

Bold, Boastful and Brave: Discover the Power of Voice Extension Activities



EQ: What is the power of your voice, your story?

What Will Students Know:	Performance Tasks:
What Will Students Understand?	
What Will Students Be Able To Do?	

Activities And Procedures

Hook: Graffiti Wall (10 min- all class period)

Suggested Age Groups: All Grade Levels

- Students practice creating tags to represent their names
- Provide students with examples and the length of time necessary to craft a complex tag in varying writing styles (block, wild style, etc.)
- Students tag their classroom walls. Students may create tags for their class, their work groups, etc.
- Engage in discussion around the cultural context of graffiti, and the deeper meanings behind graffiti. Why is graffiti associated with gang culture? How do artists like Banksy affect the legitimacy of graffiti as an art form, if at all?

Related Strands/Standards

VA.912.H.2: The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

SS.912.H.1: Identify and analyze the historical, social, and cultural contexts of the arts.

SS.912.H.2: Respond critically and aesthetically to various works in the arts.

Warm-up: Roll Call (5-10 min)

Suggested Age Groups: All Ages

A rhyming game introducing a student's name and an activity they like to do.

Roll Call Instructions	Roll Call Written Text Format
<ul style="list-style-type: none"> - students stand in a circle - all group creates rhythm with feet and hands (See moonshotinstitute.info for examples) - Students step into center of circle and speak the 4 lines of text they have generated <p>(Younger students can use 2 lines of text, or even one word that describes them)</p>	<p>"My name is _____"</p> <p>"I like to _____" (must rhyme this word with the last word)</p> <p>"_____ " (new phrase)</p> <p>"_____ " (new phrase, final word rhymes with activity from 2nd stanza)</p> <p>***NOTE: Students rhyme stanzas 2 & 4 (the activity), NOT 1 & 3 (their names)</p>

Examples:

"My name is Suzy,"

"I like to dance." (rhyme)

"I dance so much,"

"I've got ants in my pants" (rhyme)

"My name is Mark,"

"I like to play."

"I go outside,"

"and play all day."

Related Strands/Standards

LAFS.2.RL.2.4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

MU.912.S.3: Through purposeful practice, artists learn to manage, master, and refine simple, then complex skills and techniques.

Discussion: From Harlem to Halftime (any length of time)

Suggested Age Groups: K-5

Engage students in conversation about similarities and differences. In what way are similarities important? In what way are differences important? Should difference be celebrated? Why or why not?

Related Strands/Standards

SS.1.A.2.3: Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage.

Suggested Age Groups: Middle School

Engage students in conversation about the connection between self and not-self. Who am I, and how can I relate to what's going on in the world around me? How am I connected to ongoing social and political movements, especially through social media? How do I feel about what's happening? How do I feel about what has come before me? In what way am I connected to history?

Discussion topics may include:

- Trending twitter topics and their relevancy to a South Florida student's everyday life. Their relevance to global movements? Do other people in other countries experience similar things?

- Are political candidates talking about the same things social media is talking about? Why or why not? Who is leading the conversation? Artists, activists, students?
- Past Super bowl halftime shows, and the ways in which they change from year to year. What technology is included? What technology has evolved? In what way to past performances feel “dated?” What gives them that feeling?

Related Strands/Standards

SS.7.C.2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

SS.7.C.4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.

LAFS.8.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Suggested Age Groups: High School

Engage students in conversation about the connection between social movements and the current geopolitical, socioeconomic environment. Make connections between past social movements and past climates.

Discussion topics may include:

- The current celebration of “African American” features like large lips and large derrieres (e.g. Sir Mixalot) and the link to Sara “Saartjie” Baartman, aka the Venus Hotentot
- The roles of HBCU’s and traditionally African American fraternities and sororities (such as Alpha Kappa Alpha, Alpha Phi Alpha, etc.) and segregation. Should those organizations continue to be traditionally African Americans? Consider forced segregation vs. voluntary segregation, safe space, and what is “traditional”.
- Relate hip-hop music to other musical forms like jazz, blues, be-bop and rock & roll.
- The rebellion of the 1960’s away from the “traditionalism” of the 1950’s, across all American cultures.

Related Strands/Standards

SS.912.S.2: Culture/Examine the influence on the individual and the way cultural transmission is accomplished.

SS.912.S.4: Social Groups/Explore the impacts of social groups on individuals and group behavior.

SS.912.H.3: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures.

LAFS:1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Digital Soundscapes Physical Map (unit project)

Suggested Age Groups: Middle and High School

- Create an actual map of Florence Mills' travels, from Washington to New York and across the globe.
- **Special attention can be paid to poetry, which often resembles song lyrics**
- Use supporting texts and images to paint a picture of what her life was like in the early 1900's. Feel free to include images, newspaper articles, as well as literary sources.
- Add sounds and music to your map, creating a musical and literary narrative.
- Potential sources include: "Harlem: A Poem" by Walter Dean Meyers, Langston Hughes poetry,
 - <http://faculty.lagcc.cuny.edu/eiannotti/harlem/harlem.htm>
 - <https://www.poets.org/poetsorg/poems/44733>

Related Strands/Standards

LAFS.8.W.1.1: Write arguments to support claims with clear reasons and relevant evidence.

LAFS.8.W.3.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LAFS.8.W.3.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LAFS.8.RL.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Museum of Text/Cordel

Suggested Age Groups: Middle and High School

- As an entering activity, students bring in quotes to add to the museum of text around themes like: struggle, voice, inspirational, relevant pop culture, news clippings, social media social movements, etc.
- If you are in need of a writing activity, ask your students to engage with the text, using the four-square Self Map as a graphic organizer/brainstorming page to prepare for essay writing. Students may then write an essay, relating themselves to the texts, themselves to current social movements, themselves to the themes related to black history month, themselves to the Harlem Renaissance, themselves to creators of culture, etc. (The world is your oyster)
- Encourage students to reference a variety of texts, including informational, and historical texts.
 - KEEP IN MIND: This is the homework assignment, or the assessment, this does not take the place of the classroom activity, this is in addition to it!

Related Strands/Standards for Middle School

LAFS.8.W.1.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Related Strands/Standards for High School

Cluster 1: LAFS.1112.W.1

Cluster 4: LAFS.1112.W.4

Remixing Text Activity

Suggested Age Groups: Middle and High School

Students will LOVE the Keezy app, we would encourage you to keep that! However, you might add complexity to the remix activity. Some options for complexity include:

- Include an artistic tag on poster board to show while students perform
- Include text you're working on in your classroom, which may or may not be directly linked to Black History Month. HINT: Shakespeare + Hip Hop works REALLY well
- Ask students to include their own words into the remix
- Encourage students to add instruments, other rhythms, or anything from other pre-recorded sources
- Encourage students to spend time analyzing the literary texts they have chosen to remix. How do you know which words to repeat? How do these texts help tell their story? Explain your remixing choices.

Related Strands/Standards for Middle School

LAFS.8.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LAFS.8.RL.2.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Related Strands/Standards for High School

LAFS.1112.L.2.AP.3a: Vary syntax within writing for effect.

LAFS.1112.SL.2.AP.5a: Include digital multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

TEACHER REFLECTION

Now that you've seen our suggestions for ways to expand the activities you've seen here into other grades and classrooms, add your own!