

## Monday, February 4th, 2019

Chris Patterson, Middle School

### Fostering Community: Feeding our Future

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#### Standards

**CCSS.ELA-LITERACY.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally). Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic. Common Core State Standards English Language Arts - History/Social Studies

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#### BLM Principles

**BLM.BW** Black Women: Building a Black women affirming space free from sexism, misogyny, and male-centeredness  
Teachers' Democracy Project Black Lives Matter

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#### Objectives

Students will explore the issue of food insecurity. Students will be able to explore the history of two African American women who have contributed to the betterment of their community through access to food. Students will be able to analyze the life works of these woman and how they impacted their community.

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#### Materials

Websites:

Bea Gaddy (Baltimore):

<http://bea-gaddy.org/>

[https://www.washingtonpost.com/archive/lifestyle/1991/11/28/the-angel-who-spread-her-wings/2c8c72f6-aac6-4b72-a6cc-44f992d67d63/?noredirect=on&utm\\_term=.8f1f7744ecff](https://www.washingtonpost.com/archive/lifestyle/1991/11/28/the-angel-who-spread-her-wings/2c8c72f6-aac6-4b72-a6cc-44f992d67d63/?noredirect=on&utm_term=.8f1f7744ecff)

Kia Patterson (Compton, CA):

<https://shoppeblack.us/2017/05/black-owned-grocery-store-compton/>

<https://theundefeated.com/features/kia-patterson-first-black-owned-grocery-store-compton-california/>

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#### Procedure/Strategies

**Engage:** How will you capture the student's interest? What questions should students ask themselves?

Teacher will present the students with connection questions (options):

- "What did you eat for breakfast?"
- "What was the first meal you learned to prepare yourself?"
- "Do you have access to healthy food in your neighborhood?"
- "What would you do if you didn't have any means to feed yourself?"
- "If you could do something to address the food needs of your community, how would you do it? (Farmers market/super market/ food truck/food pantry)?"

**Explore: Describe what kinds of hands-on/minds-on activities students will be doing.**

Some food insecurity facts:

- The definition of food insecurity is: Not having enough money to buy food, skipping meals and running out of money to buy food between paychecks
- National data: 12.3% of the U.S. population faces food insecurity, 22% Black Families and 18.5% Hispanic Families are food insecure.
- Maryland data: 10.1% face food insecurity, 23% of Baltimoreans are food insecure.

Students will explore the life works of Bea Gaddy

- [http://bea-gaddy.org/?page\\_id=6](http://bea-gaddy.org/?page_id=6)
- [https://www.washingtonpost.com/archive/lifestyle/1991/11/28/the-angel-who-spread-her-wings/2c8c72f6-aac6-4b72-a6cc-44f992d67d63/?noredirect=on&utm\\_term=.8f1f7744ecff](https://www.washingtonpost.com/archive/lifestyle/1991/11/28/the-angel-who-spread-her-wings/2c8c72f6-aac6-4b72-a6cc-44f992d67d63/?noredirect=on&utm_term=.8f1f7744ecff)

1. Looking through the website, name 3 things you think motivated Bea Gaddy.
2. Find 3 more links about Bea Gaddy.
3. What did Bea Gaddy do? How did she help people get food and other things they need?
4. Is there someone in your community or school that helps people get food?
5. Have you ever given something to someone who needs help?

Students will explore the life works of Kia Patterson

- <https://shoppeblack.us/2017/05/black-owned-grocery-store-compton/>
- <https://theundefeated.com/features/kia-patterson-first-black-owned-grocery-store-compton-california/>

1. What was the difference between Bea Gaddy and Kia Patterson?
2. How did their actions affect their community?
3. What could have been better about their strategies? How could they have helped more people? How could they have fixed the root cause of the problem?

**Explain: List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.**

After being presented with food insecurity facts and exploring the works of Bea Gaddy and Kia Patterson; students will compose a short narrative. These short narratives will be created daily to make a portfolio by the end of the week. Students will be expected to share their personal experience with food access in their community and reflect on the negative/positive affects that Bea Gaddy and Kia Patterson had on their communities and access to food. Students will be expected to use the websites provided to support their narrative perspective.

**Extend: Describe how students will develop a more sophisticated understanding of the concept.**

Students will be given the opportunity to further research Black women that have made a notable contribution to food drives/ farmers market/ grocery stores.

