

# English Language Arts | Deyon Johnson | Week 1: April 2, 2020

## Topic: Objective Summary

- Step #1: Read and annotate the text.
- Step #2: Determine the central idea using a graphic organizer.
- Step #3: Craft a topic sentence.
- Step #4: Use transition words and/or sentence starters.

Graphic Organizers: 5W & Somebody | Wanted | But | So

**Materials needed:** work packet, paper, highlighter (optional)

**Objective Summary:** A short statement or paragraph that tells what something is about but does not include irrelevant details or your opinions.

### Step #1: Read and annotate the text.

**Text: "The Voice that Changed A Nation"**  
**by Russell Freedman**  
(paragraphs 3-5 only!)

3 Anticipating a huge turnout the National Park Service had enlisted the help of some five hundred Washington police officers. By **five o'clock in the afternoon**, when the concert was scheduled to start, an **estimated 75,000 people had gathered on the Mall**. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this **chilly Easter Sunday to hear one of the great voices of the time and to demonstrate their support for racial justice in the nation's capital**.

4 **Marian Anderson** had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States. But **because she was an African-American, she had been denied the right to sing at Constitution Hall, Washington's largest and finest auditorium**. The **Daughters of the American Revolution**, the patriotic organization that owned Constitution Hall, had **ruled several years earlier that black artists would not be permitted to appear there**.

5 News of the DAR's ban had **caused an angry controversy** and set the stage for a historic event in the struggle for civil rights. Working behind the scenes, a group of influential political figures had found an appropriate concert space for Anderson. Barred from Constitution Hall, she would **give a free open-air concert on the steps of the Lincoln Memorial**.

### Step #2: Determine the central idea using a graphic organizer.

#### 5W Organizer

<b>Who</b>	Marian Anderson DAR's	<b>When</b>	April 9, 1939 (Easter Sunday)	<b>Where</b>	Washington, D.C.
<b>What</b>	75,000 people stood in support of her and the fight against racial injustice; banned from performing at Constitution Hall; gave a free open-air concert on the steps of the Lincoln Memorial.				
<b>Why</b>	Daughters of the American Revolution, a patriotic organization that owned Constitution Hall, had ruled several years earlier that black artists would not be permitted to appear there.				

### Somebody | Wanted | But | So Organizer

<b>Somebody</b>	Marian Anderson	<b>Wanted</b>	To perform at Constitution Hall in Washington, D.C. on April 9, 1939.
<b>But</b>	her performance was during the Segregation Era and the Daughters of the American Revolution, a patriotic organization that owned Constitution Hall, had ruled several years earlier that black artists would not be permitted to appear there.		
<b>So</b>	she was barred from Constitution Hall, which caused an angry controversy during the struggle for civil rights amongst the races. As a result, she gave a free open-air concert on the steps of the Lincoln Memorial. 75,000 people stood in support of her and the fight against racial injustice.		

#### Step #3: Craft a topic sentence.

NAME IT	VERB IT	STATE THE CENTRAL IDEA
The article, "", written by x,  X's article, discusses...	Demonstrates Explains Highlights Proves Shows	Information collected in the  <ul style="list-style-type: none"> <li>• 5W's chart</li> <li>• Somebody   Wanted   But   So</li> </ul>

**Example:** The article "The Voice that Changed America" written by Russell Freedman explains how Marian Anderson became the voice of change during the fight for civil rights.

#### Step #4: Use transition words and/or sentence starters.

Transition Words	Sentence Starters
Initially, Additionally, However, Obviously, As a result,	X agrees that ____ X believes that ____ X claims that ____ In other words ____ Nevertheless, X of ____ would ____

**Example:** The article "The Voice that Changed America" written by Russell Freedman explains how Marian Anderson became the voice of change during the fight for civil rights. Initially she was due to perform at Constitution Hall in Washington, D.C.

Bring it all together in the end. Below is a teacher exemplar.

