John Brewer – S516

Rigorous Curriculum Design Unit

Social Justice Reading and Writing Unit

Proposal:

This Reading Unit will focus on the problem of systemic racism in the criminal justice system using a collection of sources that will include: three informational texts, one play, and one non-fiction web mini-series. The target standard for this unit will be RI.11-12.7 Evaluating information to address or solve a problem. The students involved will be Juniors approximately 16 to 18 years in age. All students will be presented with a signature sheet for the web documentary as well as the Howard Zinn text *A People’s History of American Empire*, both of which contain strong language and some disturbing imagery, which are unavoidable in the context of the unit topic.

**Focus Texts for whole class discussion / readings**

1. Info: Burning Down the House
2. Info: The New Jim Crow
3. Info: A People’s History of American Empire
4. Fiction: A Raisin in The Sun
5. Fiction: The Glass Castle

**Supplemental Non-traditional texts**

1. Netflix Documentary: Kalief Browder Documentary: TIME
2. Documentary: Louder Than a Bomb
3. (AP/Honors) Netflix Documentary: 13th

**Prioritized Target Standard**

[CCSS.ELA-LITERACY.RI.11-12.7](http://www.corestandards.org/ELA-Literacy/RI/11-12/7/)  
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Calendar / Daily design discussion / Planning for Instruction**

**Lesson Plans:**

(This course will be taught using the Station Rotation Teaching method. The procedure and performance will only change slightly each day, and will be placed before the day-specific plans. Also, I will include the skeleton structure for the full 12 week unit after the first week, which shows how the other primary texts will be used after the first week of detailed single day lesson plans)

**Week 1 – Five daily lessons to introduce Black Literature and Writing as a Freedom Expressed, as well as freedom of expression.**

**General Procedures**

*Monday through Thursday Procedures and Class Structure*

1. 5 Min – Mindfulness Video and Daily Journal Prompt
2. 15 Min – Group reading / viewing of Primary Text with discussion
3. 30 Min – Two 15 min station rotation work as chosen by each student
4. 10 Min – Closing Work
   1. Questions, Comments, Concerns
   2. Tally behavioral tracking points
   3. Collect papers
   4. Discuss Journal Prompt and transition to next period

*Friday Procedures and Class Structure*

1. 5 Min – Mindfulness Video and Daily Journal Prompt
2. 15 Min – Primary Text Quiz
3. 15 Min – Elevator Pitch Key Project progress
4. 15 Min – Primary Text view / discuss
5. 10 Min – Closing Work
   1. Questions, Comments, Concerns
   2. Tally behavioral tracking points
   3. Collect papers
   4. Discuss Journal Prompt and transition to next period

***Performance / Product Expected from Students***

*Students in this course are given production expectations on a weekly basis, and are given autonomy in deciding the order of their goals’ completion as well as some autonomy in self assigning writing projects (Key Projects) on a bi-weekly basis.*

Weekly Goal #1: Grammar Goal – 45 minutes of work on ACT aligned Grammar and Mechanics work using [www.noredink.com](http://www.noredink.com)

Weekly Goal #2: Close-Reading Goal – 45 minutes of work on ACT aligned Close-Reading work using [www.newsela.com](http://www.newsela.com)

Weekly Goal #3: Writing Goal – 45 minutes of work on a writing prompt (Key Project) of their choosing that reflects thematically the Primary text content we are covering as a class using [www.kingdomandkeys.com](http://www.kingdomandkeys.com) (due bi-weekly)

Weekly Goal #4: Primary Text Goal – 45 minutes of group reading / viewing and discussion of a Primary text that follows the Unit goals of discussing inequality in the U.S.