Students will be given the opportunity to share a personal experience (parent/aunt/sibling etc.) Students will be given the opportunity to present info via video/writing/drawing. Teacher may also invite a local African American food vendor who can provide an onsite account of the logistics involved with food service/organization.

Students will use markers and paper, work in pairs/ or small groups to develop a patch that will commemorate the highlighted African American Female discussed in the day's lesson.

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## **Assessment/Check for Understanding**

**Evaluate: How will students demonstrate that they have achieved the lesson objective?**

Students will create a short narrative that will become part of a portfolio for the week.

**Tuesday, February 5th, 2019**

Chris Patterson, Middle School  
**Presenting the Best You: Beauty & Bronze**

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### Standards

**CCSS.ELA-LITERACY.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic. Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally). Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. Common Core State Standards English Language Arts - History/Social Studies

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### BLM Principles

**BLM.D** Diversity: Acknowledging, respecting, and celebrating differences and commonalities Teachers' Democracy Project Black Lives Matter

**BLM.BW** Black Women: Building a Black women affirming space free from sexism, misogyny, and male-centeredness Teachers' Democracy Project Black Lives Matter

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### Objectives

Students will be able to explore the history of two African American women that have contributed to the betterment of their community. Students will be able to analyze the life works of these woman and how they impacted their community. Students will identify the various components of a business model.

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### Materials

Websites:

Business Model:

<https://www.aha.io/roadmapping/guide/product-strategy/what-are-some-examples-of-a-business-model>

Oyin (Baltimore):

<http://oyinbmore.com/>

<https://www.citypaper.com/news/features/bcp-032917-feature-oyin-20170328-20-story.html>

Carol's Daughter (New York):

<http://www.thehistorymakers.org/biography/lisa-price-41>

<https://www.carolsdaughter.com/about-us.html>

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## Procedure/Strategies

### Engage: How will you capture the student's interest? What questions should students ask themselves?

Teacher will present the students with a connection question (options):

- Which do you prefer: natural hair or processed hair (permed, relaxed, chemically treated)? Why?
- Do you have a favorite hair product (conditioner /shampoo/detangler)?
- What ingredients are in your chosen product? Why do you like it?
- Where do you buy your hair care products?

### Explore: Describe what kinds of hands-on/minds-on activities students will be doing.

Students will explore a business model:

<https://www.aha.io/roadmapping/guide/product-strategy/what-are-some-examples-of-a-business-model>

Share this with students so they get an understanding of parts of a business model.

Students will explore the life works of Oyin Handmade Hair Products: Jamyla Bennu (Baltimore):

- <http://oyinbmore.com/>
- <https://www.citypaper.com/news/features/bcp-032917-feature-oyin-20170328-20-story.html>

1. What motivated Jamyla to make her own hair care products?
2. What need does this business meet?
3. What are possible obstacles Jamyla could have encountered during her journey to create her business?
4. How does Jamyla sustain her success?

Students will explore the life works of Lisa Price (Founder of Carol's Daughter)

- <http://www.thehistorymakers.org/biography/lisa-price-41>
- <https://www.carolsdaughter.com/about-us.html>

1. What motivated Lisa to make her own hair care products?
2. What need does this business meet?
3. What are possible obstacles Lisa could have encountered during her journey to create her business?
4. How does Lisa sustain her success?

### Explain: List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.

After learning about Jakayla and Lisa's hair care product success, students will compose a sample "Hair Care Product" business model, using the below website as a guide; and compose a short narrative explaining how their model will positively affect their community's economic status and meet a need for Black hair products and/or Black-owned businesses.

Business Model Link:

<https://www.aha.io/roadmapping/guide/product-strategy/what-are-some-examples-of-a-business-model>

### Extend: Describe how students will develop a more sophisticated understanding of the concept.

Students will be given the opportunity to further research Black women that have made a notable contribution to the Baltimore hair industry.

Students will be given the opportunity to share a personal experience (parent/aunt/sibling etc.) Students will be given the opportunity to present info via video/writing/drawing.

Teacher may also invite a local African American cosmetologist who can provide an onsite account of the logistics involved with becoming licensed and owning/running their own business.

Students will work in pairs/ or small groups to develop a patch that will commemorate the highlighted African American female discussed in the day's lesson

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### **Assessment/Check for Understanding**

**Evaluate: How will students demonstrate that they have achieved the lesson objective?** Students will create a short narrative that will become part of a portfolio for the week.