The article "The Voice that Changed America" written by Russell Freedman explains how Marian Anderson became the voice of change during the fight for civil rights. Initially she was due to perform at Constitution Hall in Washington, D.C. However, this right was revoked by the Daughters of the American Revolution, a patriotic organization that owned Constitution Hall, who declared blacks were not permitted to perform at their venue. As a result of Anderson's ban, a more "appropriate concert space" was secured by influential political figures. On Easter Sunday, April 13, 1939, Anderson sang on the Lincoln Memorial steps amid a crowd of 75,000 people in support of her and the fight against racial injustice.

# English Language Arts | Deyon Johnson | Week 3: April 16, 2020

## Topic: Vocabulary Acquisition

- Strategy #1: Frayer Model
- Strategy #2: Fitness Vocabulary Workout
- Strategy #3: Foldable
- Strategy #4: Card Games/Pairs/Match

*Terms: disembark, bias, trickle, slewed, amphibious, sloshing, teetered*

**Materials needed:** paper, markers, scissors, index cards (optional)

### Strategy #1: Frayer Model

This particular organizer is used to help build your vocabulary using concepts and connections. You must define targeted vocabulary and apply your knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word. This information is placed on a chart that is divided into four sections to provide a visual representation.

*Term pulled from 6<sup>th</sup> Grade ELA Curriculum for Week 3 Packet.*

Definition <b>v. leave a ship, aircraft or vehicle</b>	Traits/Characteristics <b>Leaving Stepping off</b>
Sentence <b>The passengers began to <u>disembark</u> from the boat.</b>	Real World Connection 

**DISSEMBARK**

### Strategy #2: Fitness Vocabulary Workout

This activity was devised by our physical education department, specifically for our kinesthetic learners, to ensure that you are able to associate words with fitness. By performing the words, you are to increase your blood circulation, energy levels, and build up your spelling skills. This activity can be used for ANY subject once you have selected the word(s).






FITNESS ALPHABETS			
A=15 front arm circles	H=5 burpees	O=10 count plank hold	V=10 squats
B=10 squats	I=10 knee to elbow	P=10 ab crunches	W=10 single leg hops
C=5 push-ups	J=10 bunny hops	Q=5 squat jumps	X=15 back arm circles
D=10 jumping jacks	K=10 leg lifts	R=5 push-ups	Y=10 leg lifts
E=10 count planks	L=10 alternating leg lifts	S=10 bunny hops	Z=10 alternating toe touches
F=10 ab crunches	M=10 single leg hops	T=10 knee to elbow	
G=15 back arm circles	N=10 jumping jacks	U=10 squats	

*Term pulled from 8<sup>th</sup> Grade ELA Curriculum for Week 3 Packet.*

Bias (n.) prejudice in favor of or against one thing, person, or group compared with another	<b>B</b>	10 squats
	<b>I</b>	10 knee to elbow
	<b>A</b>	15 front arm circles
	<b>S</b>	10 bunny hops

### Strategy #3: Foldable

This strategy helps with those who are hand-on and visual learners. The simple act of creating allows one to commit things to memory. In this case, creating a foldable that can be used solo and/or with another person. You would begin by selecting 5 vocabulary words then writing them on the outside of the paper. Next, you would write the definition in the inside flap. Students can also flip over to the back and create images and/or sentences. Once the foldable is complete, one can play charades with the flaps. Below is an example:

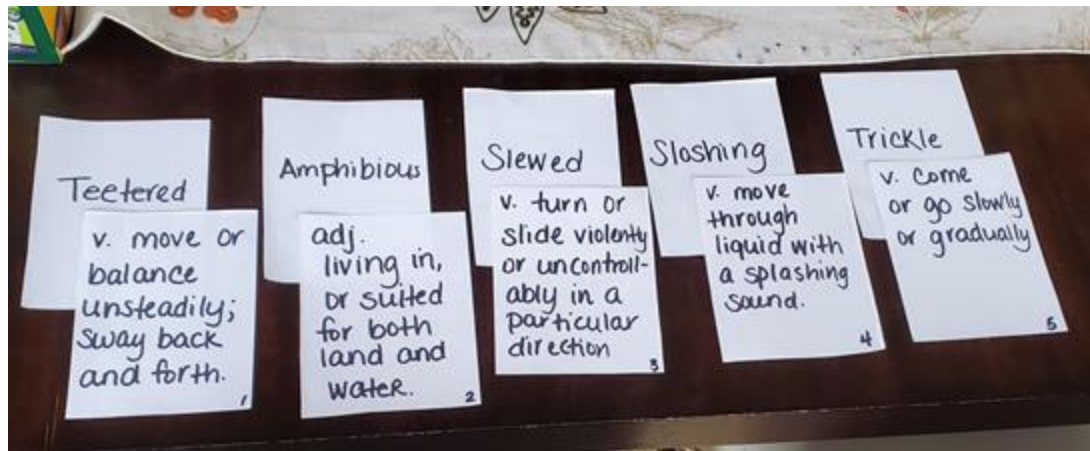
Outside View		Inside View	
Vocabulary Foldable Name _____ Date _____	slither 	The snake <u>slithered</u> across the ground.	To glide or slide along like a reptile
	vehicle 	Five <u>vehicles</u> drove by in two minutes.	Something used to take people or goods from one place to another
	identical 	Are those two girls <u>identical</u> twins?	Exactly alike and equal
	unique 	Every snowflake is different and <u>unique</u> .	Being the only one of its kind
	probability 	The meteorologist said the <u>probability</u> of rain is 30% today.	a number expressing the likelihood that an event will happen; chance

Created by Laura Candler ~ Teaching Resources ~ [www.lauracandler.com](http://www.lauracandler.com)

Please note: For the video demonstration terms were pulled from the 7<sup>th</sup> Grade ELA Curriculum for Week Packet.

### Strategy #4: Card Games/Pairs/Match

This activity is similar to the game of match and pairs. For those who like to play games, this is a fun way to commit your vocabulary terms to memory. You would start by cutting your paper into fours, or you could use index cards. You would write the word on one side and the definition, image, or sentence on the flip side. Once you have finished this activity, you can play match solo and/or cards with another person.



Please note: For the video demonstration terms were pulled from the 7<sup>th</sup> Grade ELA Curriculum for Week Packet.

# English Language Arts | Deyon Johnson | Week 5: April 30, 2020

## Topic: Note-Taking

- Strategy #1: Outlining
- Strategy #2: Diagraming
- Strategy #3: Mindmapping
- Strategy #4: Split-Page

*\*Each of the strategies has templates provided online in the event you would like a pre-populated worksheet.*

**Materials needed:** paper, work packet, writing utensil, markers (optional)

## Annotating

An active reading strategy that involves summing up information in a text or article by writing brief key points in the margins. This process forces you to make meaning while reading rather than read to complete the assignment. The next step after this is considering effective note-taking—which requires you to organize and synthesize the information, i.e. combine, and construct meaning.

## Strategy #1: Outlining

This strategy uses numbers, letters, or even Roman numerals to identify and classify information based on levels of importance. The most important pieces of information are categorized as headings, and then supporting or less significant information is listed beneath that particular heading in order of importance or relationship. Using the 8th grade text, I will demonstrate how to use this strategy.

