

Yale 2017 PIER Summer Institute: Africa and the World

Title of Lesson: Organic Writing for Female Writers

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School: University of Texas at El Paso

Subject Area(s): Feminist Studies

Grade Level(s): Master

Time Allotment: 6 hours

Lesson Description: *Include- why is this important for students to know?*

Students will read and analyze chapter one of *Americanah* and consider how blogging could play an important role in conveying personal views to explore women expression. It is important for students to know about African female writers (in this case, Chimamanda Ngozi Adichie) and how she constructed the characters in her novel. In chapter 1 author Chimamanda provide us with a good sense of what the novel is about.

Learning Context: *How does this lesson/unit fit within the context of the the larger unit or other units?*

The larger unit is Organic Writing, a tool to deconstruct oppression through creative writing to build the writer's identity. This lesson will provide the opportunity for students to know about African women as authors, builders of identity to become creators in fiction, students will engage in an active discussion to reflect upon their creative writing motives as women of the borderland of El Paso and Ciudad Juarez, how their experiences as women of color are different or is similar to African authors.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

Anticipated questions:

What is your personal definition of identity?

After reading the first paragraph:

What prediction can you make about chapter one and the novel?

What is the point of view?

What role does the female character will have in the novel?

Context questions

What is the importance of using the five senses (smell in this case) in the construction of reality?

What the following statements made you think about[?] ?

"They were conditioned to fill silence"

"Race is totally overhyped these day, black people need to get over themselves, it is about class now the haves and the have nots"

What is the importance of blogging for Ifamelu?

How is she constructing her perceptions of academic environment to be part of her new identity?

She could pretend to be someone else, someone specially admitted into a hallowed American club adorn with certainty?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

*In the Women's Study program there is a course Women in Fine Arts, the connection between this course and the lesson plan that I am proposing will help to enhance student knowledge in terms of gender and perception of reality and the opportunities women have in literary arts when building their own identity and expressing points of view via blog or during their education. The purpose of Women in Fine Arts course is to **examine the lives and work of women artists and to determine the social, political, and material conditions in a given time and place that made it more or less possible for women to be artists. Analyze the works of art in terms in genre, design, and subject matter, and study to what extent gender has an impact on creative opportunities, subject matter, style, as well as the self-identity of an artist. This lesson plan will work as a component to the course.***

Lesson Objectives/Learning Intentions:

Students will learn about African author Chimamanda Ngozi Adichie and her novel Americanah to incorporate the world of fiction driven in chapter one of the novel into their beginning literary compositions, students will predict what the entire novel is about by reading chapter 1, paying close attention to how the author uses blog as a tool of decoding her own reading of the world while in the university settings. Students will open a blog as a platform of expression to share their personal perspectives about identity, education, creative writing, discrimination and current events.

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Blog race braid hair African American reify abiding musty brine hallowed ablaze flimsy creaked swept bald	Personalized blog Derrida (basic references of philosopher) Deconstruction African women attires Racism American identity Senses to explain reality Empowerment Organic Writing Decolonizing literature Oppressed Oppressor Discrimination Point of view in a narrative Plot

flattered twine piety overhyped dreadlocked hector muttered dull ache tui sifting haggard prodded bewildered thrice slender besieged shrugged	
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Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question 1	Supporting Question 2	Supporting Question 3
<i>Mention another internet space that can be used to deploy identities while discovering our own writers identity</i>	<i>How deconstruct one's own oppression while writing can help us to trust ourselves, build our vocabulary, to be at the level of our imagination?</i>	<i>Organic writing is a tool to decode oppression and the beginning to open a dialogue about discrimination, what is your opinion about how the main character in the novel treats the topic.</i>
Formative Assessment	Formative Assessment	Formative Assessment
Surf the web to find possible spaces similar to blogs just to be familiar with them	Oral quiz on vocabulary Write their blog content	Students will write their dreams and incorporate in their a creative narrative
Materials/Resources	Materials/Resources	Materials/Resources
Computer with internet access	Hard copies of examples of blogs used by women of color to deconstruct oppression.	Book: Americanah by Chimamanda Copies of a quiz related to