## Wednesday, February 6th, 2019

Chris Patterson, Middle School

### **Making Chess Moves: From the screen to the board room**

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#### **Standards**

**CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic. Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally). Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. Common Core State Standards English Language Arts - History/Social Studies

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#### **BLM Principles**

**BLM.BW** Black Women: Building a Black women affirming space free from sexism, misogyny, and male-centeredness

Teachers' Democracy Project Black Lives Matter

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#### **Objectives**

Students will be able to explore the history of two African American women that have contributed to the betterment of their community. Students will be able to analyze the life works of these woman and how they impacted their community. Students will reflect in their own goals and explore the factors that are needed to achieve a personal/professional goal.

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#### **Materials**

Websites:

Vision Boards:

[http://sphs.sharylandisd.org/UserFiles/Servers/Server\\_416442/File/Faculty/Villarreal,%20Nicole/Your%20Vision%20Board%20Project%20Directions.pdf](http://sphs.sharylandisd.org/UserFiles/Servers/Server_416442/File/Faculty/Villarreal,%20Nicole/Your%20Vision%20Board%20Project%20Directions.pdf)

<https://www.pinterest.com/biglifejournal/vision-board-ideas-for-kids/>

Smart Goals:

<https://www.scholastic.com/teachers/blog-posts/genia-connell/setting-almost-smart-goals-my-students/>

Jada Pinkett Smith (Baltimore):

[https://www.huffingtonpost.com/entry/jada-pinkett-smith-talks-growing-up-in-baltimore-thankful-for-the-hollywood-scrutiny\\_us\\_55bfc088e4b06363d5a2fc25](https://www.huffingtonpost.com/entry/jada-pinkett-smith-talks-growing-up-in-baltimore-thankful-for-the-hollywood-scrutiny_us_55bfc088e4b06363d5a2fc25)

<https://philanthropynewsdigest.org/news/jada-pinkett-smith-donates-1-million-to-baltimore-school-for-the-arts>

<https://www.imdb.com/name/nm0000586/>

<https://www.biography.com/people/jada-pinkett-smith-9542154>

Dominique Dawes (Silver Spring, MD):

<https://www.biography.com/people/dominique-dawes-21196279>

<https://www.dominiquedawes.com/>

<https://www.womenssportsfoundation.org/sports/womens-history-month-interview-with-dominique-dawes/>

Vision Board:

### **MATERIALS**

- [Poster board](#)
- Magazines
- Other images and text from artwork, old books, computer printouts, etc. (optional)
- [Scissors](#)
- [Glue sticks](#)
- Paper and pen
- [Sharpies](#) or other permanent markers (optional)

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## **Procedure/Strategies**

**Engage: How will you capture the student's interest? What questions should students ask themselves?**

Teacher will present the students with a connection question (options):

- What is your dream job? What skills would you need to get there?
- Can you imagine getting paid for what you love to do?
- What famous people do you know of that are from Baltimore?
- What Baltimore high school did Jada Pinkett Smith attend?
- Is gymnastics a lucrative career?
- Is acting a lucrative career?

**Explore: Describe what kinds of hands-on/minds-on activities students will be doing.**

**Explore: Describe what kinds of hands-on/minds-on activities students will be doing.**

Students will explore what vision boards are and how to create one:

- What are your needs, wants, and values?
- What are your long-term and short-term goals related to education, personal life, professional life, and how you'll give back to community?
- Visualize your goals on a board (see samples <https://www.pinterest.com/biglifejournal/vision-board-ideas-for-kids/>)

Other resource:

Powerpoint for kids on how to make a vision board (samples included)

[http://sphs.sharylandisd.org/UserFiles/Servers/Server\\_416442/File/Faculty/Villarreal,%20Nicole/Your%20Vision%20Board%20Project%20Directions.pdf](http://sphs.sharylandisd.org/UserFiles/Servers/Server_416442/File/Faculty/Villarreal,%20Nicole/Your%20Vision%20Board%20Project%20Directions.pdf)

Students will explore S.M.A.R.T Goals:

<https://www.scholastic.com/teachers/blog-posts/genia-connell/setting-almost-smart-goals-my-students/>

Share this with students so they can learn about the steps needed to achieve their vision/goal.



