Protest/Oppression Poetry – Ten Day Unit Lesson Plans

Area of Study – English

Supervising Teacher – Mrs. Karla LeFan, Petal High School

Student Teacher – Ms. Mabry Ely, English Education

Grade Level – 9th Grade

Duration of Instruction - 3:07-3:53 PM (47 minutes)

Common Core State Standards –

CCSS.ELA-LITERACY.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

CCSS.ELA-LITERACY.RL.9-10.6
Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

CCSS.ELA-LITERACY.RL.9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

CCSS.ELA-LITERACY.RI.9-10.1
Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-LITERACY.RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.9-10.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Day 1 – RL.9-10.2, RL.9-10.4, & RL.9-10.5

Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels–
- TSW relate protest/oppression poetry to the Civil Rights Movement. (Application)
- TSW review the various types of poems. (Comprehension)
- TSW apply new poetry information to protest/oppression poetry. (Knowledge)

Materials –
- parent information packet (letter, contact sheet, student information sheet)
- writing notebook
- note-taking worksheet
- poem packet
- computer
- SmartBoard

Initial activity –
- As the students enter the classroom, they will pick up a parent information packet, a note-taking sheet, and a poetry packet. The parent information sheet includes a letter to the parents, a parent contact sheet, and a student information sheet. TSW take the parent packet home to be filled out and returned by Friday, April 10th. The note-taking sheet and poetry packet will be used later in the lesson. TSW also pick up their writing notebooks to use for today’s bell activity. TSW copy a series of three questions into their notebook and then answer the questions in complete sentences. This activity is comprised of the following questions: “What were some different ways that African Americans protested during the Civil Rights Movement? How did protest strategies and goals evolve over time?” This activity will act as an introduction into the protest poetry unit and will require the students to evaluate the forms of protest related to African American oppression and the Civil Rights Movement. (5 minutes)

Procedures –
1. Once the students have finished their bell activity, the teacher and students will discuss the students’ answers and the connection between African American protests and protest poetry as a whole. TTW also introduce the unit by clarifying that this unit will take place in response to the Why We Can’t Wait unit that the students have been studying. TTW explain the importance of protest/oppression poetry and songs in relation to the Civil Rights Movement using a PowerPoint on the SmartBoard. Because songs also count as poetry, TSW also watch videos of the unofficial anthem for the Civil Rights Movement “We Shall Overcome” and the Negro national anthem “Lift Every Voice and Sing.” TTW clarify the purpose of these songs and explain how all songs count as poetry. (17 minutes)
2. After the showing the two videos, TTW transition into a lecture section of the class in which TSW take notes using a note-taking sheet. TTW continue using the PowerPoint presentation to explain various types of poetry and give examples of each type of poem. These examples will also be located in the poetry packet. As the teacher showcases the PowerPoint and gives examples the poetry, TSW take notes on the note-taking worksheet that will be used in an activity later in the unit. TTW also encourage a discussion of the notes and poems by asking questions throughout the lecture. (20 minutes)
Closing –
• In closing, each will submit an exit ticket about the class. On this exit ticket (notebook paper), each will write three things he/she already knew from the lesson, two new things that he/she learned, and one question he/she has about the lesson. TSW place this exit ticket onto the tray. TTW read these exits tickets in preparation for tomorrow’s lesson. Also, TTW instruct the students to choose an example poem from today’s lesson to read for homework. (5 minutes)

Assessment –
During the lesson, TTW assess the students’ comprehension through the discussion. The exit ticket will not necessarily count as a grade, but the ticket will be used as an informal assessment tool for the teacher to use to gauge each student’s understanding of the lesson. The culminating formal assessment will take place on day ten of the unit and will count as a test grade.

Enrichment –
For enrichment, TSW look up other examples of each of the following types of poems covered in the PowerPoint: free verse, ode, elegy, sonnet, and ballad. The examples that the students find must be considered protest poetry. After the students find new examples of these poems, TSW write summaries of these poems and turn them in.

Remediation –
For remediation, TTW provide struggling students with a note handout containing all of the notes, definitions, and written examples from the lecture.