1. ***Monday Specific Plan – We Real Cool RA/TA/TA***
   1. **Teacher Modeling – 5 min during mindfulness**
      1. To model the autonomy I would like to see my students show, I will access a Key Project of their choosing and we will discuss how best to complete that rubric for full credit on a theme of their choosing.
   2. **Standards addressed**
      1. Grammar Station - CCSS.ELA-LITERACY.L.11-12.1
      2. Close-Reading Station - CCSS.ELA-LITERACY.RI.11-12.10
      3. Key Project Station - CCSS.ELA-LITERACY.W.11-12.2.D
      4. Primary Text Station - CCSS.ELA-LITERACY.RL.11-12.9
   3. **Station Work Content**
      1. Grammar – 15 minutes as chosen during self-directed time
         1. Parts of speech review week
      2. Close-Reading - 15 minutes as chosen during self-directed time
         1. Three articles plus short 5-minute videos from YouTube that provide further context
      3. Key Project - 15 minutes as chosen during self-directed time
         1. Student chosen writing project that is produced as a response to themes, events, and characters in our Primary text.
      4. Primary Text – 15 minutes as a group
         1. We Real Cool RA/TA/TA (Read Aloud, Think Aloud, Talk Aloud)
   4. **Materials**
      1. The majority of the work today will be completed online via the LMS NoRedInk, Newsela, and my personal LMS “Kingdom and Keys.”
      2. Printouts of Daily Journal Sheets – See Materials Section
      3. Printouts of “We Real Cool” for group Primary Text station RA/TA/TA
   5. **Means of Assessment**
      1. Grammar
         1. NoRedInk graded skill building practices
      2. Close-Reading
         1. Newsela graded quizzes, teacher graded writing responses on 3 point scale
      3. Key Projects
         1. Rubric graded writing prompt, due next Friday
      4. Primary Texts
         1. Class wide discussion of poem
   6. **Critical Thinking Skills**
      1. Students will think critically during the class discussion of We Real Cool
   7. **Adaptations for Learning Styles**
      1. By providing a host of different kinds of Writing Projects via [www.kingdomandkeys.com](http://www.kingdomandkeys.com) I am meeting students in their specific learning style when they are building their portfolios
   8. **Adaptations for Special Needs**
      1. Extra time can be had at all of the four stations that students work on in my class simply by asking for a double station
   9. **Adaptations for ELL/ENL/ESL Students**
      1. Because the majority of the work in this course is online, online translation tools can be easily used to translate the content into students’ language of best fluency.
2. ***Tuesday Specific Plan – Louder Than a Bomb Viewing and Discussion (1/3)***
   1. **Teacher Modeling – 5 min during mindfulness**
      1. To model what a “Slam Poem” is, teacher will read aloud a Slam Poem in a monotone and then show a video of a slam poet reading the poem “Touchscreen,” by Marshall Jones to show the level of enthusiasm present in this kind of spoken word poetry, made famous by The Dark Room Collective.
   2. **Standards addressed**
      1. Grammar Station - CCSS.ELA-LITERACY.L.11-12.1
      2. Close-Reading Station - CCSS.ELA-LITERACY.RI.11-12.10
      3. Key Project Station - CCSS.ELA-LITERACY.W.11-12.2.D
      4. Primary Text Station - CCSS.ELA-LITERACY.RL.11-12.9
   3. **Station Work Content**
      1. Grammar – 15 minutes as chosen during self-directed time
         1. Parts of speech review week
      2. Close-Reading - 15 minutes as chosen during self-directed time
         1. Three articles plus short 5 minute videos from youtube that provide further context
      3. Key Project - 15 minutes as chosen during self-directed time
         1. Student chosen writing project that is produced as a response to themes, events, and characters in our Primary text.
      4. Primary Text – 15 minutes as a group
         1. Viewing and discussion of “Louder Than A Bomb” documentary
   4. **Materials**
      1. The majority of the work today will be completed online via the LMS NoRedInk, Newsela, and my personal LMS “Kingdom and Keys.”
      2. Printouts of Daily Journal Sheets– See Materials Section
      3. Internet access to view “Touchscreen” Slam Poem <https://www.youtube.com/watch?v=GAx845QaOck>
      4. Internet access to view 15 minutes of “Louder Than A Bomb” documentary
   5. **Means of Assessment**
      1. Grammar
         1. NoRedInk graded skill building practices
      2. Close-Reading
         1. Newsela graded quizzes, teacher graded writing responses on 3 point scale
      3. Key Projects
         1. Rubric graded writing prompt, due next Friday
      4. Primary Texts
         1. Class wide discussion of Documentary selection
   6. **Critical Thinking Skills**