Explore Black women who reached their goals. Students will explore the life works of Jada Pinkett-Smith

Read the following as a group:

[https://www.huffingtonpost.com/entry/jada-pinkett-smith-talks-growing-up-in-baltimore-thankful-for-the-hollywood-scrutiny\\_us\\_55bfc088e4b06363d5a2fc25](https://www.huffingtonpost.com/entry/jada-pinkett-smith-talks-growing-up-in-baltimore-thankful-for-the-hollywood-scrutiny_us_55bfc088e4b06363d5a2fc25)

<https://philanthropynewsdigest.org/news/jada-pinkett-smith-donates-1-million-to-baltimore-school-for-the-arts>

Optional additional snapshots:

<https://www.imdb.com/name/nm0000586/>

<https://www.biography.com/people/jada-pinkett-smith-9542154>

Discussion:

1. What type of attitude do you think Jada had during her early years in the acting business?
2. Do you think Jada had moments of doubt during her journey to stardom?
3. What steps do you think Jada had to take to achieve her goal (refer to the S.M.A.R.T. goals website)

Students will explore the life works of Dominique Dawes

<https://www.biography.com/people/dominique-dawes-21196279>

<https://www.dominiquedawes.com/>

<https://www.womenssportsfoundation.org/sports/womens-history-month-interview-with-dominique-dawes/>

In the Women's Sports Foundation website article -- Read answer to Question 3: As a former elite gymnast and Olympian, what are three things sports helped teach you that have helped you throughout your career?

1. What fears do you think Dominique faced as she made way to the Olympics?
2. Do you think Dominique saw her minority status as an advantage or disadvantage to her goals? Why?
3. What steps do you think Dominique had to take to achieve her goal (refer to the S.M.A.R.T. goals website)

**Explain: List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.**

After learning about a vision board and how to develop a S.M.A.R.T. goal; students will construct a vision board that includes their goals related to education, personal life, professional life, and how they'll give back to community.

**Extend: Describe how students will develop a more sophisticated understanding of the concept.**

Students will be given the opportunity to further research black women that have made a notable strides in the entertainment industry while doing what they love.

Students will be given the opportunity to share a personal experience (parent/aunt/sibling etc.) Students will be given the opportunity to present info via video/writing/drawing.

teachers may also invite local Baltimore entertainers/athlete's (boxers/ dancers/ singers/gymnast).

Students will work in pairs/ or small groups to develop a patch that will commemorate the highlighted African American Female of discussed in the day's lesson.

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## **Assessment/Check for Understanding**

**Evaluate: How will students demonstrate that they have achieved the lesson objective?** Students will create a vision board and incorporate their S.M.A.R.T. goals that will become part of a portfolio for the week.

**Thursday, February 7th, 2019**

Chris Patterson, Middle School  
**Don't Forget to Laugh**

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### **Standards**

**CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic. Common Core State Standards English Language Arts - History/Social Studies

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**CCSS.ELA-LITERACY.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. Common Core State Standards English Language Arts - History/Social Studies

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### **BLM Principles**

**BLM.BW** Black Women: Building a Black women affirming space free from sexism, misogyny, and male-centeredness  
Teachers' Democracy Project Black Lives Matter

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### **Objectives**

Students will be able to explore the history of two African American woman that have contributed to the betterment of their community. Students will be able to analyze the life works of these woman and how they impacted their community. Students will analyze the positive effects comedy can have on communities during times of social injustices.

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### **Materials**

Websites:

Healing Power of Comedy:

[http://www.acmaweb.org/WA/15WA\\_Handouts\\_Session1.pdf](http://www.acmaweb.org/WA/15WA_Handouts_Session1.pdf)

<https://www.helpguide.org/articles/mental-health/laughter-is-the-best-medicine.htm/>

Mo'Nique (Baltimore):

<https://www.biography.com/people/monique-517474>

<https://www.imdb.com/name/nm0594898/>

[https://www.huffingtonpost.com/entry/opinion-barlow-monique-discrimination\\_us\\_5a6f0a57e4b01fbbebf3c88d](https://www.huffingtonpost.com/entry/opinion-barlow-monique-discrimination_us_5a6f0a57e4b01fbbebf3c88d)

(clip of Mo'Nique doing comedy at a female prison)...

<https://youtu.be/YcvOEQdYEqc>

Whoopi Goldberg (New York):

<https://www.biography.com/people/whoopi-goldberg-9314384>

<https://www.looktothestars.org/celebrity/whoopi-goldberg>

(Clip of Whoopi stating what she won't stand for)

<https://youtu.be/mUcvdHCGyPQ>

(Clip of Whoopi doing comedy talking about getting stopped by immigration at the Canadian border and her fears)

<https://youtu.be/ABp1GFJcRK8>

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## **Procedure/Strategies**

**Engage: How will you capture the student's interest? What questions should students ask themselves?**

Teacher will present the students with a connection question (options):

- What makes you laugh?
- How do you feel after laughing really hard? Do you think laughter is good for you?
- Do you think jokes are funny or the people who tell them make them funny?

