularly as it is updated with new words. Use this document to study for the upcoming test.

### *Vocabulary Instructions Handout*

During each day we are reading *Narrative in the Life of Frederick Douglass*, *Incidents in the Life of a slave girl*, and *How It Feels to be Colored Me*, you will bring to class **3 unfamiliar words and their definitions** that could become a part of our class vocabulary list. These words will also be turned in for a grade. For the exact dates of this, please see your Homework and Reading Schedule. Each day we will add words to our class vocabulary list and also spend time creating definitions for each word. Eventually we will have a list of around 25-30 words and definitions. I will put the vocabulary words on a class google doc that will be updated regularly. This will be your study guide for the vocabulary portion of your text you take the **Thursday of Week 3**. Please follow the instruction on this handout to learn how to access the class google doc

- Check your school email account for an invitation to view a google doc from me, Ms. Hunter.
- Accept the invitation and open the document. It should be called “12<sup>th</sup> grade Vocabulary List \* your class period \*”
- Save the document to your google drive account and check it regularly as it is updated with new words. Use this document to study for the upcoming test.

## Appendix E

### *Slave Narrative Poster Activity Instructions*

1. You will be numbered off into groups of 4 or 5 students.
  2. Each group will create a poster comparing and contrasting *Narrative in the Life of Frederick Douglass* and *Incidents in the Life of a Slave Girl*.
  3. Each group will come up with a topic that they would like their poster to be about and send one person up to write it on the board. If the topic you wanted is already on the board, choose a different topic.
  4. You will have the remainder of the class period to create your poster. Make sure you reference the texts and use quotes as evidence.
  5. We will have the posters around the room and have a gallery walk the last 5 minutes of class.
- 

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- You will have the remainder of the class period to create your poster. Make sure you reference the texts and use quotes as evidence.
- We will have the posters around the room and have a gallery walk the last 5 minutes of class.



## Appendix F

### *Quote and Response Homework Instructions* *Due Wednesday and Friday of Week 2*

1. Read Zora Neal Hurston's *How It Feels to be Colored Me*.
2. Find a quote that stands out to you. It should be a quote that you connect to, don't understand, or feel like you have plenty to say about it. Please include at least one card over Hurston's use of extended metaphor.
3. Write the quote down on one side of a notecard.
4. On the other side of the notecard, fill the space with your reaction and thoughts on the quote.
5. You should do this for 6 separate quotes. **Three notecards are due Wednesday. Three are due Friday.**
6. Make sure your name is on each notecard
7. Be prepared to discuss you quotes and reactions in class. These will be turned in for a grade.

## Appendix G

### *Bell Ringer*

This is a refresher on correct citations. What do you remember and what do you need to be reminded of? Correct the following citations to put them in proper MLA format. Some have no issues.

- Dickens, Charles. *Great Expectations*. New York: Dodd, Mead, 1942. Print.
- Cornelia Dean. Executive on a Mission: Saving the Planet. *The New York Times*, 22 May 2007, [www.nytimes.com/2007/05/22/science/earth/22ander.html?\\_r=0](http://www.nytimes.com/2007/05/22/science/earth/22ander.html?_r=0). Accessed 12 May 2016.
- Directed by Davis Guggenheim, *An Inconvenient Truth*. performances by Al Gore and Billy West, 2006, Paramount.
- Feinberg, Ashley. "What's the Safest Seat in an Airplane?" *Gizmodo*. Gawker Media, 28 Mar. 2013. Web. 30 Mar. 2013.
- Gillespie, Paula, and Lerner, Neal. **The Allyn and Bacon Guide to Peer Tutoring**. Allyn and Bacon, 2000.

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Link to website to find correct answers to bell ringer:  
<https://owl.english.purdue.edu/owl/section/2/11/>

## Appendix H

This work sheet is due the day of your test, Thursday of week 3! Use the resources attached as well as the Purdue Owl website to complete this and study for your test.

### **MLA Practice Worksheet**

#### **Section 1**

*Using the information from each example, create the appropriate MLA citation as if it were going on a Works Cited page.*

1. A book by Henry Goldman and Elizabeth Howard called Ancient Civilizations. It was published in Philadelphia by Gold House in 1989.