Accommodations and adaptations for diverse learners –
In this class, two students have an inclusion ruling for reading. To ensure that they understand the contents of the lesson and have the notes to use later in the unit, TTW provide the inclusion teacher with copies of the PowerPoint to discuss in the inclusion room if needed.
Day 2 – RL.9-10.2, RL.9-10.4, & RL.9-10.5

Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels–
- TSW discuss Poe’s “Annabel Lee” and Shakespeare’s “Sonnet 130.” (Comprehension)
- TSW analyze the contents of “Annabel Lee” and “Sonnet 130.” (Analysis)

Materials –
- computer
- SmartBoard
- poetry packet
- notebook

Initial activity –
- For the initial activity, TSW use the example poem that he/she chose to read for homework on Day 1. TSW have five minutes to write a short summary of the chosen poem in his/her writing notebook. TSW write using the following prompt: “Yesterday, you should have chosen one of the example poems from the poetry packet to read for homework. Using your writing notebook, write a short summary of the poem that you read. You have five minutes to complete this activity.” (5 minutes)

Procedures –
1. Once the students have finished the initial activity, they will have the opportunity to read their summaries aloud. As a class, the teacher and students will discuss the various poems and summaries. After going over the students’ initial activity, TTW transition into the main lesson focusing on two poems that the students should have already seen. TTW present “Annabel Lee” by Edgar Allan Poe to the class. Together, the teacher and students will read the poem aloud. TTW ask the students the following questions: “Who is the narrator? What is the point-of-view? What is the rhyme scheme? How many stanzas are there? Does the poem have any figurative language? What is the theme?” TSW answer these questions in a class discussion in order to analyze the poem. These questions will be used to analyze other poems throughout the lesson. (20 minutes)

2. After analyzing “Annabel Lee” as a class, TSW silently read “Sonnet 130” by William Shakespeare and answer the same analyzing questions. Because the teacher modeled how to analyze a poem earlier in the lesson, the students should attempt to analyze a poem individually. After the students have completed the questions, TSW give their answers orally and justify their answers. As a class, the teacher and students will answer each question aloud and use the students’ answers to find the correct answers to each analyzing question. These exercises should prepare the students to analyze more poems later in the unit. (17 minutes)

Closing –
- In closing, TTW ask the students why it is important to understand how to analyze a poem. TTW also ask the students to give real-world examples of where they would need to know how to analyze a poem or any type of writing. TSW explain their answers orally. At this time, if any students have brought back the parent information packet, TSW turn in the packet into the paper tray designated for the class period. (5 minutes)
Assessment –
During the lesson, TTW assess the students’ comprehension through the discussion. TTW also drift among the students to assess the completion of the “Sonnet 130” charts. The culminating formal assessment will take place on day ten of the unit and will count as a test grade.

Enrichment –
For enrichment, TSW create his/her own poem to practice writing and analyze using the analyzing questions. TSW create his/her poem, write the analyzing questions on a separate page, and answer the questions.

Remediation –
For remediation, TSW circle specific words from the poems that they do not understand and will look up the words’ definitions in the dictionary. TSW also write these definitions on the copies of the poems.

Accommodations and adaptations for diverse learners –
In this class, two students have an inclusion ruling for reading. If needed, the students can have the poems read to them by their inclusion teacher. Also, TTW provide the inclusion teacher with copies of the poems to discuss in the inclusion room with the students if needed.
Day 3 – RL.9-10.2, RL.9-10.4, & RL.9-10.5

Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels–
- TSW describe their reactions to Billie Holiday’s “Strange Fruit.” (Comprehension)
- TSW justify the author’s protesting purpose in “Strange Fruit.” (Evaluation)
- TSW discuss two poems related to the death of Emmett Till. (Comprehension)

Materials –
- writing notebook
- poetry packet – lynching song/poems
- computer
- SmartBoard
- loose leaf paper
- article “Seeking Justice 70 Years Later”

Initial activity –
- As the students enter the classroom, they will get their writing notebooks for the initial activity. In their writing notebooks, TSW focus on one of the poems that was covered in yesterday’s lesson and choose one line from the poem that they were drawn to as they read. TSW then write a response using the following writing prompt: “Yesterday, we read and analyzed Edgar Allan Poe’s ‘Annabel Lee’ and William Shakespeare’s ‘Sonnet 130.’ Think about which poem you were drawn to the most. Choose at least one line from either poem that you were drawn to the most and analyze this line in your writing notebook. Be sure to cite the line in your response. Explain why you were drawn to this specific line and what impact this section has on the poem.” Each student’s response should be the length of a paragraph. (5 minutes)