**Explore: Describe what kinds of hands-on/minds-on activities students will be doing.**

Students will read an article about the effects of comedy in stressful situations:

[http://www.acmaweb.org/WA/15WA\\_Handouts\\_Session1.pdf](http://www.acmaweb.org/WA/15WA_Handouts_Session1.pdf)

<https://www.helpguide.org/articles/mental-health/laughter-is-the-best-medicine.htm/>

Do you ever tell jokes as a way to deal with a stressful/negative situation?

Students will explore the life works of Mo'Nique

<https://www.biography.com/people/monique-517474>

<https://www.imdb.com/name/nm0594898/>

[https://www.huffingtonpost.com/entry/opinion-barlow-monique-discrimination\\_us\\_5a6f0a57e4b01fbbebf3c88d](https://www.huffingtonpost.com/entry/opinion-barlow-monique-discrimination_us_5a6f0a57e4b01fbbebf3c88d)

1. As a Baltimore native where did she find her start in the comedy business?
2. How has Mo'Niques' attitude negatively/positively affected her success?
3. Mo'Nique has spoken out against how Black Female comedians are treated unequally than White or Male comedians. In the Huffington Post article she says, "Paying black women less than a man or a white woman to do the the same job is as American as apple pie." Do you agree with this statement? Why?
4. Mo'Nique has brought awareness to the social justice issue of females in prison. Watch the video clip. <https://youtu.be/YcvOEQdYEqc> Why would she do a show in prison?

Students will explore the life works of Whoopi Goldberg (New York):

<https://www.biography.com/people/whoopi-goldberg-9314384>

<https://www.looktothestars.org/celebrity/whoopi-goldberg>

Video Clip of Whoopi Goldberg doing standup in Montreal Canada about getting stopped by immigration at the Canadian border and her fears:

<https://youtu.be/ABp1GFJcRK8>

1. Watch the video Clip featuring Whoopi Goldberg <https://youtu.be/mUcvdHCGyPQ> how would you define "willful ignorance?"
2. What issues does Whoopi Goldberg address through her comedy?
3. Why do you think Whoopi Goldberg uses her talent "comedy/acting" as a venue to voice her social views (woman's rights)?
4. What consequences may she have suffered in result of her actions?

**Explain: List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.**

Students will compose a short narrative discussing the importance of comedy relief in stressful situations such as police abuse other Social injustices. Students can try to create a joke or use humor to address a social injustice to help spread the message/awareness of a social injustice.

**Extend: Describe how students will develop a more sophisticated understanding of the concept.**

Students will be given the opportunity to further research black women that have made a living out of making people laugh. Students will be given the opportunity to share a personal experience (parent/aunt/sibling etc.) Students will be given the opportunity to present info via video/writing/drawing.

Students will work in pairs/ or small groups to develop a patch that will commemorate the highlighted African American Female of discussed in the day's lesson

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### **Assessment/Check for Understanding**

**Evaluate: How will students demonstrate that they have achieved the lesson objective?** Students will create a short narrative that will become part of a portfolio for the week.

**Friday, February 8th, 2019**

Chris Patterson, Middle School

## **Educating the Present to Impact the Future: Defying the Odds**

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### **Standards**

**CCSS.ELA-LITERACY.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic. Common Core State Standards English Language Arts - History/Social Studies

**CCSS.ELA-LITERACY.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Common Core State Standards English Language Arts - History/Social Studies

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### **BLM Principles**

**BLM.BW** Black Women: Building a Black women affirming space free from sexism, misogyny, and male-centeredness  
Teachers' Democracy Project Black Lives Matter

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### **Objectives**

Students will be able to compose a portfolio of six African American woman both local (to Baltimore) and global that have positively affected the betterment of their community. Students will analyze how using poetry can help people going through difficult situations and social injustices. Students will be able to present their completed portfolio to the class.

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### **Materials**

Websites:

Hannah Sawyer (Baltimore):

<https://www.poetryandpower.org/hannah-sawyerr.html>

-Poem "Do You Hear Us?"