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2. An Internet article by Joan Ingram called "Hades: God of the Underworld." No publishing date is provided, but it was viewed on February 2, 2011 and the name of the website is Greek Secrets.

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3. An article/chapter by Joshua Smith, Ph. D. called "Those Insufferable Greeks" on of the book/collection called Infamous World Empires. The collection was edited by James Wygonik and published by Colonial Press of Denver in 1983.

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4. An Internet article with no author called "Famous Greek Battles." It was published on June 14, 1999, viewed on January 12, 2004, and belongs to the website called Theoi Greek Mythology.

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5. A video on YouTube called "The History of YouTube by The Gregory Brothers (YouTube Comedy Week)." It was uploaded by username YouTube Spotlight on May 20, 2013.

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## **Section 2**

*Circle the letter of the MLA in-text citation that is handled correctly.*

6. A) "It took 20 years for the law to take effect" (Kaiser "What Happened to Justice?" 105).  
B) "It took 20 years for the law to take effect" (Kaiser 105).
7. A) According to Herman Jenkins, 67% of the workers only put forth half of their effort (Jenkins 4).  
B) According to Herman Jenkins, 67% of the workers only put forth half of their effort (4).
8. A) In an interview with Clarke Rose, he divulged the reasoning behind his defection to America (Rose, interview).  
B) In an interview with Clarke Rose, he divulged the reasoning behind his defection to America.

## **Section 3**

*For each example, circle the parts of each MLA citation that are wrong. Then, write the appropriate MLA citation on the lines provided.*

9.  
Gillespie, Paula, and Lerner, Neal. Boston, MA: Allyn, 2000. Print. *The Allyn and Bacon Guide to Peer Tutoring*.

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10.  
Web. Guide to Literary and Critical Theory by Dino Felluga. Purdue U, November 28, 2006. 30 May 2003.

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## A Work in an Anthology, Reference, or Collection

Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form is for this sort of citation is as follows:

Lastname, First name. "Title of Essay." *Title of Collection*. Ed.  
Editor's Name(s). City of Publication: Publisher, Year. Page  
range of entry. Medium of Publication.

Some examples:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth: Heinemann, 2000. 24-34. Print.

Swanson, Gunnar. "Graphic Design Education as a Liberal Art: Design and Knowledge in the University and The 'Real World.'" *The Education of a Graphic Designer*. Ed. Steven Heller. New York: Allworth Press, 1998. 13-24. Print.

## YouTube Videos

The MLA does not currently prescribe a citation style for YouTube videos. Based on MLA standards for other media formats, we feel that the following format is the most acceptable for citing YouTube videos:

Author's Name or Poster's Username. "Title of Image or Video." Media Type  
Text. *Name of Website*. Name of Website's Publisher, date of posting. Medium. date retrieved.

Here is an example of what that looks like:

Shimabukuro, Jake. "Ukulele Weeps by Jake Shimabukuro." Online video clip.  
*YouTube*. YouTube, 22 Apr. 2006. Web. 9 Sept. 2010.

from Purdue OWL

# MLA Documentation

PEAKS Department  
Cardigan Mountain School

MLA Documentation Handout



## Citation at a Glance:

Include the following items –

- 1 Author (last name, first name)
- 2 Title
- 3 City of publication

- 4 Publisher
- 5 Date of publication
- 6 Medium of publication

## Books

**Author (last name, first). *Title (italicized)*. City of publication: Publisher, copyright date. Medium of publication.**

### Book with one author:

Howard, Pierce J. *The Owner's Manual for the Brain*. Austin, Texas: Leornian Press, 1994. Print.

### Entry for a book with no author but with an editor:

Warriner, John E., ed. *Short Stories. Characters in Conflict*. New York: Harcourt Brace Jovanovich, 1981. Print.

### Book with multiple authors:

*For works with two or three authors, name the authors in the order in which they are listed in the source. Reverse the name of only the first author.*

Hibbert, Adam, Chris Oxlade, and James Pickering. *Mighty Machines*. London: Parragon Publishing, 2006. Print.