      1. Students will think critically during the class discussion of Louder Than a Bomb, and during the production of their “Key Project” responses to the themes of LTAB
   7. **Adaptations for Learning Styles**
      1. By providing a host of different kinds of Writing Projects via [www.kingdomandkeys.com](http://www.kingdomandkeys.com) I am meeting students in their specific learning style when they are building their portfolios
   8. **Adaptations for Special Needs**
      1. Extra time can be had at all of the four stations that students work on in my class simply by asking for a double station
   9. **Adaptations for ELL/ENL/ESL Students**
      1. Because the majority of the work in this course is online, online translation tools can be easily used to translate the content into students’ language of best fluency.
3. ***Wednesday Specific Plan – “A Raisin in The Sun” Group Dramatic Reading (1/8)***
   1. ***Note: Classroom should be set up in a circle for reading aloud the Play.***
   2. **Teacher Modeling – 5 min during mindfulness**
      1. The journal prompt today will address aspirations and goals of students in the room, and the teacher will share their own aspirations with the class after students share theirs to begin discussing one of the primary themes in *A Raisin in The Sun*.
   3. **Standards addressed**
      1. Grammar Station - CCSS.ELA-LITERACY.L.11-12.1
      2. Close-Reading Station - CCSS.ELA-LITERACY.RI.11-12.10
      3. Key Project Station - CCSS.ELA-LITERACY.W.11-12.2.D
      4. Primary Text Station - CCSS.ELA-LITERACY.RL.11-12.9
   4. **Station Work Content**
      1. Grammar – 15 minutes as chosen during self-directed time
         1. Parts of speech review week
      2. Close-Reading - 15 minutes as chosen during self-directed time
         1. Three articles plus short 5 minute videos from youtube that provide further context
      3. Key Project - 15 minutes as chosen during self-directed time
         1. Student chosen writing project that is produced as a response to themes, events, and characters in our Primary text.
      4. Primary Text – 15 minutes as a group
         1. Class read of *A Raisin in The Sun* with discussion questions attached to the printouts
         2. Students will take roles and read aloud the play in character as best they can, with pauses to address the discussion questions
   5. **Materials**
      1. The majority of the work today will be completed online via the LMS NoRedInk, Newsela, and my personal LMS “Kingdom and Keys.”
      2. Printouts of Daily Journal Sheets– See Materials Section
      3. Printouts of *A Raisin in The Sun* with discussion questions attached– See Materials Section
   6. **Means of Assessment**
      1. Grammar
         1. NoRedInk graded skill building practices
      2. Close-Reading
         1. Newsela graded quizzes, teacher graded writing responses on 3 point scale
      3. Key Projects
         1. Rubric graded writing prompt, due next Friday
      4. Primary Texts
         1. Printouts of ARITS (A Raisin in The Sun) contain spaces for student writing, which is graded
   7. **Critical Thinking Skills**
      1. Students will think critically during the class dramatic reading of *A Raisin in The Sun* via guided discussion questions. They will also apply the themes of ARITS to their Key Project work.
   8. **Adaptations for Learning Styles**
      1. By providing a host of different kinds of Writing Projects via [www.kingdomandkeys.com](http://www.kingdomandkeys.com) I am meeting students in their specific learning style when they are building their portfolios
   9. **Adaptations for Special Needs**
      1. Extra time can be had at all of the four stations that students work on in my class simply by asking for a double station
   10. **Adaptations for ELL/ENL/ESL Students**
       1. Because the majority of the work in this course is online, online translation tools can be easily used to translate the content into students’ language of best fluency.
4. **Thursday Specific Lesson Plan – Louder Than a Bomb Viewing and Discussion (2/3)**
   1. **Teacher Modeling – 5 min during mindfulness**
      1. Have students read a Slam Poem from the documentary they will be viewing today. Teacher led discussion of the poem “Cody” by the poet Novana Venerable.
   2. **Standards addressed**
      1. Grammar Station - CCSS.ELA-LITERACY.L.11-12.1
      2. Close-Reading Station - CCSS.ELA-LITERACY.RI.11-12.10
      3. Key Project Station - CCSS.ELA-LITERACY.W.11-12.2.D
      4. Primary Text Station - CCSS.ELA-LITERACY.RL.11-12.9
   3. **Station Work Content**
      1. Grammar – 15 minutes as chosen during self-directed time
         1. Parts of speech review week
      2. Close-Reading - 15 minutes as chosen during self-directed time
         1. Three articles plus short 5 minute videos from youtube that provide further context
