

*Jazz from A to Z*  
Lesson Plan Template

**Title of the Lesson: Protest Poem: Making a Difference**

**Subject: American Literature**

**Grade: 11th**

**Common Core Standard for Reading, Writing *or* Speaking and Listening: R1.1-  
R1.6 and R1.10, W.2d, SL.1a,c, SL.4**

**Arizona Social Studies Standard: Connecting to American History Curriculum**

**Overview (*Brief* description of lesson):** After reading, discussing, and analyzing literature and a song from a variety of civil rights activists, students will create an original protest poem showcasing the theme of making a difference.

**Essential Question(s):** Can one person make a difference? Do protests really work? In what way? What are similarities and differences among the civil rights activists? Can music be a form of protest? Why or why not? What else can be a way to protest? What way do you think is more powerful? For you personally, what way have you protested against something that is important to you?

**Key Vocabulary:** Students choose what words in the previous literature studied is important or unfamiliar and record , review, and apply in their notebook for the unit.

**Lesson Objective(s):** Students will be able to create and present an original protest poem using a current issue. They will describe the issue, prove it is a problem, and offer a solution while utilizing strong poetic techniques.

**Procedure to Teach the Lesson:**

- **Beginning (set)** Can one person really make a difference? Explain, discuss, and give some historical, literature, musical, and personal examples as a whole group or as a journal first then discussion/ share would follow.
- **Middle:** Using prior knowledge of past protests(civil rights leaders of past eras) or simply standing up for what is not right, students will then brainstorm some current issues as a class, and then choose an issue that is important to them(personally, community, state, nation, or world). Students

**will then create a protest poem with the following criteria: min. 20 lines, creative title, must use imagery, a symbol, free verse or rhyme, and 3 other poetic techniques. Beginning of the poem should describe the issue, middle should prove that it is a problem, and the end should provide a possible solution and a plan of action.**

- **End (closure) Students will read poem out loud to class or share in small groups. Optional enrichment assignment is to submit to Minds Eye(school literature magazine or District writing contest)**

**Assessment: Does the poem meet requirements of the assignment(rubric checklist)**

**Sources of Information: American literature book, jazz music from the era being studied**

**Materials Needed: Anne Moody personal narrative, MLK essay from jail, Malcolm X interview, I am Joaquin epic poem from Rodolfo Gonzales, and music from the era with background and lyrics.**