*For works with four or more authors, name the first author followed by "et al." (Latin for "and others").*

Bennett, Jennie M., et al. *Mathematics Course 2*. New York: Holt, Rinehart and Winston, 2007. Print.

**Internet**

**Entire website:**

**Author of website [if any] (last name, first). *Title of Website (italicized)*. Sponsor of Website, date. Medium. Date accessed.**

*Glacier National Park*. National Park Service, 29 Oct. 2009. Web. 10 Nov. 2009.

**Short work from a website:**

**Author of website [if any] (last name, first). "Title of Short Work." *Title of Website (italicized)*. Sponsor of Website, date. Medium. Date accessed.**

Schrock, Kathleen. "Digital Gadgets." *Kathy Schrock's Guide for Educators*. Discovery Channel, 20 Feb. 2002. Web. 11 Oct. 2009.

**Interview**

**Name of person being interviewed. Interview (Personal or Telephone). Date of Interview.**

Pink, Daniel H. Personal interview. 9 Nov. 2009.

**Lecture**

**Name of person giving lecture or public address. "Title of lecture [if any]." Organization Sponsoring the Lecture. Location. Date. Label (such as "Lecture" or "Address").**

Wormeli, Rick. "Teaching in 4-D." National Middle School Association. Indiana Convention Center, Indianapolis. 7 Nov. 2009. Lecture.

*To cite other types of resources, a great reference is Owl at Purdue University - <http://owl.english.purdue.edu/owl/resource/747/09/>*



# Parenthetical Citation & Works Cited

PEAKS® Department  
Cardigan Mountain School



MLA Documentation Handout

## Parenthetical Citation

### - General Overview

Giving credit where credit is due is important in research based writing. The Modern Language Association (MLA) has guidelines for how this is done.

Use the author's last name and page number to identify from where the information is borrowed.

"Many Onondagas and Cayugas had gone westward to live among the Senecas at Buffalo Creek (site of the present-day city of Buffalo)" (Graymont 91).

Using this information, the reader can find the full citation for this work on the works cited page.

Graymont, Barbara. *The Iroquois*. New York: Chelsea House Publishers, 1988. Print.

Citations should be brief. The author's name in the text is also acceptable. This is called a signal phrase.

According to Graymont, "Many Onondagas and Cayugas had gone westward to live among the Senecas at Buffalo Creek (site of the present-day city of Buffalo)" (91).

Paraphrasing also needs parenthetical citation:

Graymont argues that the American Revolution caused many Native American groups to relocate (91).

### - Parenthetical Citation without Page Numbers

When no page numbers exist, such as in a web publication, performance, interview or other such source, it is best to use the author's name in the body of the text. It could also be used alone in parenthesis at the end of the statement.

"Kavanagh's research uncovered historic documents and news accounts that pieced together the 1812 soldiers' ordeal" (Thompson).

Citation for this online newspaper article:

Thompson, Carolyn. "Buffalo's 1812 Tomb of Unknowns Gets New Marker." *The Buffalo News*. 27 May 2012. Web. 5 June 2012.

### - Parenthetical Citation for More Than One Work by the Same Author

When more than one work by the same author is used, write the author's last name, followed by a comma, then in italics, the title of the work, or a shortened version. Finally, give the page number.

Haley's Comet has been visible from Earth 30 times since 467 B.C.E. The next time it can be seen here will be in 2061 (Hakim, *Making Thirteen Colonies* 17).

Citations for these two books:

Hakim, Joy. *The First Americans*. New York: Oxford University Press, 1993. Print.

---. *Making Thirteen Colonies*. New York: Oxford University Press, 2003. Print.

\* Remember, when alphabetizing, ignore articles such as *a*, *an* and *the*.

## Works Cited Page

### - General Overview

A works cited page at the end of the written document gives the reader information as to where to find information that was gathered for the body of the text.

The Modern Language Association (MLA) has guidelines for formatting each entry on the works cited page. This handout describes the formatting for the page as a whole. For the guidelines for individual entries, consult the MLA Documentation Handout.