      3. Key Project - 15 minutes as chosen during self-directed time
         1. Student chosen writing project that is produced as a response to themes, events, and characters in our Primary text.
      4. Primary Text – 15 minutes as a group
         1. Viewing and discussion of “Louder Than A Bomb” documentary using LTAB educator’s supplement .pdf worksheet #1 “The Portrait.”
   4. **Materials**
      1. The majority of the work today will be completed online via the LMS NoRedInk, Newsela, and my personal LMS “Kingdom and Keys.”
      2. Printouts of Daily Journal Sheets– See Materials Section
      3. Printouts of the worksheet for a “Portrait” Poem with Novana Venerable’s poem. – See Materials Section
   5. **Means of Assessment**
      1. Grammar
         1. NoRedInk graded skill building practices
      2. Close-Reading
         1. Newsela graded quizzes, teacher graded writing responses on 3 point scale
      3. Key Projects
         1. Rubric graded writing prompt, due next Friday
      4. Primary Texts
         1. Discussion and Worksheets #1/2 for LTAB
   6. **Critical Thinking Skills**
      1. Students will think critically during the viewing and discussion of the documentary LTAB. They will also think critically during the production of their own “Portrait” poems and discussion of the poem “Cody” at the beginning of class.
   7. **Adaptations for Learning Styles**
      1. By providing a host of different kinds of Writing Projects via [www.kingdomandkeys.com](http://www.kingdomandkeys.com) I am meeting students in their specific learning style when they are building their portfolios
   8. **Adaptations for Special Needs**
      1. Extra time can be had at all of the four stations that students work on in my class simply by asking for a double station
   9. **Adaptations for ELL/ENL/ESL Students**
      1. Because the majority of the work in this course is online, online translation tools can be easily used to translate the content into students’ language of best fluency.
5. ***Friday Specific Lesson Plan – A Dream Deferred***
   1. **Teacher Modeling – 5 min during mindfulness**
      1. Teacher will share a “Portrait poem” they have written about someone in their life who is no longer present, with an open invitation to students to share their own portrait poems as well.
   2. **Standards addressed**
      1. Grammar Station - CCSS.ELA-LITERACY.L.11-12.1
      2. Close-Reading Station - CCSS.ELA-LITERACY.RI.11-12.10
      3. Key Project Station - CCSS.ELA-LITERACY.W.11-12.2.D
      4. Primary Text Station - CCSS.ELA-LITERACY.RL.11-12.9
   3. **Station Work Content**
      1. On Fridays, there is no Station Rotation
   4. **Friday class structure**
      1. 15 Min quiz over Louder Than a Bomb and A Raisin in The Sun
      2. 15 Min – Elevator Pitch Key Project progress
         1. Students will share their current Key Project progress, and explain why they chose that specific rubric for this assessment cycle
      3. 15 Min – Primary Text view / discuss / read aloud
         1. Read aloud the poem “Harlem” by Langston Hughes and discuss how the themes can be seen in LTAB and A Raisin in The Sun
   5. **Materials**
      1. Paper quiz over LTAB and A Raisin in The Sun
      2. Printouts of Daily Journal Sheets– See Materials Section
      3. Printouts of “Harlem” by Langston Hughes
   6. **Means of Assessment**
      1. Grammar
         1. NoRedInk graded skill building practices – Due Today
      2. Close-Reading
         1. Newsela graded quizzes, teacher graded writing responses on 3 point scale – Due Today
      3. Key Projects
         1. Rubric graded writing prompt, due next Friday
      4. Primary Texts
         1. Quiz over the themes and characters of Louder Than a Bomb and A Raisin in The Sun
   7. **Critical Thinking Skills**
      1. Students will think critically during the viewing and discussion of the poem “Harlem” by Langston Hughes. They will also think critically during the peer presentations of Key Projects that match themes from our two current Primary Texts *Louder than a Bomb* and *A Raisin in The Sun*.
   8. **Adaptations for Learning Styles**
      1. By providing a host of different kinds of Writing Projects via [www.kingdomandkeys.com](http://www.kingdomandkeys.com) I am meeting students in their specific learning style when they are building their portfolios
   9. **Adaptations for Special Needs**
      1. Extra time on the quiz or for elevator pitches is allowed, though the preferred extra time method for elevator pitches is pre-recording the pitch (around 1 minute per pitch) to maximize the number of pitches each Friday.
   10. **Adaptations for ELL/ENL/ESL Students**
6. Because the majority of the work in this course is online, online translation tools can be easily used to translate the content into students’ language of best fluency.

