**Lesson Plan # 2**

**Name: Becky DePalma**

**Lesson Title: “Our Prayer” Lesson Plan**

**Subject Area and Grade Level: Standard English 3 Grade 11**

**Introduction**

Second day of *The Color Purple,* students will explore the beginning of the novel, the start of the relationships and identities of the characters through a comparison of the text in the novel to “Our Prayer” from *The Color Purple: The Musical.*

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| **Overview of Instructional Plan**  | Students arrive in class, trade their phones for their laptops and daybook journals. In their daybook journals they write to explain on the question, “Which relationship is the most compelling to you in the novel so far?” or “What is challenging you about the novel so far?” Then students’ will have an opportunity to share good news before we move forward into the activity. Students will read through “Our Prayer” from *The Color Purple* three times and do the activity in Appendix A. Once on their own for what they notice about it and share out to the group. Once with the recording playing to see how the music and modifies the impression of the song. Then a third reading will be done to see what is the same as the novel and what is different. Students will analyze the different relationships in the song and who supports identity development and who stifles it. Students will write their own “I Wanna” section from “Our Prayer.”There will be time to read in class while taking their notes, and then time in groups to help each other with notes. Students will give their attention back to the teacher to wrap-up, and get information about upcoming schedule. Then students will write an exit slip of one thought and one question about the relationships described in “Our Prayer” and if the relationship is healthy, unhealthy or abusive.  |
| **Content Standard(s)** **(include NC ELA Standards and NCTE Standards)** | **Writing** W.11.2 Students will write an explanatory reflection to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content**Language** L.11.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials. **NCTE 8** Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. |
| **Content Objective(s) Based on Content Standard(s)** | Students will write three different explanatory reflections to show their progress in the content of relationships, identity and *The Color Purple;* first the daybook entry, then their poem and then their exit slip. Students will determine and clarify the meaning of unknown words and diction in *The Color Purple,* using their analysis of “Our Prayer” from the musical to better understand the beginning of the novel. Students will use a variety of technological and informational resources to access “Our Prayer” and compare it to the novel and show they can gather and synthesize that information in their classwork.  |
| **Academic Language Function Objective(s)** | In the daybook entry students will explain their thoughts about the beginning of the novel. In their annotations of “Our Prayer” they will analyze the content by determining and clarifying the meaning of the challenging diction in *The Color Purple.* By writing of their own version of “Our Prayer” the students will describe their experiences and consider a similar relationship to Celie and Nettie’s relationship in their lives. Students will use technology to access the video of “Our Prayer” to gather and synthesize the information in their classwork for the day.  |
| **Additional Language Supports****(e.g., vocabulary, discourse, syntax)** | Students will consider the syntax of the dialect of *The Color Purple,* both as a novel and in the adaptation of the musical. They will learn about meter to create a written discourse of “Our Prayer” so they can create their imitation.  |
| **Essential Question(s) for Students to Explore** | How do relationships affect identity development?What does a supportive relationship sound like?What does an abusive relationship sound like? |
| **Prior Knowledge** | Students are expected to have prior knowledge of how to read song lyrics.  |

**Assessment/Accommodation**

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| **21st Century Skills** | ***Implement Innovations*** Students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur today by writing their own poem. ***Communicate Clearly*** Students will articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to compare and contrast the song and the novel in groups and with the larger class. Students will listen effectively to decipher meaning, including knowledge, values, attitudes and intentions in these discussions to gain from each other’s knowledge.  |
| **Learning Activity Types** | By activating or generating prior knowledge and experience, by associating the song to their lives, students are able to frontload meaning and forge connections with their reading that help in terms of motivation, focus, and comprehension.Writing other forms of text: Students engage in a variety of writing activities including other forms of text in the form of their own song lyrics today.  |
| **Formative Assessment****(attach specific instructions and/or examples)** | The students will be showing their progress in being able to categorize the different types of relationships presented. This will show in the opportunities for group to share out from the group activity. They will do this in their three different explanatory reflections to show their progress in the content of relationships, identity and *The Color Purple;* first the daybook entry, then their poem and then their exit slip.Additionally, students will show their ability to pull evidence from the novel to compare and contrast it with what happens in the song on the worksheet they turn in at the end of class. Students will show how well they are comprehending the text by this activity and what aspects we need to focus on to improve reading comprehension.Their completed worksheet will show how well students determine and clarify the meaning of unknown words and diction in *The Color Purple,* using their analysis of “Our Prayer” from the musical to better understand the beginning of the novel. Their completed worksheet will show how well students use a variety of technological and informational resources to access “Our Prayer” and compare it to the novel and show they can gather and synthesize that information in their classwork. |
| **Summative Assessment (attach specific instructions or examples; include connection to content/language objective)** | Students will create 5-7-minute group presentations that provide in-depth analysis of one relationship in the novel *The Color Purple.* This presentation is a group presentation to provide opportunity for students to work on their collaboration and communication skills. The presentations need to include a graphic design identity tree for each character described by the group, a podcast or video created by the group to put their relationship in *The Color Purple* in conversation with a current issue. Students will discuss what is current issue like sexism, racism, domestic violence, poverty, and homophobia, can be investigated through this relationship and reference a recent textual reference they find in the structured web activity that supports this claim. The group will guide the class through their presentation providing commentary, and they will allow for time for questions from the class. Groups should analyze how this relationship affects the characterization of both characters involved, and evaluate what the outcomes of the relationship are for each character. After those presentations students will write individual reflections 3-4 pages long that explain the outcomes of what the characters’ relationships with specific textual references, how this relationship explores a larger issue and the decisions they made with their presentations to teach the class about the characters’ relationship and the larger issue. |