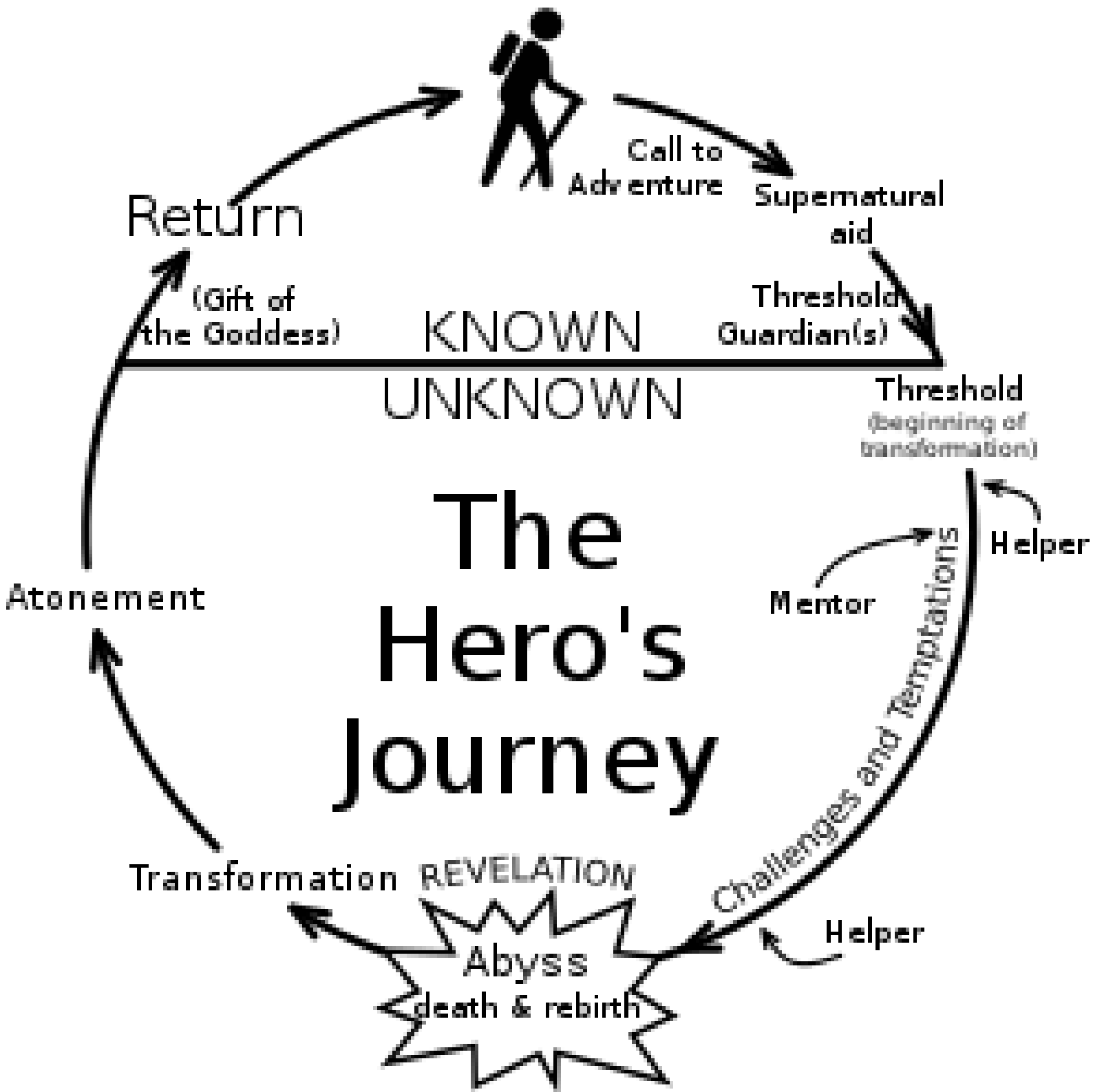
### Text: Beyond Resistance! Youth Activism and Community Change

By J Tilton

- Youth Activism & Community Change
  - Oakland City Hall (Aug. 2002)
    - Youth v. Mayor Jerry Brown
      - \$70 million on 100 police officers or \$7 million to youth programs
  - passive subjectivities contradicts the main objective of democracy—allowing the independent, freethinking voices of citizens to be heard on some level.
    - Counteract with “Freirian perspective”
      - capacity to produce knowledge to transform their world; recognized as subjects of knowledge and agency for personal and social transformation
  - personal choice
    - constraint of economic and political forces
    - positive: youth engaged in programs that address community issues develop feelings of social responsibility, a sense of connectedness to their community, improved self-esteem; and understanding of social issues
  - “Youth collective action tends to be absent from the perspectives...”
    - Reach adulthood & beyond rite of passage=>social actors; independent contributors to society
    - detrimental to their capacity to participate in democratic society.
      - learn to be passive subjects who wait for others to tell them what to do, think, and say.
  - How: practice of acknowledging and supporting youth agency; capacity to become subjects of knowledge and social transformation
  - Northern California Bay Area (2001-2003)
    - stop the expansion of juvenile hall, “Super Jail”, in their community
      - “Books not bars!”; “Schools not jails”