### - Key Principles

The works cited page:

- appears at the end of the paper
- starts on its own page
- uses the next page number, continuing from the paper
- contains a centered title - Works Cited

Format as follows:

- double space after the title, before the first entry
- entries are listed alphabetically, by author's last name (or by title if last name is not listed)
  - \*If the same author is used more than one, use three dashes (---) followed by a period, in place of the author's name after the first use.
- the first line of each entry is left justified, with each line below it one tab in.
- the entire Works Cited page needs to be double spaced with no additional spaces between entries.

## - Sample Works Cited Page

Student 14

### Works Cited

- Bennett, Jennie M., et al. *Mathematics Course 2*. New York: Holt, Rinehart and Winston, 2007. Print.
- Glacier National Park*. National Park Service, 29 Oct. 2009. Web. 5 June 2012.
- Hakim, Joy. *The First Americans*. New York: Oxford University Press, 1993. Print.
- . *Making Thirteen Colonies*. New York: Oxford University Press, 2003. Print.
- Hibbert, Adam, Chris Oxlade, and James Pickering. *Mighty Machines*. London: Parragon Publishing, 2006. Print.
- Howard, Pierce J. *The Owner's Manual for the Brain*. Austin, Texas: Leornian Press, 1994. Print.
- Pink, Daniel H. Personal interview. 9 Nov. 2009.
- Warriner, John E., ed. *Short Stories. Characters in Conflict*. New York: Harcourt Brace Jovanovich, 1981. Print.
- Wormeli, Rick. "Teaching in 4-D." National Middle School Association. Indiana Convention Center, Indianapolis. 7 Nov. 2009. Lecture.

## Appendix I

This image is an example of what types of questions should be on the Socrative exam over vocabulary and citations. The test cannot be made until the class vocabulary list is completed.

Vocab and Citations Test Example

☐ Align entire quiz to a standard

#1

What is a slave narrative?

ANSWER CHOICE

A

A type of literary work that is made up of the written accounts of enslaved Africans

B

A type if literary work written by slave owners about their slaves

C


Stories that slaves told to each other to pass the time while working

D

A story told to slaves when they were sold to a plantation to prepare them for their work

#2

Formatting: ☐

 In MLA citations, the authors name is listed in last name/first name order. For Example; Hughes, Langston.

Correct Answer:

True

False

## Appendix J

### Poetry Infographic Assignment

Create an infographic comparing either the three poets we discussed in class **or** the the three poems. You may compare the poems or poets as a whole, or choose one element to compare. Your infographic must be made on either piktochart.com or handmade on a poster board. Your infographic should use quotations from the text and include a works cited list include at the bottom of the infographic. This assignment is due on **Monday of Week 4!**

- We will work on this in class on this in class tomorrow if you want to bring any materials to class with you.
- We will go through a quick tutorial on how to use piktochart.com if you have never used it before, so don't stress!
- These will hang in the classroom for the rest of the unit and we do a gallery walk the day they are due, so make them look nice!

### Poetry Infographic Assignment

Create an infographic comparing either the three poets we discussed in class **or** the the three poems. You may compare the poems or poets as a whole, or choose one element to compare. Your infographic must be made on either piktochart.com or handmade on a poster board. Your infographic should use quotations from the text and include a works cited list include at the bottom of the infographic. This assignment is due on **Monday of Week 4!**

- We will work on this in class on this in class tomorrow if you want to bring any materials to class with you.
- We will go through a quick tutorial on how to use piktochart.com if you have never used it before, so don't stress!
- These will hang in the classroom for the rest of the unit and we do a gallery walk the day they are due, so make them look nice!