Procedures –
1. Once the students complete their initial activity, TSW showcase some of their examples and explain why they were drawn to these specific lines of poetry. TTW then transition into today’s lesson about poetry protesting lynchings. TTW explain who Billie Holiday was and how her music impacted her listeners. TTW then instruct the students to watch a YouTube video of the song “Strange Fruit” written by Lewis Allan and sung by Billie Holiday. Once the students watch the video, they will write their reaction to the video and explain what they understood from the song. TSW then read the text version of the song quietly. After reading the song, TSW write an additional response to the song under their original answer. TSW then present some of their responses to the class, and TTW encourage a class discussion of the song. After discussing “Strange Fruit,” TTW show the students a timeline of protest songs from the 1700s through the present found on the website for PBS (http://www.pbs.org/independentlens/strangefruit/depression.html). TTW point out specific time periods to focus on from the timeline and allow students to comment on the timeline. (20 minutes)

2. Next, TTW give the students background information on Emmett Till. TSW then silently read Will Inman’s poem “A Mirror to the South” silently. Once the students have read the poem, TSW determine what the author is protesting in this poem and what the theme is. TSW also answer the analyzing questions from day one based on “A Mirror to the
South.” After the students analyze the poem, TSW explain the poem and their answers in a classroom discussion. (17 minutes)

**Closing** –
- For the closing, TSW read a sonnet from *A Wreath for Emmett Till* by Marilyn Nelson. TTW explain that Nelson’s *A Wreath for Emmett Till* is actually a set of fifteen sonnets that form a long elegy for Emmett Till. Once the students finish reading, TTW play a recording of Marilyn Nelson reading the entire work of *A Wreath for Emmett Till*. While TSW not listen to the entire work, TSW have the opportunity to listen to the poetry from the author’s perspective. TSW not have to write anything for their closing activity because the purpose of this activity is to simply expose the students to an auditory version of a work from the author’s perspective. Also, TTW assign a homework assignment for the students. TSW read an article from *Upfront Magazine* entitled “Seeking Justice 70 Years Later.” This article will be used in the initial assignment for day four. (5 minutes)

**Assessment** –
During the lesson, TTW assess the students’ comprehension through the discussion. The responses to “Strange Fruit” will count as a completion/daily grade. The culminating formal assessment will take place on day ten of the unit and will count as a test grade.

**Enrichment** –
For enrichment, TSW research the protest songs timeline on pbs.org and select a specific time period of protest songs to discuss with the class.

**Remediation** –
For remediation, TSW receive copies of the Emmett Till biographical notes from the PowerPoint to help the student better understand the content of the Emmett Till poems.

**Accommodations and adaptations for diverse learners** –
In this class, two students have an inclusion ruling for reading. TTW provide the inclusion teacher with copies of today’s poems to discuss in the inclusion room if needed.
Day 4 – W.9-10.1 RI.9-10.1, RI.9-10.2, RI.9-10.3, & RL.9-10.6

Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels–
- TSW argue the validity of the court ruling of the George Stinney case. (Evaluation)
- TSW apply prior knowledge of drones to new knowledge from the articles. (Application)
- TSW create a T-chart contrasting the positives and negatives of drone use. (Synthesis)

Materials –
- writing notebook
- computer
- SmartBoard
- article “Seeking Justice 70 Years Later”
- article “Invasion of the Drones”
- article “Yemen’s New Ways of Protesting Drone Strikes: Graffiti and Poetry”
- notebook
- “The Ballad of Mulan (Ode of Mulan)”

Initial activity –
- As the students enter the classroom, they will pick up a packet of multicultural poetry and two articles for the lesson. They will also retrieve their writing notebooks to do the bell activity. TSW write a response to the article, “Seeking Justice 70 Years Later” from Uptown Magazine. The writing prompt will state, “For homework, you read the article ‘Seeking Justice 70 Years Later’ by Jesse Wegman. In the article, Wegman says, ‘In truth, George Stinney was lynched in slow motion in the Jim Crow-era South’ (8). Based on prior knowledge about lynching and the information found in the article, would you agree that George Stinney was lynched? Write a response that explains your opinion of Wegman’s statement. The response should be the length of a paragraph and should support your answer with textual evidence from the article.” Because of the extent of this activity, TSW have about ten to fifteen minutes to complete the writing. (15 minutes)