**Lesson Plan**

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| **Materials** | Computers/headphones, daybooks, worksheets, pens, Google Docs copies for each group of the worksheet with text-to-speech enabled, *The Color Purple*, notetaking worksheets (hard copies and electronic copies) |
| **Organizational Structures** **(e.g., lecture, whole-class discussion, group work, individual work)** | This lesson will have individual work, group work, and whole-class discussion. |
| **Bell Ringer/Review Activity** | Students arrive and trade their cell phones for their daybooks, laptops and headphones. They sit down in the groups as assigned on the projector and write in their daybooks on the question: “Which relationship is the most compelling to you in the novel so far?” or “What is challenging you about the novel so far?” |
| **Detailed Activities and Procedures** **(include transitions, time allocations, & supporting theories/principles)** | Students will do the activity in Appendix A. This requires them to first read through the song “Our Prayer” from *The Color Purple:The Musical* on their own in a Google Doc or hardcopy depending on students’ preference. They are welcome to use the text-to-speech function for assistance. Then the students write down/type their notes about what they notice and what stands out to them in this initial reading. Then they share their findings in their group and type them into the group Google Doc. 7 minutesNext students choose roles in the poem, in their group and read the poem aloud together. Is there anything new that sticks out to you now that you’ve read it aloud? Students will talk this over in their groups and add notes to their group Google Doc. Then each group will share out two ideas and one question to the whole class. 10 minutesThen students will listen to the song “Our Prayer” altogether as a class. <https://music.amazon.com/albums/B01BO54XAM?do=play&ref=dm_ws_dp_ald_bb_phfa_xx_xx>Individually students will work on these questions: What do you notice? What is the tone of the song? How does the song affect your understanding of the words? What attitudes would you assign to the different characters? How is this song similar or different to the novel? Parts that are directly from the book, mark with the page numbers where those words can be found. 10 minutesReturn to your group and reflect on why do you think the people who adapted this novel for the musical made the changes they made? In your opinion, do these changes enhance or detract from the novel? 5 minutesIn groups students will analyze the different relationships in the song and who supports identity development and who stifles it. They will.discuss how they would label the different types of relationships (healthy, unhealthy, abusive) between the four characters in this song? Why? Would you label them differently in the novel? 10 minutes Students will consider their Celie/Nettie type of relationship or imagine what that would look like and write their own “I Wanna” section from “Our Prayer” with the challenge of keeping it in a similar meter to the song. 10 minutesStudents will have the option to read out their “I Wanna” sections for each other if they so choose. Or they will just turn in their Google Docs and worksheets for a completion grade. 5 minutesThen they will take out their copies of the book and their note-taking worksheets and read for 20 minutes. Then they will spend 10 minutes in their group taking notes.  |
| **Closure (include review/reflection and independent practice)** | Students will stop to receive the updated instructions from the teacher and any relevant announcements. 2 minutes. Then they will work on their exit slip: Write down 2-3 questions that you have about the characters’ relationships in *The Color Purple*. 3 minutes |
| **Alternate Strategies for Re-teaching Material**  | The class could do a read aloud and summarize activity, then a group discussion of the material. We could just listen to the song repeatedly and work on it that way. There could be a jigsaw style activity where one group is assigned to each character and then they have to share their impressions in a remixed group. Students could do this more as an individual or pair inquiry project. The comparison could be done with the film instead of the musical or add-in the film for an additional layer.  |
| **References (within this lesson)** | *Bridging English-* having students write a poem by using a base text. *The Color Purple: The Musical* |

**Appendix A**

Our Prayer from *The Color Purple the Musical*

Read this once to yourself – what do you notice? What stands out to you? Share your findings in your group of 4.

Select roles in your group and read through this song/scene from *The Color Purple the Musical.*

Is there anything new that sticks out to you now that it’s been read aloud?

Listen to the song <https://www.youtube.com/watch?v=jXRLryX_nxM> What do you notice?