## Appendix K

### All American Boys Reading Anticipation Guide

*Read through each question and circle the answer that you feel fits you best. Please write your name at the top of the page.*

1. I know what Black Lives Matter is.
  - a. Yes
  - b. No
  - c. Kind of
2. Write your own definition of what Black Lives Matter is.
  - a. \_\_\_\_\_
3. I feel comfortable talking about Black Lives Matter in class.
  - a. Yes
  - b. No
  - c. Kind of
4. I am aware of what police brutality is.
  - a. Yes
  - b. No
  - c. Kind of
5. I am comfortable discussing the topic of police brutality in class.
  - a. Yes
  - b. No
  - c. Kind of
6. Write your own definition of what police brutality is.
  - a. \_\_\_\_\_
7. I know who Michael Brown is.
  - a. Yes
  - b. No
  - c. Kind of
8. I know who Eric Garner is.
  - a. Yes
  - b. No
  - c. Kind of
9. Have you ever participated in a protest?
  - a. Yes
  - b. No
10. Is there a movement you feel passionate enough to protest for?
  - a. Yes, and it is \_\_\_\_\_
  - b. No

*Group Presentations*

*Create a 5 minute, 5 slide presentation over the topic or person your group was assigned. The slides should be titled: Who, What, When, Where, and Why. Make sure that you cite the sources of the information that you find.*

Group 1: Black Lives Matter

Group 2: Eric Garner

Group 3: Police Brutality

Group 4: Michael Brown

Group 5: Angela Brown

Group 6: Tamir Rice

Group 7: Melissa Click

---

*Group Presentations*

*Create a 5 minute, 5 slide presentation over the topic or person your group was assigned. The slides should be titled: Who, What, When, Where, and Why. Make sure that you cite the sources of the information that you find.*

Group 1: Black Lives Matter

Group 2: Eric Garner

Group 3: Police Brutality

Group 4: Michael Brown

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Group 7: Melissa Click

---

*Group Presentations*

*Create a 5 minute, 5 slide presentation over the topic or person your group was assigned. The slides should be titled: Who, What, When, Where, and Why. Make sure that you cite the sources of the information that you find.*

Group 1: Black Lives Matter

Group 2: Eric Garner

Group 3: Police Brutality

Group 4: Michael Brown

Group 5: Angela Brown

Group 6: Tamir Rice

Group 7: Melissa Click

## Appendix L

Intro to the authors and book (2 min) :

[https://www.teachingbooks.net/book\\_reading.cgi?id=13054](https://www.teachingbooks.net/book_reading.cgi?id=13054)

Interview with Jason Reynolds (4 min):

<http://www.npr.org/2016/08/07/489061736/words-of-wisdom-from-young-adult-authors-jason-reynolds>

Interview w/ both authors over race discussion (4.5 min):

<http://www.npr.org/2016/01/02/461754097/authors-of-all-american-boys-talk-about-how-book-has-sparked-race-discussion>

**Character Shift Chart Part 1**

Complete this chart in full. **Due Monday of week 5.** Don't forget your name!

<b>Character</b>	<b>Description of character</b>	<b>Supporting passages from the text (include page #)</b>
<i>Rashad</i>		
<i>Quinn</i>		
<i>Spoony</i>		
<i>Mr. Butler</i>		
<i>English</i>		



## Appendix M

### Aaron Douglass Paintings



## Appendix N

### Journal Entry Assignment 1

Throughout the course of the novel, readers are offered great insight about the experiences of Rashad and Quinn from the events of *All American Boys*. Assume the role of one of the secondary characters in *All American Boys* and draft a diary entry detailing what you experienced and witnessed. To prepare, create an outline using the five W's (who, what, when, where, and why). Remember to write in first person and give special attention to sensory imagery (what you saw, smelled, heard, etc.) This journal entry should be 1 page in length. **Due Wednesday of Week 5.**

---

### Journal Entry Assignment 1

Throughout the course of the novel, readers are offered great insight about the experiences of Rashad and Quinn from the events of *All American Boys*. Assume the role of one of the secondary characters in *All American Boys* and draft a diary entry detailing what you experienced and witnessed. To prepare, create an outline using the five W's (who, what, when, where, and why). Remember to write in first person and give special attention to sensory imagery (what you saw, smelled, heard, etc.) This journal entry should be 1 page in length. **Due Wednesday of Week 5.**