**What follows is an overview of the full 12-week unit plan**

**12 Week Systemic Racism Inquiry ELA Unit**

**Week 2 – “Freedom through Expression”**

1. Primary Text
   1. Monday – An Anthem
   2. Tuesday - Louder Than a Bomb (3/3)
   3. Wednesday – A Raisin in The Sun (2/8)
   4. Thursday – A Raisin in The Sun (3/8)
   5. Friday – A Raisin in The Sun (4/8)
      1. 1st Key Project Due

**Week 3 – “Strength in numbers”**

1. Primary Text 1 (ARITS)
   1. Monday – The Dark Room Collective – PPT Discussion
   2. Tuesday – ARITS (A Raisin In The Sun) (5/8)
   3. Wednesday – ARITS (6/8)
   4. Thursday – ARITS (7/8)
   5. Friday – ARITS (8/8)

**Week 4 – “Kalief Browder”**

1. Test and Film transition
   1. Monday – ARITS Review Game
   2. Tuesday – ARITS Test
   3. Wednesday – ARITS Essay
   4. Thursday – ARITS Essay
   5. Friday – TIME (1/6)
      1. 2nd Key Project Due

**Week 5 – “Burning Down the House”**

1. New Text and Film Discussion
   1. Monday – Power / Burning Down the House (1/7)
   2. Tuesday – TIME (2/6)
   3. Wednesday – Burning Down The House (BDTH) (2/7)
   4. Thursday – TIME (3/6)
   5. Friday – BDTH (3/7)

**Week 6 – “The Long March”**

1. Text / Film discussion
   1. Monday – I, too, sing America / BDTH (4/7)
   2. Tuesday – TIME (4/6)
   3. Wednesday – BDTH (5/7)
   4. Thursday – TIME (5/6)
   5. Friday – Still I Rise
      1. 3rd Key Project Due

**Week 7 – “Your neighbors’ story”**

1. Finish TIME and BDTH
   1. Monday - TIME (6/6)
   2. Tuesday – TIME Discussion and Research Presentation
   3. Wednesday – BDTH (6/7)
   4. Thursday – BDTH (7/7)
   5. Friday – BDTH discussion and Research presentation