Procedures –
1. Once the students complete the initial activity, TTW explain that other cultures have forms of protest poetry as well. To introduce the multicultural section of this unit, TTW present the controversy surrounding the use of drones in the United States and other countries. TTW explain that the citizens of Yemen have expressed their dislike of American drones in their country. To investigate the drone controversy further, TSW read the article, “Invasion of the Drones” from Upfront Magazine that evaluates specific flaws and concerns in using drones. As they read the article, TSW highlight specific concerns that Americans have about using drones. TSW then create a T-chart to compare the issues surrounding the use of drones. On the left side of the chart, TSW list the concerns about drones on which the Upfront Magazine article expands. Next, TSW read the article, “Yemen’s New Ways of Protesting Drone Strikes: Graffiti and Poetry” and evaluate the argument against drones in Yemen. This article explains the tactics that Yemini citizens have taken to protest the use of drones and the disastrous effects of drone weapons in their country; the forms of protest that they have taken include graffiti and protest poetry. After reading this article, TSW complete the right side of the T-chart by listing the results
of drone use in Yemen and the concerns that are highlighted in the second article. TSW use these articles and this T-chart for the writing assignment in tomorrow’s lesson. Both of the articles used in today’s lesson tie in the social studies aspect of education and incorporates cross-curriculum learning. (27 minutes)

Closing –
• For the closing, TTW hand out copies of the ancient Chinese poem, “The Ballad of Mulan (Ode of Mulan)” to the students and instruct the students to read the poem for homework. While this poem does not fall under the definition of protest poetry, this poem is appropriate because it is an ancient multicultural poem to which the students can relate. The students should enjoy reading this poem due to their familiarity with the legend of Mulan through the animated Disney movie Mulan. TSW have the opportunity to read the poem before leaving class or to read it for homework. (5 minutes)

Assessment –
During the lesson, TTW assess the students’ comprehension through the discussion. The T-chart will be taken up tomorrow with the writing assignment and will count as a daily grade. The culminating formal assessment will take place on day ten of the unit and will count as a test grade.

Enrichment –
For enrichment, TSW write a paragraph that examines the two articles. In this paragraph, TSW compare and contrast the articles by explaining which article is better written and more in depth.

Remediation –
For remediation, TSW write short summaries of the articles to help with comprehension.

Accommodations and adaptations for diverse learners –
In this class, two students have an inclusion ruling for reading. TTW provide the inclusion teacher with copies of the articles from Upfront Magazine to read and discuss in the inclusion room with the students if needed.
Day 5 – W.9-10.1 & W.9-10.3

Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels –
- TSW write a poem based on informational articles. (Synthesis)
- TSW analyze the poem he/she creates. (Analysis)

Materials –
- writing notebook
- computer
- SmartBoard
- Amazon Kindle Cloud – “What is a Poem?” by Dr. David Lowery
- loose-leaf paper
- worksheet

Initial activity –
- As the students enter the classroom, they will retrieve their writing notebooks and T-charts created in the lesson from the fourth day. TTW go around the room to check the students’ writing notebooks for the four initial activities from days one through four. Their initial activities will count as a daily grade. Also, TSW turn in any parent letters that have not been turned in yet. While the teacher is checking for initial activities in the students’ notebooks, TSW underline, circle, and/or mark which points of their T-charts are more valid reasoning that the rest. TSW choose at least two and quickly explain why the specific example if more valid than the other sections of the T-chart. If the students are not finished with their T-charts, they can use this time to complete their T-charts that will be used in today’s writing assignment. (5 minutes)

