

Lesson Plan – Freedom and Equality

SUBJECT:	English	CLASS:	Artemis	DATE:	10 th of February 2021
CODE:	2A 361	TIME:	10:15-11:15	DURATION:	60 minutes

Learning Outcomes	O: 4, 7	R: 3, 5	W: 1, 6, 9
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LEARNING INTENTION:

- See poetry as a means of conveying or preserving a series of ideas.
- Understand that literature is a relevant and important part of cultural development and social change.
- Experiment with expression of opinion based on deeply held values and opinions.

SUCCESS CRITERIA:

- Understand the theme and core idea of the poem Frederick Douglass.
- Investigate instances of inequality in the modern world and select a social movement or opinion which they agree with, forming their own stance based on research.
- Create a poster/presentation/speech/poem which provides information about a social movement and its importance in society. Who or what does it represent? Why is it important?

PLANNING FOR LITERACY: Key words: Freedom, justice, racism, inequality, prejudice, score (unit of time, 20 years). Segregation, discrimination.

Diastole and Systole are parts of the heart.

PLANNING FOR NUMERACY: Population percentages, awareness of historical background.

PLANNING FOR DIFFERENTIATION: Students have freedom to present and work around a social movement which they respect and are interested in. This will come from recent social influences through the media and issues which their peers talk about.

PRIOR KNOWLEDGE REQUIREMENTS: Metaphor, figurative language, **ideas of social justice and equality may be present.**

MATERIALS: Fredrick Douglass by Robert Hayden

Martin Luther King Speech: <https://www.youtube.com/watch?v=o8dzxh7Ybgw>

Speech transcript for students: <https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety?t=1614548575309>

A PowerPoint presentation will also be required.

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	CONTENT	METHOD
INTRODUCTION	<p>Open class with the questions: “what is the most important thing to you?” “what is the most important thing to society?”</p> <p>Explain further that: English is a way we communicate, it is a way to save ideas and transport them through time and space. To speak well and to write clearly means you are more likely to be taken seriously.</p>	<p>Students should discuss this with a partner or openly. If teaching online students may briefly use breakout rooms or the chat function to accommodate this question.</p> <p>Introduce key idea/objectives for today, pre-teach vocabulary such as ‘score’ and gaudy, rhetoric, diastole and systole.</p> <p><i>Expected time: 5 minutes</i></p>
Development 1 (D1)	<p>Provide a brief presentation on Frederick Douglass. This is then followed by a reading of the poem and a quick break down.</p> <p>Key Questions: ‘The poem expresses an idea, what idea is this?’ ‘How does Frederick Douglass live on?’</p>	<p>Provide slides and digital copy of the poem to students.</p> <p>Discuss what the poem tells us about Frederick Douglass and the movement he represented.</p> <p><i>Expected time: 10 minutes</i></p>
Development 2 (D2)	<p>“I have a dream” speech by Martin Luther King.</p> <p>Students should write down particular quotes which they find interesting. What lines are powerful to you and you find are well said? America (My Country, ‘Tis of Thee) is quoted, explain its patriotic nature to the students.</p>	<p>Watch the speech as a class, pausing during the speech to discuss the questions:</p> <ul style="list-style-type: none"> • What has happened in 100 years since the freeing of Negroes? • What metaphors does MLK use when he describes oppression and inequality? • Why does MLK quote patriotic songs and old slave songs side by side? <p><i>Expected time: 20 minutes</i></p>
Development 3 (D3)	<p>Two step task:</p> <ol style="list-style-type: none"> 1) With a partner, compare the poem Frederick Douglass and Martin Luther Kings’ speeches. 2) Share the lines from the speech which you found powerful with each other. Practice saying these lines to one another in a way which creates impact. 	<ul style="list-style-type: none"> • Identify similar vocabulary, recurring themes. Why are these words and themes repeated? • How does Frederick Douglass relate to Martin Luther King, even 100 years apart? <p>This exercise lets me know when students are done and also allows them to practice ‘speaking’ in a formal tone. It further prepares them for their CBA.</p> <p><i>Expected time: 10 minutes</i></p>
Development 4 (D4)	<p>Using your own knowledge begin researching inequality that you have heard about. Create a presentation, a poster, a poem or a speech which relates to the movement and what it hopes will happen.</p>	<p>Encourage students to research recent social movements. BLM, LGBTQ+ Equality, #Metoo, Climate strike, should all be mentioned as they have media prominence and students will likely have heard of them.</p> <ul style="list-style-type: none"> • Have these up on a slide as well. <p><i>Expected time: 15 minutes</i></p>
SUMMARY + CONCLUSION	<p>How can you stand up for the social movement you have researched today? What inequalities do you see around you? How can these inequalities be addressed? <i>Dismissal.</i></p>	<p>Students should write a short reflective piece in their copies for this and share with their partners.</p> <p><i>Expected time: 5 minutes</i></p>

Homework: Create a presentation on a historical figure you respect and believe is important in social change. This can be related to your work from in class. You may be asked to present this next week.