



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

10 STEP PROCESS OF CREATING AN ETHNIC STUDIES LESSON PLAN

- Step 1: Review Unit Purpose.
- Step 2: Fill out [Curriculum Planning](#) or [Ginger Friend](#) Worksheets. (Backwards Planning.)
- Step 3: Read about and study the concepts related to the topic that you will be teaching about.
- Step 4: Work on a lesson plan with your team. Make sure to make a copy of this lesson template for each lesson. (Lessons can be made for 1-5 days. [Tatlong Baqsak](#) and [Journey 4 Justice Example Unit with Lessons](#))
- Step 5: Prior to Writing out the Lesson Plan Steps, include the following aims of the lesson:
- Purpose
 - Enduring Understandings
 - Essential Questions
 - Essential Skills
 - [Cultural Wealth](#)
 - [Ethnic Studies Principles Alignment](#)
 - Materials
 - Main Concepts
- Step 6: Develop or include a **CULTURAL RITUAL/ ENERGIZER**. This is not just an “icebreaker.” These rituals/energizers set the culture of the classroom. Make sure that it is directly connected to the purpose of the lesson.
- Step 7: Come up with a way to teach the **CRITICAL CONCEPTS**. This can be

through slides, activities, worksheets, creative handouts. Some teachers have created word walls or bookmarks to insure that students have multiple touch points with the concepts. Make sure to include any links to slides, handouts, and worksheets.

Step 8: Create an activity(ies) that will encourage **COMMUNITY COLLABORATION** and/or **CRITICAL CULTURAL PRODUCTION**. (see descriptions below)
Make sure to include any links to slides, handouts, and worksheets.

Step 9: End each lesson with **CONCLUSIVE DIALOGUE**.

Step 10: Create materials and slides. ([*Use Presentation Zen.*](#)) Try to create all materials so that they are accessible to all of teachers who will be teaching this curriculum/course. Post the lesson plans, materials, and Resources in the LESMC google folder.



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

Time: Days or Hours (How many days/hours will it take to complete this lesson?)
Grade Level: 3-5

Purpose (What will students learn from this lesson?):

SWBAT explain the meaning of Billie Holiday's song "Strange Fruit" and the role it played in the Harlem Renaissance.

Unit Enduring Understandings Alignment:

- We understand that the Harlem Renaissance humanizes Black and African American people and liberated Black people to take control of their own narratives.
- We understand that the Harlem Renaissance liberated Black and African American people through creative and innovative works of art.

Lesson Guiding Questions:

- What is the meaning of Billie Holiday's song "Strange Fruit"?
- What role does the song play in the Harlem Renaissance?

Essential Skills:

- Analyzing text to understand the meaning
- Use thinking and communication skills to convey what students believe to be the deeper meaning of the text.
- Read a counter-narrative to understand the truth of what Black and African American people endured during the 1920s.

Cultural Wealth (Yosso, p. 78):

- Their use of artistry during the Harlem Renaissance as a way to celebrate Black culture.
- Their use of artistry during the Harlem Renaissance as an act of protest and resistance.

Ethnic Studies Principles Alignment:

- Critique white supremacy, anti-Blackness, racism, and other forms of power.
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy.

Standards Alignment:

- **W.6-8.3:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Materials:

“Strange Fruit” by Billie Holiday lyrics Notebooks Writing Utensil	Youtube Video of song Slides
---	---

Modifications, Accommodations, Resources for Multilingual Students :

Lyrics will be provided on a sheet of paper along with playing the song. For students who speak and/or understand a different language, the song can be provided in the language they understand. Providing sentence frames or conversation cards to use when engaging in conversation with peers. Images to go along with vocabulary words.	
---	--

Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	The idea for pre-teaching or front-loading the concept.
Symphony	A symphony is a piece of music written to be	

	played by an orchestra. Symphonies are usually made up of four separate sections called movements.	
Jazz	A style of music that was invented by African American musicians originating in New Orleans in the early part of the twentieth century. Jazz music has very strong rhythms and often involves improvisation.	
Discrimination	Unfair treatment of a person, racial group, or minority	

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: A student each day will play a song and we will discuss it as a class.

