Lesson Plan Template

Author's Name: Chelsea Ray and Johnny Merry
Lesson Title: Afrofuturism: Constructing a Better Future
Grade Level: 12
Essential Questions: How did the history of European exploitation of Africa through imperialism contribute to Afrofuturism? What is Afrofuturism? What purpose(s) does Afrofuturism serve?

Lesson Foundations

Content Standards	College, Career, & Civic Life C3 Framework for Social Studies State Standards: 2. Apply disciplinary concepts and tools to address compelling questions. 3. Gather and evaluate sources and use evidence to support claims. 4. Communicate conclusions and take informed actions.		
Learning Objective(s)	1. Students will be able to investigate Afrofuturism to explain its inception, evolution, and purpose. 2. Students will be able to evaluate the effectiveness of Afrofuturism in helping to heal and empower the African American community. 3. Students will be able to analyze and apply the tenets of Afrofuturism to a creative work of their own.	Assessment(s)	Lesson 1: Warm Up, Further Research Handout/Review, Wakanda Timeline & Map Handout/Review, Exit Ticket Lesson 2: Completed Homework, Warm Up, Jigsaw Handout, Exit Ticket Lesson 3: Warm Up Review, Small group discussions, Transition Activity review, Exit Ticket & Creative Product
Materials & Resources	• **Origins Article**: Searching for Wakanda: The African Roots of the Black Panther Story http://origins.osu.edu/connecting-history/searching-wakanda-african-roots-black-panther-story • **Primary and secondary sources/Support Articles**: See Sources Template • PowerPoint Slides • Chrome Books/Devices with internet access, Headphones • Notebook paper, post-it notes, notecards, etc. • Poster Paper/Large Post it notes, Markers, Other poster supplies • Available/requested supplies for creative products • Handouts:		

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	o Lesson 1 – Further Research Handout o Lesson 1 – Wakanda Timeline & Map Handout o Lesson 2 – George Clinton Homework o Lesson 2 – Podcast Jigsaw Handout o Lesson 3 – Discussion Questions o Lesson 3 – Creative Product Directions

Instructional Procedures/Steps

	Lesson Procedures - **Lesson 1** How did the history of European exploitation of Africa through imperialism contribute to the creation of the Black Panther comic book?

Opening
10 Minutes
	1. **Warm Up Questions**:
	   o Students will have read the *Origins* article "Searching for Wakanda: The African Roots of the Black Panther Story" for homework.
	     http://origins.osu.edu/connecting-history/searching-wakanda-african-roots-black-panther-story
	   o Project the warm up questions on the board and instruct students to write their responses to the following question on a separate sheet of paper: **What information that you read in the article about Black Panther did you already know? What new information did you learn? What new information did you find surprising?**
	   o You may choose to collect these as an assessment, discuss student responses, or both.
	2. **Introduce Learning Objectives & Essential Question**:
	   o Project the Learning Objectives & Essential Question slide on the board.
	   o Review with students the goals of the overall lesson, Lesson 1, and what they should be able to do/know by the end of class.
	Materials needed: PowerPoint Slides, Notebook paper, Origins Article (Doc. A)

Instruction
65 Minutes
	1. **Further Research Activity**:
	   o Students will have read the *Origins* article "Searching for Wakanda" for homework.
	     http://origins.osu.edu/connecting-history/searching-wakanda-african-roots-black-panther-story
	   o Distribute the handout titled "Lesson 1 - Further Research Handout" to each student. Review directions with students and explain that they will be researching the following people from the article they read: Jack Kirby, Stan Lee, Huey P. Newton, Bobby Seale, Ryan Coogler, and Ta-Nehisi Coates.
	   o Give students time to complete this handout individually or in small groups/pairs.

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o When complete, briefly review the question at the bottom of the handout: **How do you think the definition of Wakanda might change depending on who is defining it (comic book authors/artists and film directors)?**

Materials Needed: PowerPoint Slides, Lesson 1 - Further Research Handout, Chrome Books, Origins Article (Doc. A)

2. **Wakanda Timeline & Map Activity:**
   o Distribute the handout titled, "Lesson 1 - Wakanda Timeline & Map Handout" to each student.
   o Review the directions of both the timeline and map activity with students.
   o Instruct students to complete these activities in small groups.
   o After the activity is complete, review key events from the timeline activity and discuss the potential location of Wakanda using the map of Africa on the board.