Procedures –
1. Once the teacher has finished checking the initial activities, TTW transition into the mid-unit writing assignment. TTW explain to the students that protest poetry is the focus of the unit, but not all poetry necessarily has an agenda. To showcase another poetry outlet from the community, TTW use the Amazon Kindle Cloud to show the students the poem “What is a Poem?” from Dr. David Lowery’s published work Bounded in a Nutshell. Dr. Lowery is a teacher at Jones County Junior College and an adjunct teacher at William Carey University; both of these schools are local colleges. This poem introduces the student’s viewpoint when faced with a poetry assignment. TTW read the poem out loud to the students and use this as a transition into the writing assignment. (10 minutes)
2. For today’s writing assignment, TSW write a protest poem focusing on drone use in America. TSW have the option of writing from the perspective of an angry American or from the drone’s perspective. TSW use the notes and poetry packet from day one as templates for their poems. The students must use the T-chart created on day four as the source of their information. TSW also complete a worksheet containing the analyzing questions that will breaks down the poem. Once they complete their poems and worksheets, TSW turn in the poem, T-chart, and worksheet for a daily grade. (27 minutes)
Closing –
  - For the closing, TSW not have an actual assignment for the closing activity. TSW staple and turn in their poem, T-chart, and poetry worksheet. Because the writing assignment could use all of the lesson time, TSW turn in the assignment when they finish or as they leave the classroom. TTW also prepare the students for the “We Sing America” lessons on days six and seven by giving the students a short summary of each lesson’s contents. (5 minutes)

Assessment –
The poem completed today will count as a daily grade. The T-chart will also count as a daily grade. The culminating formal assessment will take place on day ten of the unit and will count as a test grade.

Enrichment –
For enrichment, TSW write two poems for this assignment. Once he/she completes a poem from one perspective, TSW write another poem from the opposite perspective.

Remediation –
For remediation, TSW use pre-writing techniques to plan their poem and will get the teacher to check the techniques before writing the poem.

Accommodations and adaptations for diverse learners –
In this class, two students have an inclusion ruling. TSW have the option to write their poems in class with the other students or go to the inclusion room to work on their poem with the inclusion teacher.
Day 6 – RL.9-10.4, RL.9-10.5, & RL.9-10.9

Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels—
- TSW interpret Whitman’s “I Hear America Singing” and Hughes’s “I, Too, Sing America.” (Application)
- TSW compare the themes between the Whitman and Hughes poems. (Evaluation)
- TSW analyze the contents and theme of the poems. (Analysis)

Materials –
- writing notebook
- computer
- SmartBoard
- “We Sing America” poetry packet
- “We Sing America” worksheet
- notebook

Initial activity –
- As the students enter the classroom, TSW pick up the “We Sing America” poetry packet and worksheet. TSW retrieve their writing notebooks for the initial activity. In their writing notebooks, TSW write a short response explaining which stance they took in yesterday’s writing assignment and describing the process in which they wrote their poem. For example, TSW explain if he/she chose the format first and then began to write or simply began writing. This response can be a few sentences and does not have to be extensive. (5 minutes)

Procedures –
1. Once the students complete the initial activity, TTW open the lesson entitled “We Sing America” that focuses on theme within poems. The activity for today will continue through day seven. The activity will focus on the similar themes and the transformation of themes between the following three poems: “I Hear America Singing” by Walt Whitman, “I, Too, Sing America” by Langston Hughes, and “Praise Song for the Day” by Elizabeth Alexander. For this activity, the teacher and students will analyze one poem together. TTW will read the poem “I Hear America Singing” out loud to the students. Together, the teacher and students will analyze the poem using the analyzing questions worksheet that the students picked up at the beginning of class. This sheet will ask questions such as, “Who is the narrator? What is the point of view? What is the rhyme scheme? What examples of figurative language does the poem have? Who is ‘singing’ in the poem? What does the poet mean by ‘singing’? What is the theme?” For the Langston Hughes poem and Elizabeth Alexander poem, TSW also answer the question, “How does the theme transform from the former poem?” (20 minutes)

2. Once the class has finished analyzing the poem by Whitman, TSW find a partner and analyze the poem “I, Too, Sing America” by Langston Hughes. This poem is considered protest poetry. With a partner, TSW read the poem and complete the analyzing question worksheet responding to the Hughes poem. Because of the length of the poems and amount of time needed to analyze the poem, TSW most likely need to finish the poem on day seven. (17 minutes)
Closing –
- TSW complete another exit ticket that follows the “3-2-1” pattern. Today, TSW write down three things that they learned, two things that they have questions about, and one thing that they want the teacher to know. TSW have five minutes to complete this exit ticket and will turn it in as they exit the classroom. (5 minutes)

Assessment –
During the lesson, TTW assess the students’ comprehension through the discussion. The exit ticket will not necessarily count as a grade, but the ticket will be used as an informal assessment tool for the teacher to use to gauge each student’s understanding of the lesson. The completed worksheets for all three “We Sing America” poems will count as a daily grade. The culminating formal assessment will take place on day ten of the unit and will count as a test grade.