<https://www.youtube.com/watch?v=1TNwYeOT7kA>

Maya Angelou (St.Louis):

<https://www.biography.com/people/maya-angelou-9185388>

<https://youtu.be/LyHqafC740Q> (Optional for Extended lesson)

<https://www.smithsonianmag.com/arts-culture/growing-up-maya-angelou-79582387/> (Optional for Extended lesson)

-Poem "And Still I Rise"

## Procedure/Strategies

**Engage: How will you capture the student's interest? What questions should students ask themselves?** Teacher will present the students with a connection question (options)...

- Have you ever felt ignored or not heard?
- Have you ever wanted something but didn't know how to ask for it?
- What are different ways people can express themselves? (music, poetry, art, presentations)

**Explore: Describe what kinds of hands-on/minds-on activities students will be doing.**

Students will explore the life works of Hannah Sawyerr (Baltimore):

<https://www.poetryandpower.org/hannah-sawyerr.html>

View the video Clip of Hannah reciting her Poem "Do You Hear Us"

<https://www.youtube.com/watch?v=1TNwYeOT7kA>

1. How do you feel after hearing her words?
2. How do you think her story/poetry might inspire Baltimore youth?
3. Do you think that poetry is a powerful way to make change? Why or Why not?
4. If you had a poem about the change you wish to see, what would your poem be called?

Students will explore the life works of Maya Angelou (St. Louis, MO):

General written bio

<https://www.biography.com/people/maya-angelou-9185388>

Video bio (4 min)

<https://youtu.be/LyHqafC740Q>

Interview

<https://www.smithsonianmag.com/arts-culture/growing-up-maya-angelou-79582387/>

Discuss

- What did you learn about her that stood out?
- How do you think she become an advocate for herself?

And Still I Rise Poem (with a preamble 2:52 min)

<https://www.youtube.com/watch?v=JqOqo50LSZ0>

- What's the message?
- Who do you think she is talking to? Who might she want to hear her poem?
- How does Maya use her poem to address (advocate against) stereotypes?

**Explain: List higher order thinking questions which teachers will use to solicit student explanations and help them to justify their explanations.**

Student will compose an original poem based on the topic they feel strongly about and what to bring awareness to or make change happen. It can be about themselves or about their community.

Students will work in pairs or small groups to develop the layout for their portfolio. Show students the rubric and go over all parts of the portfolio project. Students will use a compilation of their works from earlier in the week to compose a portfolio that will archive the artifacts the students have created over the week's course. Students will present their final portfolio project and explain its relevance to the week's topic.

Portfolio will consist of the students:

- 5 articles of learning ( 3 narratives, A vision board, An original poem)
- Students will answer the following reflection questions:
  1. Did you find it valuable to learn about how Black women have made community and self change in Baltimore and Nationally ? Why?
  2. What did you learn about what it takes to achieve your own vision and goals?
  3. What did you learn about what it takes to make a difference?
  4. What was your favorite take away from this week?
  5. What would you have changed? Why?

**Extend: Describe how students will develop a more sophisticated understanding of the concept.**

Students will be given the opportunity to further research black women that have made a notable strides in the entertainment industry while doing what they love.

Students will be given the opportunity to share a personal experience (parent/aunt/sibling etc.) Students will be given the opportunity to present info via video/writing/drawing.

teachers may also invite local Baltimore entertainers/athlete's (boxers/ dancers/ singers/gymnast).

Students will work in pairs/ or small groups to develop a patch that will commemorate the highlighted African American Female of discussed in the day's lesson.

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**Assessment/Check for Understanding**

**Evaluate: How will students demonstrate that they have achieved the lesson objective?**

Students will successfully present their portfolio and provide a finalized copy to the instructor.

	Excellent (3)	Satisfactory (2)	Unsatisfactory (1)	Rating	Weight	Score
Table of Contents	Table of content is complete and agrees with the locations of all artifacts	Table of content is present One or two items are out of order	No table of content Papers have a confusing arrangement		4	
Overview Section	3 narratives A vision Board An original poem Answering summary questions	only missing 1-2 artifacts listed to the left Artifacts are in good form	This section includes one or fewer artifacts and/or included artifacts are very poorly presented		5	
Artifacts	Each lesson contains and artifact (3 narratives, A vision Board, An original poem) created by the student	One or two artifacts or reflections are missing	More than two artifacts or reflections are missing		4	
Appearance and Organization	Outstanding in appearance Suitable for presentation Cover is attractive and appropriate for the purpose	Contents are clean and neatly arranged Portfolio is in overall good condition Cover identification is appropriate to portfolio purpose	Portfolio is not suitable for presentation Artifacts are poorly displayed No identification on the cover		4	