Protest as Social Learning

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| Grade Level: | **8** | Subject: | ELA | Prepared By: | **Travis Washmon** |

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| Overview & PurposeStudents will learn to organize their thoughts and peers to rally behind a cause of their choice to stage a demonstration. This exercise will garner a new respect for the effective use of speech as well as free exercise of civil liberties in a peaceful and well planned manner.  | Education Standards Addressed(8.Fig19C, 8.Fig19D, 8.Fig19E,8.Fig19F; 8.9A; 8.10A, 8.10C, 8.10D)1E; 4G, 4I, 4J, 4K; 5F, 5G; 8.11A; 8.14A, 8.14B,8.14C, 8.14D; 8.17Ai, 8.17Aii, 8.17Aiii, 8.17Aiv, 8.17Av;8.17C, 1E; 2C; 3C, 3E, 3H, 3I; 4G, 4I, 4J, 4K; 5E, 5F, 5G) |

# Dates:

30 January to 3 February

# Materials:

Pen, paper, art supplies, magazines, glue, pickets, and energy!

# Objectives:

To organize and create a aligned text inspired by current events. To develop an appeal to ethos, pathos and logos using both prose and graphical representations. To organize thoughts and events as an overarching demonstration of ability.

# Key Understandings:

* Readers gather information and express organized ideas to construct meaning.
* Recognizing commonalities and differences allow readers to make connections
* Authors share their perspective in order to influence the attitude or action of others.
* Critical readers use strategies to make complex inferences and to analyze texts.
* Readers use strategies to support interpretation of text.
* Understanding new words and concepts enhances comprehension and oral and written communication

## Lesson:

### Period 1-Bell ringer 5 min. Reading appetizer-Nelson Mandela “I Am Prepared to Die” As a class we will discuss Mandela’s speech. What points were being made? What phrases and or words were particularly effective and why? How can we recreate that kind of passion in our own writing? Construct an IS/IS NOT worksheet for vocabulary enhancement. What are you prepared to die for? Begin independent research on topics for protest. (I will introduce the students to several resources for jumping off points to their research).

### Period 2- Bell ringer 5 min. Reading appetizer- Susan B. Anthony “ On Women’s Right to Vote” Discuss the effectiveness of the speech. What phrases and or words stick out as effective? IS/IS NOT worksheet. Make final decision on protest topic. Conference with each student to discuss his or her topic and make sure that the topic has a center (something that can be argued for or against).

### Period 3- Bell ringer 5 min. Media appetizer- “End the Fed” DO you feel moved by this speech? Do you understand the things he is talking about? How is it possible to be moved or affected by a speech that you can’t understand? Discussion and creation of organizer that shows effective speech giving skills. Students will begin drafting their speeches. Speeches will be continued for homework. Long poems or lyrics may be substituted for speeches with permission from the teacher.

### Period 4- Bell Ringer 5 min. Reading appetizer- Ronald Reagan “Tear down this Wall” Continue writing speeches while classmates and I circulate and offer input and support. This will be the final day for in class writing except for the editing workshop on Friday.

### Period 5- Bell ringer 5 min. Poetry appetizer- Amiri Baraka (Protest Poetry with a beat podcast) We will use the time today to create our signs and slogans with the help of Amiri Baraka, Allen Ginsberg, and Tupac Shakur. Poetry and music will be played throughout the class period in order to boost creativity and inspire our protests. We will also, hopefully, by this time have some degree of excitement about the coming protests.

### Period 6- Bell ringer 5 min. Musical appetizer: Immortal Technique, Talib Kweli, and The Roots. Today we will make flyers promoting the protest. We will create two to three per student and post them throughout the school and neighboring buildings around campus. Each flyer will contain a slogan and a visual representation of the topic the student will be protesting that will provoke others into joining the cause.

### Period 7- Bell ringer 5 min. Independent reading and reading conferences.

# Rationale in regards to motivation:

This lesson, as it coincides with the course of study I have placed my students on, will highlight the modes of self-determination theory in practice. Students will be granted the three basic needs; autonomy, competence, and relatedness (Anderman 2010). This lesson and its subsequent activities will allow each student to find out what things in society are interesting to him without any outside influence. I will act as a guide for turning important self-selected issues into social questions to be posed to the public in the form of protest.

As a result of the student’s autonomous research he will gain competence in a subject that is important to him therein increasing the valuation of his self. His competence level will also rise as it relates to the English language as a result of his pursuit of competence in his chosen topic and the construction of a speech or poem about that topic. He will apply language conventions and confer with me about his applications of them in his written material.

Throughout the course of this study the student will be in constant contact with his peers and with others in the outside world who feel a sense of oneness in his given topic, thus, fulfilling the need for relatedness. The student will also be fulfilling a need for acceptance when it comes to conveying his feelings as the protest will create an environment of trust and openness in which he can read his speech or poetry.

Furthermore, the student will have a great deal of intrinsic motivation as it relates to the topic of choice. The drive to fulfill an obligation to his chosen faction will allow him to progress with fervor and skill. There is also an added extrinsic motivator that would not be equated as detrimental to the self-determined behavior. There is a possibility that local news networks may be interested in covering our protest. This extrinsic motivator however is consistent with the choices made in the process of protesting. Students work hard to have their issues heard, therefore having a larger audience will only increase the need to output good material. I have not however told the student about the news aspect, but will spring it as an added surprise mid-week.

As for the amotivated students, this lesson is perfect. Anderman (2010) states that some people “…have low beliefs in their abilities and often do not value academic tasks; these individuals are motivated neither intrinsically nor extrinsically” (p. 4). Although there is a small portion of the lesson that is related to learning the applications of language conventions, most of the lesson can be seen as a real world application and not just an academic task.