Enrichment –
Once the student completes the partner activity for the Langston Hughes poem, TSW begin analyzing the Alexander poem “Praise Song for the Day.”

Remediation –
For remediation, TSW circle unknown words from the poems. TSW look up these words in the dictionary and write the definition on their copy of the poem. If needed, TSW also ask the teacher questions concerning the poems.

Accommodations and adaptations for diverse learners –
In this class, two students have an inclusion ruling for reading. If the students are struggling to read Whitman's “I Hear America Singing” or Hughes’s “I, Too, Sing America,” TSW have the option to go to the inclusion room to read the poem with the inclusion teacher.
**Day 7 – RL.9-10.4, RL.9-10.5, & RL.9-10.9**

**Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels**–
- TSW interpret Hughes’s “I, Too, Sing America” and Alexander’s “Praise Song for the Day.” (Application)
- TSW compare the themes between the Hughes and Alexander poems. (Evaluation)
- TSW analyze the contents and theme of the poems. (Analysis)

**Materials** –
- writing notebook
- computer
- SmartBoard
- “We Sing America” poetry packet
- “We Sing America” worksheet
- “Praise Song for the Day” YouTube video

**Initial activity** –
- As the students enter the classroom, they will pick up their writing notebooks to use for the initial activity. For today’s initial activity, TSW write a short response based on the following prompt: “Yesterday, you read the poem ‘I Hear America Singing’ by Walt Whitman and ‘I, Too, Sing America’ by Langston Hughes. In both of these poems, the authors focus on ‘singing.’ In your writing notebook, write a paragraph explaining what song you sing and why you sing that song. You have five minutes to complete this activity.” This bell assignment will complement the lessons for day six and seven and will allow the students to refocus on the lesson from yesterday. (5 minutes)

**Procedures** –
1. After completing their paragraph, TSW return to their partner groups to complete the analyzing worksheet for “I, Too, Sing America” by Langston Hughes. Just like day six, the worksheet will ask questions such as, “Who is the narrator? What is the point of view? What is the rhyme scheme? What examples of figurative language does the poem have? Who is ‘singing’ in the poem? What does the poet mean by ‘singing?’ What is the theme?” TSW also answer the question, “How does the theme transform from the former poem?” (10 minutes)
2. Once the students have finished analyzing “I, Too, Sing America,” TSW individually read “Praise Song for the Day” by Elizabeth Alexander. Because the students have analyzed “I Hear American Singing” as a group and “I, Too, Sing America” with a partner, they should have a firm understanding of how to analyze the poem and determine the theme. The poem “Praise Song for the Day” is quite extensive and should take a large portion of time for the students to finish reading. Therefore, TSW have the remainder of class to read the poem and complete the analyzing worksheet. These worksheets must be turned in as soon as the students enter the classroom on day eight. (27 minutes)

**Closing** –
- For the closing, TTW show the students the YouTube video of Elizabeth Alexander reading her poem “Praise Song for the Day” at President Barack Obama’s inauguration
speech. By watching this video, TSW gain a better understanding of the significance of the poem. TSW also have the opportunity to see an author read her own work, a rare occurrence for poets. (5 minutes)

Assessment –
TTW use a variety of informal assessments during today’s lesson. During the lesson, TTW assess the students’ comprehension through the discussion. The completed worksheets for all three “We Sing America” poems will count as a daily grade. The culminating formal assessment will take place on day ten of the unit and will count as a test grade.

Enrichment –
For enrichment, TSW research more information concerning Langston Hughes and create a short biography for the author that includes information about the author’s life and poems. This information can include biographical information about the authors, the dates that Langston Hughes’s poems were written and/or published, other poems written by this author, etc.

Remediation –
If the students continue to struggle with the individual assignment, TSW work with another student to analyze the Alexander poem. TTW also help the student extensively if needed.

