Trelani Duncan

Lesson Plans

1. Creating Community through Storytelling – Grades 6-12
2. Exploring Hip Hop and Social Issues – Grades 8-12

**Creating Community through Storytelling**

In this interactive 90-minute workshop, students get to use one another as research subjects. They will also learn active listening skills and how to ask proper follow-up questions for a deeper understanding of the subject. As a community historian, the teaching artist shares tips and techniques with students and helps them analyze the interview to convert it into another creative medium. Meets GA ELA Common Core Standards. Classroom size up to 30 students.

* Teaching Artist discusses history, benefits, and personal work involving storytelling
  + how this directly relates to research for essays
  + reads sample interview transcript
  + opens dialogue around the story’s essence and plot holes
  + gives tools for successful interviewing
    - active listening skills (plus audio recorder)
    - notetaking
    - follow-up questions
* Teaching Artist guides students in identifying ideas for research topics
* Students choose a partner and begin interviewing (4 minutes then switch)
* Teaching Artist shares different ways to express the information (i.e. op-ed, essay, poem, letter, or blog post)
* Students begin analyzing, interpreting, and converting interviews (critical thinking skills)
* Students present information, findings, and chosen medium clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [ELAGSE9-10SL4]

**Exploring Hip Hop and Social Issues**

This interactive 120-minute workshop allows students to use the censored lyrics of pre-chosen old and new hip hop songs to create dialogue around topical social issues. They will also locate credible online sources (or use some provided by Teaching Artist) pertaining to the same social issue to compare what information is emphasized or absent from each text. Workshop concludes with students establishing a claim from a drawn analysis then outlining, writing, and presenting arguments to support their claim. Meets GA ELA Common Core Standards. Classroom size up to 30 students.

* Teaching Artist discusses evolution and essence of hip hop
  + how listening to music is a form of reading
  + reads lyrics of a popular song
  + opens dialogue around the artist’s statements, intentions, and point of view
* Teaching Artist gives instructions, beginning with choosing one of the six song lyrics
* Group students according to chosen song (no more than 4 to a group)
* Assist students in creating a project to-do list and helping them identify their team members’ respective strengths
* Share resources for further research (computers, newspaper, and/or printed articles)
* Students begin analyzing texts and outlining [ELAGSE9-10RL1 - ELAGSE9-10RL6]
  + determine meaning of words and phrases
  + identify central ideas
  + dissect author’s point of view
  + establish a claim
* Students will collectively write an essay that states and supports their claim
* Students present information clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. [ELAGSE9-10SL4]