Materials Needed: PowerPoint Slides, Lesson 1 - Wakanda Timeline & Map Handout, Origins Article (Doc. A)

3. **Intro to *Black Panther***
   o Explain to students that they will be introduced to an article, comics, and a film. Instruct students to complete their exit ticket on post-its, note cards, or paper as each of these components are shown.
     ▪ Exit Ticket Question: **How did the history of imperialism in Africa contribute to Kirby and Lee's creation of the fictional country of Wakanda? How has the representation of Wakanda changed since its creation in 1966? What do you think accounts for this change?**
   o Distribute the NY Times article "The Afrofuturism Behind 'Black Panther'" to each student. Read as a class or in small groups.
   o Project Black Panther Comic images: Stan Lee & Jack Kirby (1966), Christopher Priest (late 1990s), Ta-Nehisi Coates' (2016). Show scenes from the 2018 *Black Panther* film.
   o After each section is shown, stop and check for understanding to analyze the different/changing images.

Materials needed: PowerPoint Slides (Comic Images, *Black Panther* clips [Doc. G]), NY Times Article (Doc. B), Post it notes/note cards/paper for exit ticket

Closure 5 Minutes	1. **Exit Ticket:** o Instruct students to turn in their completed exit tickets as they leave the room for the day in exchange for the homework handout (Lesson 2 - George Clinton Homework). Use these exit tickets as an assessment of student understanding. 2. **Assign Homework:** o Instruct students to read "George Clinton, Sun Ra and the Sci-Fi Funk of Afrofuturism" for homework and answer the questions on the handout.

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	Materials needed: Lesson 2 - George Clinton Homework, George Clinton Article (Doc. C), PowerPoint Slides
Accommodations/ Enrichment	• Sources - printed copies and projected images • Supplemental Sources for Background/Extension/Modification • Extra Time if needed • Group Work - collaboration, peer support • Visual Supports • Handouts

	Lesson Procedures - **Lesson 2** What is Afrofuturism?

Opening
 10 Minutes
	1. **Warm Up Question**:
	     o Students will have read "George Clinton, Sun Ra and the Sci-Fi Funk of Afrofuturism" for homework and completed the handout with guiding questions. You may collect this as an assessment if you wish.
	     o Project the following question on the board and instruct students to write their response on a separate piece of paper: **Based on the article you read for homework, what is Afrofuturism?**
	 2. **Introduce Learning Objectives & Essential Question**:
	     o Project the Learning Objectives & Essential Question slide on the board.
	     o Review with students the goals of the overall lesson, Lesson 2, and what they should be able to do/know by the end of class.
	 Materials needed: PowerPoint Slides, Notebook paper, Completed Homework & Article (Doc. C)

Instruction
 60 Minutes
	1. **Podcast [Modified] Jigsaw:**
	     o Introduce the next activity by explaining the overview of the podcast: This American Life Episode 623 "We are in the Future".
	     o Distribute handout titled, "Lesson 2 - Podcast Jigsaw Handout".
	     o Play the <u>Prologue</u> for the whole class (9 mins) and instruct students to write down 3 key pieces of information they hear in the first box on their handout. Students can share these after the Prologue plays.
	     o To model the Jigsaw portion of the activity, play <u>Act 3</u>: The Black Sea for the whole class (6 mins.). Project the "Model: Act 3" questions from the handout on the board and instruct students to follow along as you take notes on the board during Act 3. Afterwards, discuss with the class the best way to communicate and summarize this information. You could create your own version of a poster to model for the students what is expected.