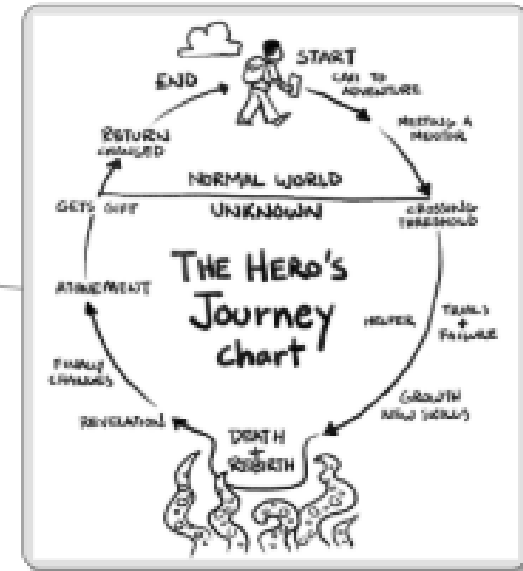
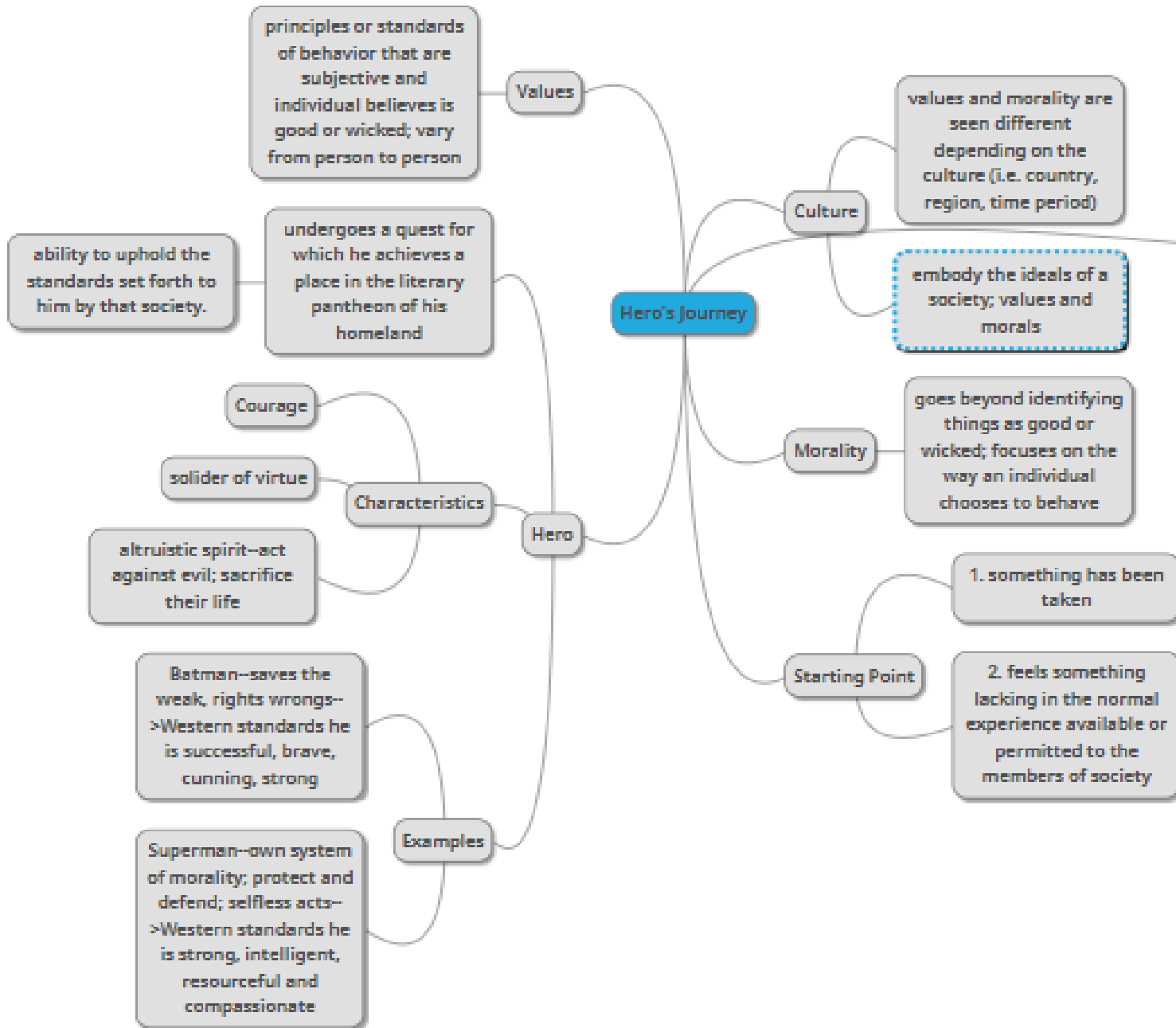
**Strategy #2: Diagramming**

