*English Instructional Plan – Cross-cultural Literary Analysis*

**Primary Strand: 9.4, 10.4**

**Integrated Strand/s: 9.1, 10.1**

**Essential Understanding:**

* Understand how authors from other cultures think and write about specific concepts

**Essential Knowledge, Skills, and Processes:**

* Elements of a poem
* Free-write journal entries
* Small group discussion
* Class discussion

**Primary SOL: 9.4, 10.4**

* The student will read, comprehend, and analyze literary texts of different cultures and eras.

**Reinforced (Related Standard) SOL: 9.1, 10.1**

* The student will participate in, collaborate in, and report on small group learning activities.

**Academic Background/Language:**

* Analyze
* Freewrite

## Materials

* Pens/pencils
* “What Discrimination Looks Like in America”
  + <https://www.youtube.com/watch?v=qwIjKuitlu8&t>
* Wole Soyinka’s “Telephone Conversation”
  + <https://www.commonlit.org/en/texts/telephone-conversation>

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

* Teacher asks students to take out a journal or piece of paper and complete a free write answering the one, some, or all of the following 3 questions:
  + What does freedom mean and why does it matter?
  + Are some people freer than others? Why?
  + What are the social, emotional, and psychological effects of being denied freedom?
* Students write in their journal for 5 minutes then converse with elbow partners for 3 minutes about their entry.
* Teacher facilitates a class wide 5-minute dialogue about the journal questions.
  + Have you ever experienced someone limiting your freedom?
  + How did that make you feel?
  + Do you know anyone whose freedom has been limited?
  + How did it make them feel?
  + Do people define freedom differently? If so, why?
* Teacher shows the “What Discrimination Looks Like in America” video to students.
  + <https://www.youtube.com/watch?v=qwIjKuitlu8&t>
    - Define Systemic Discrimination
    - What are some personal ways that black Americans face discrimination?
    - What are some structural or systemic ways black Americans face discrimination?
* Teacher hands out copies of Wole’s Soyinka’s *Telephone Conversation*.
  + <https://www.commonlit.org/en/texts/telephone-conversation>
* In small groups students answer the guiding questions provided on the attached document.
* Students should return to the poem and annotate where they find the correct answers
* Teacher facilitates a class conversation asking the following questions:
  + What was the power dynamic between the speaker and the landlady?
  + How does the poet put the speaker in a position of power throughout the poem?
  + How does the landlady attempt to deny the speaker a room and why?
  + Compare and contrast
* Students return to their journal and spend 3-5 minutes writing down any new thoughts they have about the previous journal prompt.

**Assessment (Diagnostic, Formative, Summative)**

* Diagnostic: Students have ample opportunity to discuss and collaborate with each other while the teacher observes.
* Formative: Students will hand in their guided questions and teacher has the ability and discretion to check journal entries if prior established with the students.
* Summative: Teacher has the option to ask students to compose an analytical paragraph answering the following question:
  + What poetic techniques are used by Soyinka to convey his message about discrimination and identity?

**Writing Connections**

* Students will be writing journal entries with the possibility of also completing a paragraph.

**Extensions and Connections (for all students)**

* This lesson could occur during a broader study of Black authors, playwrights, and poets that explores the relationship between race, freedom, and identity. After completing this lesson, students could continue exploring the aforementioned concepts by reading and analyzing text sets from a variety of Black creators.
  + Toni Morrison “The Bluest Eye”
  + Langston Hughes “Harlem”
  + Zora Neal Hurston’s “How It Feels To Be Colored Me”
  + Maya Angelou “I Know Why The Caged Bird Sings
* This lesson could fit within the context of a broader unit on social justice and discrimination. After completing it, the teacher could ask students to do a Design Thinking project where they identify issues of discrimination in their school or local community and work to raise awareness or fix them.
* Students could conduct a compare and contrast analytical essay about *Telephone Conversation* and another piece written by a Black author, playwright, or poet.

**Strategies for Differentiation**

* Students will be working in groups to support and collaborate.
* Students are afforded opportunities to write on their own, confer with classmates, and have class discussion.
* Printed manipulatives should be provided for students for ease of access.
* Graphic organizers allow students to organize their thoughts in an effective way that will help them compose their piece.

*Note: The following pages are intended for classroom use for students as a visual aid to learning.*