	Autobiography narrative. Blank paper for students to handwrite vocabulary, a template of their blog and a piece of organic writing Pencils Colors to practice intuition and the five senses	chapter one comprehension And open ended questions. Student communication code of conduct handbook
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Summative Assessment/Performance Task:

<ol style="list-style-type: none"> 1. Students will take a quiz about chapter one of Americanah and open ended questions about vocabulary definitions. 2. Students will open a personal blog with three different entrances in different days <ul style="list-style-type: none"> -The first paragraph of their autobiography -A summary of chapter one of Americanah (one paragraph) -An organic-creative entrance about colors-senses (poem, narrative, ...)

Lesson Activities:

<p>60 minutes</p> <p>10 mins: Teacher will introduce the purpose of the lesson and provide vocabulary to be defined by students.</p> <p>20 mins: Teacher will provide examples of blog created by women of color in the United States</p> <p>20 mins: Teacher will lecture on identity according to bell hooks (African-American writer) and answer anticipated questions</p> <p>10 mins: Teacher will lead an open discussion</p> <p>Homework</p> <p>Students will read chapter 1 of Americanah by Chimamanda. And add vocabulary they did not understand from the chapter, write two paragraphs summary.</p> <p>60 minutes</p> <p>20 mins Teacher will read chapter 1 , first paragraph, review anticipated answers and vocabulary with them</p> <p>15 mins In groups of three members. Students will trace a specific plot for chapter one. A group will volunteer to write it on the board</p> <p>10 mins The class will review what is written on the board to make corrections</p> <p>15 mins Teacher will lecture about deconstruction according to Derrida</p> <p>60 minutes</p> <p>15 mins Teacher will call a student to lead the discussion to answer content questions and give special attention to the sense of smell that Ifamelu uses to describe places.</p> <p>10 mins Teacher will lecture about Organic Writing</p> <p>10 mins As group of two members, students will help each other to work their intuition and senses. Teacher will set ten different colors on student desk, students will close their eyes before they can see colors and guess which color is being held by his or her classmate. Each color they have guessed correct it will be take out to take a main role in one of their organic writing pieces.</p> <p>15 mins Using each sense and related words, students will write a personal short poem, five verses, of</p>
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the colors they set aside. For example: I see yellow as colors of his paints /smell my fear, ray of sun/ touched by Van Gogh, like my skin when I am sick ,/ I hear his Sunflower master piece/ Taste my freedom, yellow, taste it.

10 mins Teacher will call volunteers to read their poems

60 minutes

20 mins Students will take a quiz

20 mins Teacher will lecture about narrative techniques used in Americanah (point of view, time, space, themes)

20 mins Teacher will lead students in how to open a personal blog

Homework: Students will bring to class a personal, family or community pictures they may like to share in their blog. And write their dream or any ideas that came into their heads when they woke up. Two paragraphs.

60 minutes

15 mins Teacher will lecture about ethics when publishing in internet and inviting to discussion

15 mins Students will set up their own rules for their blog, following school code of conduct

10 mins Students will talk about the picture

10 mins Students will draw on a piece of paper the design of their blog and possible topics

10 students will review their own writing and find connections between their dreams or ideas, their pictures and Americanah first chapter to create their first paragraph of their autobiography.

Homework: Work, edit, review color-senses poems

60 minutes

10 mins Students will scan their picture and uploaded to their blogs

15 mins Students will edit and type their first entrance to their blog, rough draft

10 mins students will change seats to read other student paragraphs and make comments and corrections

10 mins Students will publish their first entrance -autobiography along with their picture.

10 mins Students will review their summary and upload their second entrance to their blogs

5 mins Students will publish their poems

Homework

Students need to reply to three of their classmates in the comment area of the blog.