This strategy is considered to be an alternative method and visual representation. Diagramming helps in identifying relationships between concepts and content. Using the 6th grade text, I will highlight how this strategy has been used.

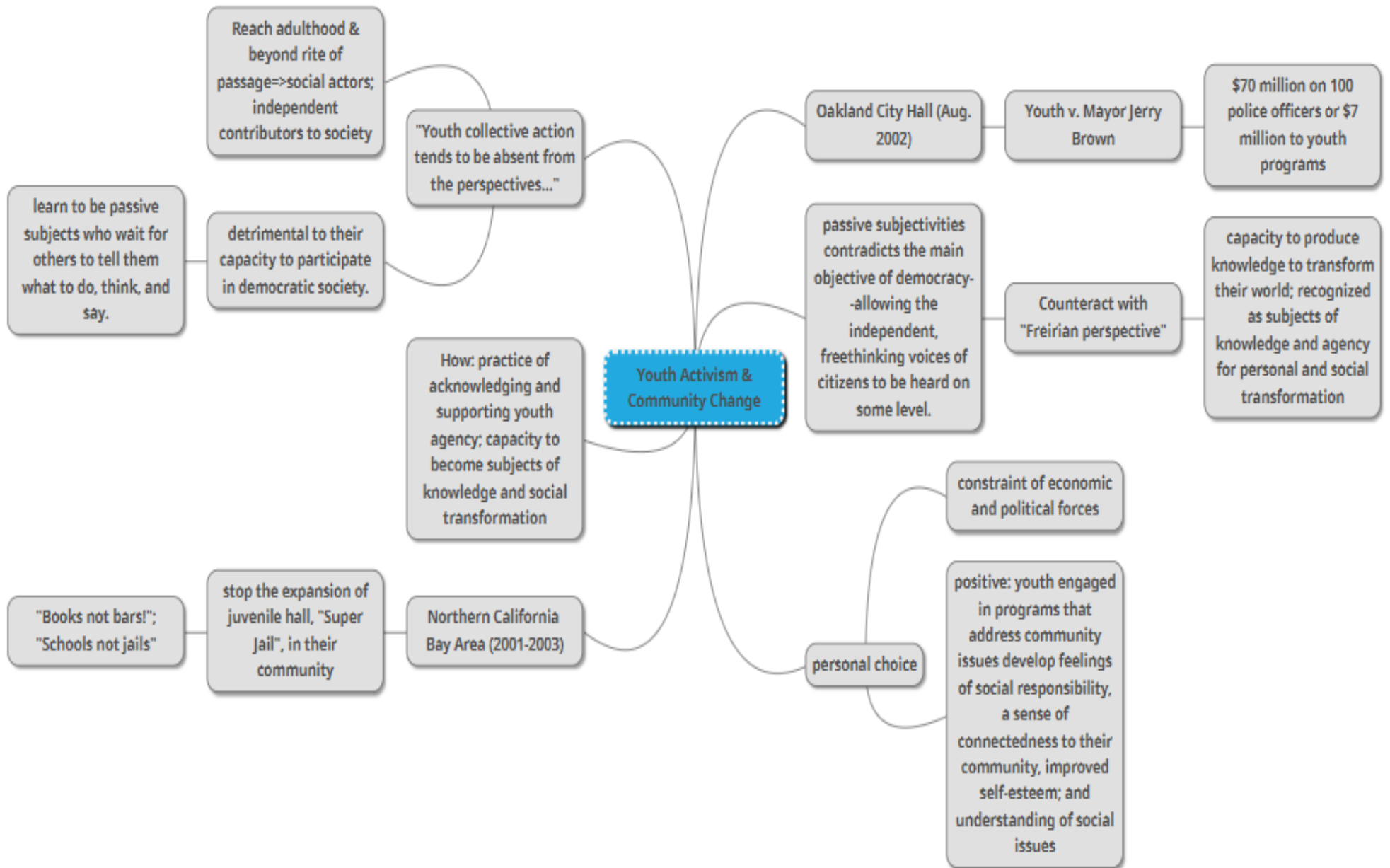


### Strategy #3: Mindmapping

This strategy is also considered to be a visual aide. It uses bubbles, lines, boxes, or other visual markers to represent relationships, sequence, and importance. The 7th grade text will be used for this demonstration.



This example is based on the 8<sup>th</sup> grade text.





#### Strategy #4: Split-Page

For this strategy you can divide the page into two or three columns and collect the information from the reading. In our case, we are looking at an argumentative piece of writing and will be using the three-column method to gather evidence for 8th grades argumentative essay.

**Culminating Task: You have read “Beyond Resistant! Youth Activism and Community Change.” Argue for or against the importance of young people being viewed as individuals who “produce knowledge to transform their world” in a positive way by adults. Support your response with evidence from the text.**

IN FAVOR OF	CLAIMS	AGAINST
“Engaging youth in social change efforts [bring about clear] benefits to both young people and their communities...”  “...movements have all relied heavily on the commitments of youth activists.”	This section is to be left blank until the end of note-taking. Afterwards, students can go through and view their evidence to decide which they are in favor of, by circling one or the other, and crating a claim that can then be transferred to their drafts.	“The dominant paradigm of psychological approaches to development allows only for a view of young people as empty and inert vessels that competent and qualified adults must fill with the apposite kinds of knowledge, attitude, and norms.”