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	o **Part 1:** Next, assign students to their groups (3 groups) and explain <u>Part 1</u> of the Jigsaw activity - Project the slide to help explain: Each of the groups in Part 1 will listen to their designated portion of the podcast with headphones and create a poster to communicate their information to the class in Part 2. They will use their handout section under "Part 1" for guidance in creating the poster. ▪ Group 1: <u>Act 1</u> (~12 mins) ▪ Group 2: <u>Act 2</u> (~12 mins) ▪ Group 3: <u>Act 4</u> (~12 mins) o **Part 2:** After everyone has completed Part 1 and created a poster, each group will present to the class while the class completes their handout section under "Part 2". o At this point, the Jigsaw is complete and all 5 sections of the podcast (Prologue, Act 1, Act 2, Act 3, Act 4) should have been played. The handout should be complete and can be collected as an assessment. Materials needed: PowerPoint Slides, Lesson 2 - Podcast Jigsaw handout, "We are in the Future" podcast (Doc. D), poster paper & materials, Chrome Books, headphones, speakers
Closure 10 Minutes	1. **<u>Exit Ticket/Wrap Up:</u>** o Distribute the article "Janelle Monáe's body of work is a masterpiece of modern science fiction" and project the exit ticket questions on the board. o Instruct students to answer the questions on a piece of paper for an exit ticket and turn it in as they leave for the day. Materials needed: PowerPoint Slides, Paper for exit ticket, Janelle Monáe article (Doc. E)
Accommodations/ Enrichment	• Sources - printed copies • Supplemental Sources for Background/Extension/Modification • Extra Time if needed • Group Work - collaboration, peer support • Visual Supports • Handouts

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	Lesson Procedures - **Lesson 3** What purpose(s) does Afrofuturism serve?
Opening 10 Minutes	1. **Warm Up Question**: o Students have completed an exit ticket (Lesson 2) in response to the Janelle Monáe article. o Project the "Pair, Share" Warm Up directions on the board. Instruct students to first share their exit ticket response with a partner, or to complete the exit ticket if they were absent. o After each student has shared with a partner, ask students to share a "golden line" (compelling or great). o <u>Transition</u> the class into the new learning objectives by discussing the idea of **evaluating creative responses to or illustrations of Afrofuturism**, as they just did with the previous activity discussing Janelle Monáe's music. 2. **Introduce Learning Objectives & Essential Question**: o Project the Learning Objectives & Essential Question slide on the board. o Review with students the goals of the overall lesson, Lesson 3, and what they should be able to do/know by the end of class. Materials needed: PowerPoint Slides, Notebook paper, Completed Exit Tickets, Janelle Monáe Article (Doc. E)
Instruction 60 Minutes	1. **Small Group Discussions**: o Distribute the article titled, "How the Afrofuturism behind *Black Panther* and *Get Out* combines social justice and sci-fi" and a copy of "Lesson 3 - Discussion Questions" to each student. o Instruct students to read the article and discuss the questions with their small groups. o As students begin discussions, walk around to each group to assess their understanding of the article and their ideas concerning creative response and social justice. Materials needed: PowerPoint slides, Lesson 3 - Discussion Questions, Social Justice & Sci-Fi article (Doc. F) 2. **Transition Activity** o This activity ties Black Panther and Afrofuturism to social justice. Make these connections with the class throughout this activity. o Project the "Creative Product Warm Up" slide on the board and instruct students to use the text from the *Vox* article to answer the three questions on a separate piece of paper. o Once students have completed this short activity, review the responses in effort to synthesize material and transition to their creative product activity. Materials needed: PowerPoint slides ("Creative Product Warm Up" slide), paper for students

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	3. **Creative Product Activity**
	  o Directions: Tell students that this activity will give them the opportunity to respond to what they have learned. Discuss the ideas of historical empathy, social justice, activism, self-reflection and awareness, and creative response/reflection with your class as appropriate. Project directions on the board and distribute a copy of "Lesson 3 - Creative Product Directions" to each student. Review the instructions with them. You could brainstorm possible products if this is a new activity for your students.
	  o Give students available class time to begin brainstorming ideas for their product and to work on creating it if time allows. Possible products could be: music, poetry, film, comic, visual, dance, etc.
	Materials needed: PowerPoint slides, Lesson 3 - Creative Product Directions, Materials for creative products as available

Closure
10 Minutes
+ next class
	1. Exit Ticket:
	  o Project the exit ticket requirements on the board. Instruct students to respond on a post-it or notecard for an exit ticket and turn it in as they leave for the day. Use these for assessment and accountability.
	Materials needed: PowerPoint Slides, post it notes/note cards/etc.
	2. **Creative Product Share/Display:**
	  o In the following class, give students the opportunity to share their creative products as a synthesis activity. This could be done on a volunteer basis, or everyone could be required to present. A gallery walk would be an ideal presentation format for this activity.
	Materials needed: Complete creative products

Accommodations/ Enrichment	• Sources - printed copies • Supplemental Sources for Background/Extension/Modification • Extra Time if needed • Group Work - collaboration, peer support • Visual Supports • Handouts • Student choice - creative product

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