---

### Journal Entry Assignment 2

Throughout the course of the novel, readers are offered great insight about the experiences of Rashad and Quinn from the events of *All American Boys*. Assume the role of either Quinn or Rashad in *All American Boys* and draft a diary entry detailing what you experienced and witnessed. To prepare, create an outline using the five W's (who, what, when, where, and why). Remember to write in first person and give special attention to sensory imagery (what you saw, smelled, heard, etc.) This journal entry should be 1 page in length. **Due Friday of Week 5.**

---

### Journal Entry Assignment 2

Throughout the course of the novel, readers are offered great insight about the experiences of Rashad and Quinn from the events of *All American Boys*. Assume the role of either Quinn or Rashad in *All American Boys* and draft a diary entry detailing what you experienced and witnessed. To prepare, create an outline using the five W's (who, what, when, where, and why). Remember to write in first person and give special attention to sensory imagery (what you saw, smelled, heard, etc.) This journal entry should be 1 page in length. **Due Friday of Week 5.**

## Appendix O

### **Character Shift Chart Part 2**

Complete this chart in full with what you know now! **Due Monday of week 6.**

<b>Character</b>	<b>Description of character</b>	<b>Supporting passages from the text (include page #)</b>
<i>Rashad</i>		
<i>Quinn</i>		
<i>Spoony</i>		
<i>Mr. Butler</i>		
<i>English</i>		

## Appendix P

### BLACK VOICES

#### Beyoncé Is Back And Unapologetically Black In New Music Video

“Formation” is basically #BlackLivesMatter and #BlackGirlMagic rolled into one powerful music video.

02/06/2016 07:31 pm ET | **Updated** Feb 06, 2016

21k

Lilly Workneh

Black Voices Senior Editor, The Huffington Post



YOUTUBE

Beyoncé sits on top of a New Orleans police car in her new video, “Formation.”

It’s official: Beyoncé is back, she’s “got hot sauce in her bag” and she’s as unapologetically black as ever.

Queen B surprised us all on Saturday by dropping “Formation,” [a new song and accompanying music video](#) — and, needless to say, both are incredible. The song, which runs nearly five minutes and was released the night before the singer’s scheduled Super Bowl performance, is fierce, funky and freaking phenomenal. But what separates the video from most of her other mainstream work is its messages relating to race, identity and black culture.



YOUTUBE

In another scene from the video, a young black boy in a black hoodie holds his arms out wide before a line of officers with their hands raised.

The video is filled with some pretty powerful imagery, including a sinking New Orleans police car, a young kid in a black hoodie dancing in front of a lineup of cops, and a wall painted with the words “Stop Shooting Us.” Oh, and there’s a glorious cameo from Beyoncé’s daughter, Blue Ivy, who’s rocking her natural hair.

Basically, the video is a representation of the best of #BlackGirlMagic, #BlackLivesMatter and #BlackPride.

The video quickly drew praise from singer Solange, Beyoncé’s younger sister who has never been one to stay quiet about important issues of race:

*Y’all gonna learn bout dem children of Celestine & Mathew, lol.*

*Slay sis, slay 🙌🏾🏾*

*And Slay niece, slay 🙌🏾*

— *solange knowles (@solangeknowles)* February 6, 2016

And she wasn’t the only one. Check out some of the other celebratory tweets that followed:



**Wade Davis II**



@Wade\_Davis28

Radical #blackactivism from the Queen @Beyonce & EPIC  
#BlackLivesMatter imagery from #Beyonce. #BeyIsBack &  
#BLACK

3:20 PM - 6 Feb 2016 · Indianapolis, IN, United States

- 89 89 Retweets 122 122 likes

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**Mikki Kendall**



@Karnythia

Beyonce was unapologetically Black in this video & she showed  
Black American cultures that rarely get mainstream attention.  
You'll deal.

5:00 PM - 6 Feb 2016

- 358 358 Retweets 425 425 likes

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**Link to “Formation” Video**

<https://www.youtube.com/watch?v=1ZDEX2ggvao>

## Appendix Q

### Final Project Conference Checklist

1. How is your project coming along? How far are you in it?
2. Has your thesis changed at all since you submitted it?
3. Are there any areas you are struggling with in you project?
4. Do you have any questions about the rubric?
5. Any other questions?
6. My comments:

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