Go through the scene and annotate it to show what is the same and what is different from the original novel. How does the song affect your understanding of the words? Parts that are directly from the book, mark with the page numbers where those words can be found.

Reflect on why do you think the people who adapted this novel for the musical made the changes they made? In your opinion, do these changes enhance or detract from the novel?

How would you label the different types of relationships (healthy, unhealthy, abusive) between the four characters in this song? Why? Would you label them differently in the novel?

Write your own “I wanna” section between you and a sibling or best friend what that might look like between the two of you. If you’d like to expand past that section, please go ahead.

Our Prayer

Lyrics by Brenda Russell, Allee Willis & Stephen Bray

 [Nettie & Celie]
Hey, sister, what you gon' do
Going down by the river gonna play with you
Papa don't like no screamin' 'round here
No lip from the woman when they chug that beer

[Celie] (spoken)
You all grown up and pretty now
It's time for you to get married
Have one good year before you get big

[Nettie] (spoken)
I can't get married, I'm still in school
Who that man talkin' to Pa?

[Celie] (spoken)
Girl at church say
He lookin' for a new wife to take care of his mean children

[Nettie] (spoken)
Well I see where they get their mean from
Look at him, holdin' his whip like he got a horse waitin' somewhere
You see any horse?

[Celie] (spoken)
You don't wanna get married?

[Nettie]
I wanna know how the world goes
How far is the moon
How the sky changes color
Hope I find out soon

[Nettie] (spoken)
What you want?

[Celie]
I wanna sit and do nothin'
Make you a new dress
Hope my babies are happy
Someplace God will bless

[Pa] (spoken)
Celie! Get to work!

[Nettie]
Ain't no need to discuss

[Celie]
It ain't worth a big fuss

[Both]
Whatever come to us
Is in God's hands

When I lay me down to sleep
I will say my prayer
That God love me so deep
He will promise our souls to keep
Together

I'll say a prayer

[Pa] (spoken)
Why you wanna know so much about tobacco?

[Mister] (spoken)
I'm thinkin' 'bout plantin' it

[Pa] (spoken)
You is not
Now what you doin' here?

[Mister]
I wanna marry Nettie
She a sweet young girl

[Pa] (spoken)
She too young

[Mister]
She's the cutest thing
In this whole world

[Pa] (spoken)
She gonna be a teacher

[Nettie]
Picture me in a schoolhouse
With my college degree
I can teach all my children
To spell Tennessee

[Pa] (spoken)
You can have Celie, though
She too old to be livin' at home

[Celie]
Maybe I'll have a garden
Where birds come to sing

[Mister] (spoken)
I don't want Celie
She ugly

[Celie]
Know a finch from a sparrow
Fix a broken wing

[Nettie]
I wanna hear your birds sing
[Celie]
Wanna hear your school bell ring

[Both]
No matter what life bring
Us in god's hands

[Pa] (spoken)
Whyn't you quit comin' 'round here
Just go marry Shug Avery?

[Ensemble]
Shug Avery

[Nettie] (spoken)
Who Shug Avery?

[Ensemble]
Shug avery!

[Celie] (spoken)
She mister ol' girlfriend

[Mister] (spoken)
Shug Avery not a child-raisin' woman
You know that
She the queen honeybee

[Pa] (spoken)
She a low-down ho, is what everybody said
You lookin' for a new Shug Avery, you better go to Memphis
All we got here is one pretty girl you'll never have
And one ugly girl can work like a man

[Mister]
I really want that girl

[Pa] (spoken)
I told you no!

[Celie & Nettie]/[Mister]
When I lay me down to sleep/I wanna marry Nettie
I will say my prayer/She's a sweet young girl
That God love me so deep/She the cutest thing
He will promise our souls to keep/In this whole word
Together, I'll say a prayer/I really want that girl

[Celie] (spoken)
You want any kids?

[Nettie] (spoken)
Someday, i guess
I know you do

[Celie] (spoken)
Doctor say I can't have no more kids
I think God just want me to take care of you

[Nettie]
We'll live in big houses

[Celie]
Put swings in the trees

[Nettie]
Braid up your gray hair

[Both]
In the cool of the breeze

And one day
Our children will sing

When I lay me down to sleep
I will say my prayer
That God love me so deep

He will promise our souls to keep
Together

I'll say a prayer
I'll say our prayer

We Wanna

By Rebecca DePalma

Adapted from Brenda Russell, Allee Willis, Stephen Bray

[Amanda] (spoken)
You don't wanna get married?

[Becky]
I wanna be poet laureate
on podium tall
words inspiring nations
by my voice’s call

[Becky] (spoken)
What you want?

[Amanda]
I wanna be a zoologist
save animals lives
Be loved and live in comfort
where home’s positive.

[Becky]

I wanna see your animals

[Amanda]

I wanna hear your poems

[Both]
Not just on a long-distance call
Supporting each other standing tall
Together