Accommodations and adaptations for diverse learners –
In this class, two students have an inclusion ruling for reading. If the students are struggling to read Hughes’s “I, Too, Sing America” or Alexander’s “Praise Song for the Day,” TSW have the option to go to the inclusion room to read the poem with the inclusion teacher. Because the Alexander poem is to be analyzed individually, the inclusion students also can have help from the inclusion teacher while analyzing the poem.
Day 8 – RL.9-10.1, RL.9-10.2, RL.9-10.4, SL.9-10.1, & SL.9-10.4

Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels–
- TSW analyze a specific Langston Hughes poem in groups. (Analysis)
- TSW discuss the contents of the poem in a group. (Comprehension)

Materials –
- writing notebook
- computer
- SmartBoard
- Langston Hughes poetry packet
- note-taking worksheet

Initial activity –
- As they enter the classroom, TSW turn in the worksheets from the “We Hear America Singing” lessons on days six and seven. TSW also pick up the Langston Hughes poetry packet, a note-taking worksheet, and the students’ writing notebooks to write a response for the bell activity. In their notebooks, TSW write a response that explains which poem from the “We Sing America” lessons was the students’ favorite and why. TSW write a paragraph’s length to explain their answer. They will have five minutes to complete their response. (5 minutes)

Procedures –
1. Once the students complete the initial activity, TTW ask the enrichment students from yesterday’s lesson to present their biographical information about Langston Hughes. Once the enrichment students are finished, TTW use a PowerPoint to introduce more information about the author and poet, Langston Hughes. Although the students have already analyzed one of the poems by Langston Hughes, TTW give another short biography of Langston Hughes and more in-depth biographical information to explain who he was and what types of poetry he wrote. This information will be used to introduce the group activity used in today’s lesson. (10 minutes)
2. TTW then divide the students into groups for the assignment. These groups will be prearranged by the teacher and will follow an ability grouping template. While there will be no set leader in each group, TTW make sure that each group has at least one student that is not afraid to talk in groups and will make sure that the group is completing the work. In each group, TSW be given a specific Langston Hughes protest poem from the poetry packet to analyze. The poetry packet has the poems placed in order from easiest to most difficult. The lowest group will receive the easiest poem whereas the highest group will receive the most difficult poem. In these groups, TSW analyze the poem and determine the theme. TSW also complete one section of the note-taking worksheet that they can present in their jigsaw groups for the lesson on day nine. This group activity will most likely last for the class period and will need to be completed on day nine. (27 minutes)
Closing –
- For the closing activity, each group will select their favorite line from the poem and explain to the class why it is their favorite line. TSW also put the desks back in rows for the other classes. (5 minutes)

Assessment –
TTW use a variety of informal assessments during today’s lesson. During the lesson, TTW assess the students’ comprehension by drifting between the groups and listening to the discussion. The completed note-taking worksheet will be turned in on day nine for a daily grade. The culminating formal assessment will take place on day ten of the unit and will count as a test grade.

Enrichment –
For enrichment, TSW be ability grouped to complete the group activity. The ability groups are based on the students’ practice ACT scores. Each student is placed in a group that has similar ACT scores. The higher scoring students will be placed together in a group and will analyze a longer and more difficult poem by Langston Hughes.

Remediation –
For remediation, TSW be ability grouped to complete the group activity. The ability groups are based on the students’ practice ACT scores. Each student is placed in a group that has similar ACT scores. The lower scoring students will be placed together in a group and will analyze a shorter and easier poem by Langston Hughes.

Accommodations and adaptations for diverse learners –
In this class, two students have an inclusion ruling. Because these students struggle in understanding a text, I will place them in a group that has at least one higher level student for the Langston Hughes group activity. While these inclusion students will not have their work completed for them, the higher level students can help explain the text and figurative language within the text if the inclusion students have questions.
Day 9 – RL.9-10.1, RL.9-10.2, RL.9-10.4, SL.9-10.1, & SL.9-10.4

Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels–
- TSW prepare a worksheet to present to a new group of students. (Synthesis)
- TSW explain the specific Hughes poem to a new group of students. (Synthesis)
- TSW discuss other Langston Hughes poems with new group members. (Comprehension)

Materials –
- writing notebook
- computer
- SmartBoard
- Langston Hughes poetry packet
- note-taking worksheet