Description: A selected student will come to class with a song choice to discuss with the class.

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement	1 minute
Step 2	Ancestor Acknowledgement	2 minutes
Step 3	1-2 Students who have self-selected to share their song on this day will share with the whole class their song choice and rationale.	3 minutes
Step 4	Student presenters will call on classmates for questions and comments.	2 minutes

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: Harlem Renaissance and

Strange Fruit

How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION	TIME
Slide/ Step 1	Introduction: introduce what we will be doing. Has anyone heard of Billie Holiday?	3 minutes
Slide/ Step 2	Play video "Strange Fruit" on youtube .	4 minutes
Slide/ Step 3	Students will popcorn read the lyrics to "Strange Fruit". This paper will be handed out to them while the song is playing. Start with one student and after that student reads they can choose the next student to take over.	7 minutes
Slide/ Step 4	We will continue to popcorn read the lyrics.	
Slide/ Step 5	We will discuss the song and students' initial responses.	
Slide/ Step 6	We will break students up into pre-assigned groups. Each group will have one of two lines of the song to discuss and talk about.	15 minutes
Slide/ Step 7	Students will receive three posts it's per person. On one post-it, they will each answer in their own words, How does this song relate to today? Use examples if you have them. On the second post-it, they will tell each answer what they believe one of these two lines means to them (lines are pre-assigned to groups). "Here is a fruit for the crows to pluck" or "Blood on the leaves and blood at the root" On the third post it, students will answer the question, "This song means..."	15 minutes
Slide/ Step 8	On the third post it, students will then get up and post their post-its on the posters around the classroom. One poster will	7 minutes

	<p>have line interpretations, another will say, “this song means...” and another post will say, “how does it relate”</p> <p>After they post the post-it, they will be able to leave class.</p>	
--	--	--

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Breakout Session & Gallery Walk

How will the students learn and apply the main concepts while also learning to create a community in their classroom and participate in cultural production? *This may include interactive/multimedia lectures, activities, group interaction, writing, performing, presenting, project-based work, etc...*

Make sure to include links to handouts and worksheets.

STEP	DESCRIPTION	TIME
Step 1	Divide students into 3 or 4 students per group. Groups will be pre-assigned and sectioned out on the instruction sheet	5 minutes
Step 2	The teacher will post the pre-made posters on the classroom wall while students are working	
Step 3	Once students finish, they can walk up and post the post-it on the correct poster.	
Step 4	Once students are finished they will have the option to ask me questions or leave.	

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is	It’s relevant because it was the first song of protest during the
---------------------------	---

<p>this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?</p>	<p>Harlem Renaissance. It brought attention to the lynching happening in the South. They are using their art as an act of resistance, to take control of their own narrative, and self-liberation. What's the relationship between how music was used in the Harlem Renaissance to how music is used today?</p>
<p>Assessment: How will the students be assessed?</p>	<p>Exit post-it answering questions.</p> <p>What does strange fruit mean? How does this song relate to today? What's the meaning of these lines, "Here is a fruit for the crows to pluck" or "Blood on the leaves and blood at the root"?</p>
<p>Evaluation: How will the effectiveness of this lesson plan be evaluated?</p>	<p>I know this is effective if students are prepared. The conversations are student-led and all students are actively participating. If 80% or more are engaging and writing on post-its.</p> <p>They are able to connect the lesson to cultural energizers and what is happening in today's world.</p>

RESOURCES AND NOTES

<ul style="list-style-type: none"> ● Resources ● PowerPoint ● Strange Fruit ● Notes ● Worksheets and Handouts: Include links here.
--

Include Links to Background Information, Project Instructions, Tests, Handouts, Worksheets, and Images.