**Week 8 – “More than numbers”**

1. Intro The New Jim Crow
   1. Monday - TNJC (1/8)
   2. Tuesday – TNJC (2/8)
   3. Wednesday – Guest Speaker
   4. Thursday – TNJC (3/8)
   5. Friday TNJC (4/8) – 4th Key Project Due

**Week 9 – “A Terrible Malignancy”**

1. Finish TNJC
   1. Monday – TNJC (5/8)
   2. Tuesday – TNJC (6/8)
   3. Wednesday – TNJC (7/8)
   4. Thursday – TNJC (8/8)
   5. Friday – TNJC Discussion and Review Game

**Week 10 – “What next?”**

1. Test and Culminating Project work
   1. Monday – TNJC written test
   2. Tuesday – TNJC Essay work
   3. Wednesday – TNJC Essay work
   4. Thursday – Intro Final Research Project Options Rubric
   5. Friday – Final project examples – 5th Key Project Due

**Week 11 – “Nose to the Grindstone”**

1. Work on culminating projects
   1. Monday – Work Day
   2. Tuesday – Work Day
   3. Wednesday – Work Day
   4. Thursday – Freedom Writers (Defiance without race)
   5. Friday – Project Benchmark #1

**Week 12 – “Plato’s Cave”**

1. Final week
   1. Monday – Work on projects
   2. Tuesday – Present Projects
   3. Wednesday – Peer Review
   4. Thursday – Course Review
   5. Friday – Looking forward, how this course changes your personal view of the world
      1. 6th and Final Key Project Due

**Unwrapped Standards**

**Common Core Anchor Standards Being Addressed in this Unit of Study:**

*Because this unit will be run as a station-based unit with student choice as to which station they complete per day, some standards will be met on different days by different students.*

***Writing Standards Addressed***

(Due to the nature of this course, many standards may be addressed dependent upon the choice a student makes for their prompt and genre of production. The following standards are addressed by *all* prompt choices.)

**CCSS.ELA-LITERACY.W.11-12.2.D**

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**CCSS.ELA-LITERACY.W.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.W.11-12.6**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**CCSS.ELA-LITERACY.W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Reading – Informational Standards Addressed***

**CCSS.ELA-LITERACY.RI.11-12.10**

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

***Reading – Literature Standards Addressed***

**CCSS.ELA-LITERACY.RL.11-12.3**

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

**CCSS.ELA-LITERACY.RL.11-12.9**

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**CCSS.ELA-LITERACY.RL.11-12.10**

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Essential Questions**

1. What is Justice?
2. Where does Justice come from?
3. Who gets to enforce Justice and what does “enforcement of justice” look like?
4. What is Racism?
5. Is there a difference between Racism and Prejudice, and what does that difference look like?
6. How can we, as citizens, promote equity in the criminal justice system?

**Pre- and Post- assessments**

* 1. Pre-Assessment = writing prompt on the topic of Systemic racism
     1. Students will choose from two different prompts that provide a starting point for the ongoing discussion of systemic racism in the U.S.
  2. Post-Assessment = Final Project / Product after completing the last part of the unit
     1. Students will choose from five different project rubrics to produce a culminating artifact that represents their understanding of systemic racism in the U.S. after completing the unit of discussion.

**Authentic Performance Tasks**

The five Rubrics for students’ culminating project options follow.