Initial activity –
- As they enter the classroom, TSW pick up their writing notebooks for the initial activity. In their notebooks, TSW explain what protest poetry means to them. TSW will write a short summary explaining what they believe is the purpose of protest poetry and how protest poetry can affect the reader. TSW also provide an example from the unit that highlights the impact of protest poetry. TSW have five minutes to complete this writing. (5 minutes)

Procedures –
1. After the initial activity, TSW return to their groups to complete the Langston Hughes poetry assignment. TSW have a few minutes to finish their worksheets and prepare to present the poem in the jigsaw groups. (10 minutes)
2. TTW then divide the students into “jigsaw” groups. Jigsaw groups consist of one member from each original group. In these jigsaw groups, each member of a former ability group will present his/her original group’s findings from the Langston Hughes poem. As each group member presents, the other jigsaw group members will listen take notes using the other sections of the note-taking worksheet. These worksheets will be turned in at the end of class for a daily grade. (27 minutes)

Closing –
- In closing, TSW discuss the varying poems of Langston Hughes and determine the similarities and differences between the poems. The length of this discussion will be determined by the amount of time left in class after the jigsaw presentations. As they leave the classroom, TSW turn in their note-taking worksheets. (5 minutes)

Assessment –
TTW use a variety of informal assessments during today’s lesson. During the lesson, TTW assess the students’ comprehension by drifting between the groups and listening to the discussion from the original ability groups and the new jigsaw groups. The completed note-taking worksheet will be turned in today for a daily grade. The culminating formal assessment will take place on day ten of the unit and will count as a test grade.
**Enrichment** –
For enrichment, TSW research other Langston Hughes poems online. TSW choose a poem and analyze it on a separate note-taking worksheet. TSW have the option to present this poem as well in the jigsaw groups.

**Remediation** –
For remediation, TSW be able to copy the jigsaw charts instead of taking notes based solely on what they hear. This remediation will help these students to understand the material better.

**Accommodations and adaptations for diverse learners** –
In this class, two students have an inclusion ruling. Because these students struggle in understanding a text, I will place them in a group that has at least one higher level student for the Langston Hughes group activity. While these inclusion students will not have their work completed for them, the higher level students can help explain the text and figurative language within the text if the inclusion students have questions.
**Day 10 – RL.9-10.2, W.9-10.2**

**Objectives/Specific Learning Outcomes & Bloom’s Taxonomy Levels** –
- TSW examine Angelou’s “I Know Why the Caged Bird Sing.” (Analysis)
- TSW write an explanatory essay about Angelou’s poem. (Synthesis)

**Materials** –
- computer
- SmartBoard
- notebook

**Initial activity** –
- As the students enter the classroom, TTW instruct the students to get out a piece of notebook paper and a pencil. Because today’s lesson contains the formal assessment, no official initial activity will take place.

**Procedures** –
1. TTW project the students’ writing prompt on the SmartBoard. TTW then read the writing prompt aloud and allow the students to ask any questions concerning the assignment and/or prompt. The writing prompt will state the following: “In this unit, you have been exposed to various types of poetry related to protest/oppression poetry. You have also been given “Caged Bird” by Maya Angelou and “Lift Every Voice and Sing” by James Weldon Johnson. Choose one of the poems to read and analyze. Then write a response that introduces the theme of the poem and analyzes its development over the course of the text. Remember to look at the use of diction, connotation, and figurative language. Be sure to include textual evidence that supports the theme and the author’s development of that theme.” This essay will require the remainder of the period for the student to complete it. TTW drift through the classroom in case the students have any questions or concerns. (47 minutes)

**Closing** –
- Because today’s lesson contains the formal assessment, no official closing activity will take place today. Instead, TSW turn in their essay when they complete it.

**Assessment** –
Today, TSW complete the culminating formal assessment of the unit. This assessment will count as a test grade.

**Enrichment** –
Once they have completed their essay, TSW use the remaining time in class to search for other protest poetry online. TSW read these poems to gain more information concerning protest poetry.
**Remediation** –
For remediation, TSW use various pre-writing/planning procedures such as Venn diagrams, concept maps, rough drafts, etc. TTW read the students’ rough drafts and provide feedback to write a final draft.

**Accommodations and adaptations for diverse learners** –
In this class, two students have an inclusion ruling. For the formal assessment, the inclusion students will have the option of either going to the inclusion room and having assistance during the writing process or staying in class and writing with their peers.