“Youth who are engaged in programs that address neighborhood, school, or community issues develop feelings of social responsibility, a sense of connectedness to their community, improved self-esteem, and an increased understanding of social issues.”		“When educators apply this paradigm, which they so often do, young people learn to be passive subjects who wait for others—particularly adults—to tell them what to do, how to think, and what to say.”
“If democracy still seems to be a noble ideal, then supporting youth agency should be considered a high priority. The only chance for democracy to expand in the next generation is for young people to be perceived of and treated as vital agents of social transformation.”		“The learning of passive subjectivities contradicts the main objective of democracy—allowing the independent, freethinking voices of citizens to be heard on some level.”
“Youth should be recognized as subjects of a knowledge production that supports their agency for personal and social transformation.”		“Limiting the agency by undermining their efforts to improve community conditions will render them objects of knowledge—vessels to be filled.”

For the purposes of answering the writing prompt, students would also need to provide one of the two examples of student activism:

- Youth v. Mayor Jerry Brown—expenditures on police force verses youth programming
- Asian and Pacific Islander Youth in Alameda County in the Northern California Bay Area—“super jail” issue
- Soweto in South Africa—end of apartheid issues (subtly mentioned)

*Please keep in mind, you do not need to use all of the strategies. However, they all can be used depending on your style and the subject matter in which you are studying. Your best option is to figure out which works best for you.*