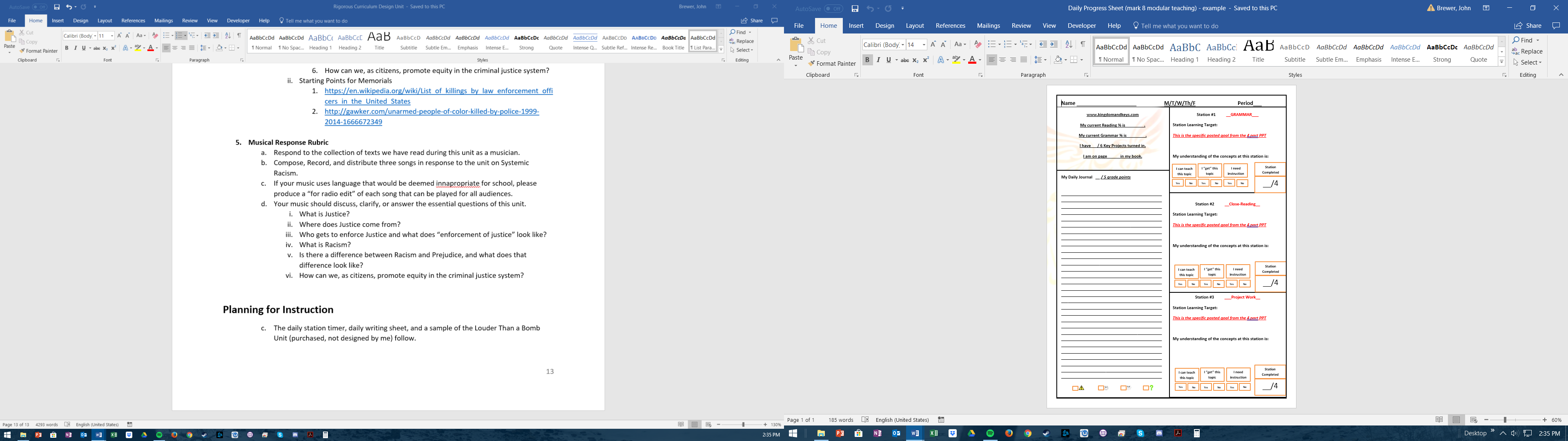
**Rubrics for RCD Unit culminating post-assessment projects**

1. **Authorial Response Rubric**
   1. Respond to the collection of texts we have read during this unit as an author.
   2. Produce a short story (5-12 pages) OR short 10-minute play that responds to our unit on “Systemic Racism” by answering one of our essential questions.
      1. What is Justice?
      2. Where does Justice come from?
      3. Who gets to enforce Justice and what does “enforcement of justice” look like?
      4. What is Racism?
      5. Is there a difference between Racism and Prejudice, and what does that difference look like?
      6. How can we, as citizens, promote equity in the criminal justice system?
2. **Research Response Rubric**
   1. Respond to the collection of text we have read during this unit as a researcher.
   2. Produce a research brief on systemic racism by accessing data that reflects population by race in its relation to government structures.
      1. Consider using some of the following jumping off questions to guide your research.
         1. What is “criminal disenfranchisement?”
         2. What does the U.S. prison population look like racially?
         3. What does the U.S. population look like racially?
         4. Can I find arrest data by race? By location?
         5. Who collected the data I am viewing? Who are they supported by financially and what are their sponsers’ goals?
         6. Can I find data on hate crimes? Where can’t I find data on hate crimes?
3. **Psychologist Response Rubric**
   1. Respond to the collection of texts we have read during this unit as a medical student.
   2. Using current research into Trauma Psychology, discuss the experience of Kalief Browder using psychological terms.
      1. Consider some of the following guiding questions when working on your paper.
         1. What counts as “psychologically traumatizing experience?” medically?
         2. What were Kalief’s pre-existing traumatic conditions?
         3. What roles did external factors play in Kalief’s mental state?
            1. Which external factors were positive or negatively affecting his state of mind?
         4. Who or What could be liable for Kalief’s mental breakdown, based on the evidence you collect through this assignment.
4. **Design Response Rubric**
   1. Respond to the collection of texts we have read during this unit as a designer.
   2. Design an art installation that answers one of our essential questions OR serves as a memorial for one or more of the people who we have read about who passed, explain your design decisions in a brief paper, itemize your materials, and contact the owner of the locale you would be interested in building your structure (you do not have to build to complete the assignment).
      1. ESSENTIAL QUESTIONS
         1. What is Justice?
         2. Where does Justice come from?
         3. Who gets to enforce Justice and what does “enforcement of justice” look like?
         4. What is Racism?
         5. Is there a difference between Racism and Prejudice, and what does that difference look like?
         6. How can we, as citizens, promote equity in the criminal justice system?
      2. Starting Points for Memorials
         1. <https://en.wikipedia.org/wiki/List_of_killings_by_law_enforcement_officers_in_the_United_States>
         2. <http://gawker.com/unarmed-people-of-color-killed-by-police-1999-2014-1666672349>
5. **Musical Response Rubric**
   1. Respond to the collection of texts we have read during this unit as a musician.
   2. Compose, Record, and distribute three songs in response to the unit on Systemic Racism.
   3. If your music uses language that would be deemed innapropriate for school, please produce a “for radio edit” of each song that can be played for all audiences.
   4. Your music should discuss, clarify, or answer the essential questions of this unit.
      1. What is Justice?
      2. Where does Justice come from?
      3. Who gets to enforce Justice and what does “enforcement of justice” look like?
      4. What is Racism?
      5. Is there a difference between Racism and Prejudice, and what does that difference look like?
      6. How can we, as citizens, promote equity in the criminal justice system?

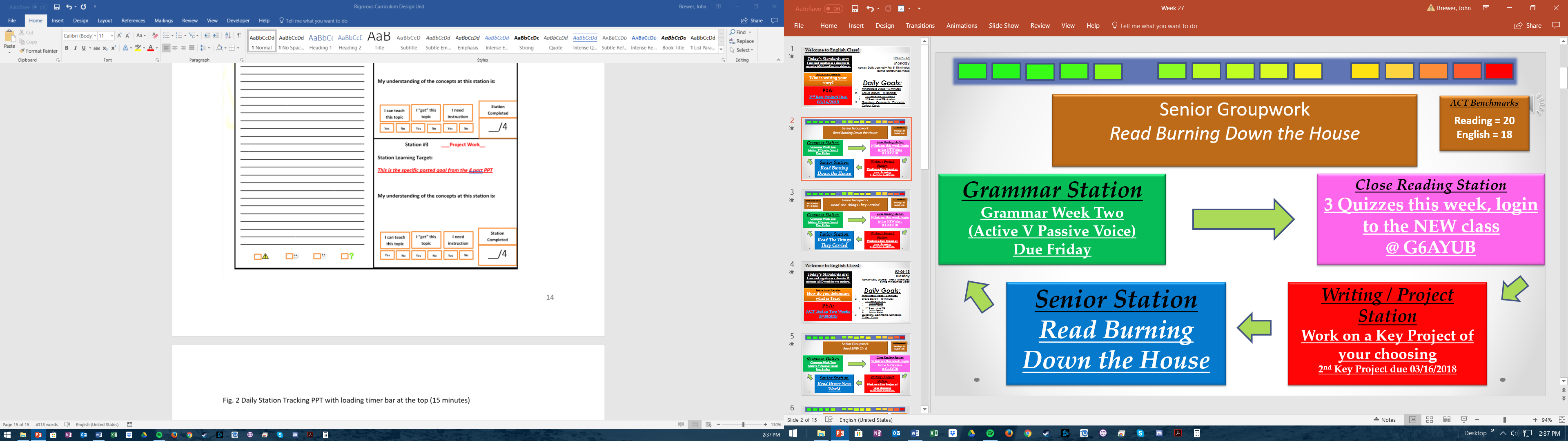
**Planning for Instruction**

* 1. The daily station timer, daily writing sheet, and a sample of the Louder Than a Bomb Unit (purchased, not designed by me) follow.

**Fig.1 Daily Journal and Station Work tracker example sheet**



**Fig. 2 Daily Station Tracking PPT with loading timer bar at the top (15 minutes)**



**Fig. 3 Louder Than a Bomb Worksheet (purchased)**

