

Spring Semester Advisory Lesson #2: Language as a Tool for Liberation or Oppression

Wednesday, 1.17.18



Today's Objective:

Students will examine the use of oppressive language and analyze its impact on school culture through a letter to their Advisor.

Do Now



Read aloud as a class - ARISE Code of Respect

We never use language that is disrespectful, oppressive, or harmful towards other members of our community.

Language is a powerful tool which can both liberate and oppress. As a school community, we value the power of words and through our language we treat each other with respect and dignity, even when we disagree.

Think, Write, Pair-share:

How is language a tool for liberation? How is it a tool for oppression? Give specific examples from your life of times when language has been used to liberate and oppress those around you.

Read Aloud:

“We Don’t Use that Language Anymore”

Reading Response Questions:

1. According to Wessler, most acts of school violence begin with what?
2. How does Wessler’s program work to address the pattern of name calling and oppressive language?
3. What does Wessler say about the role of the bystander in instances of verbal harassment?
4. What did the case at Appleton Village School demonstrate?

4 Corners Debates

Prompts:

1. Students at ARISE use a lot of oppressive language, including name calling
2. Name calling and the use of oppressive language is usually just done in a joking way and so isn't that harmful
3. Students have the power and agency to minimize and even eliminate the use of oppressive language if they wanted to



Letter to my Advisor

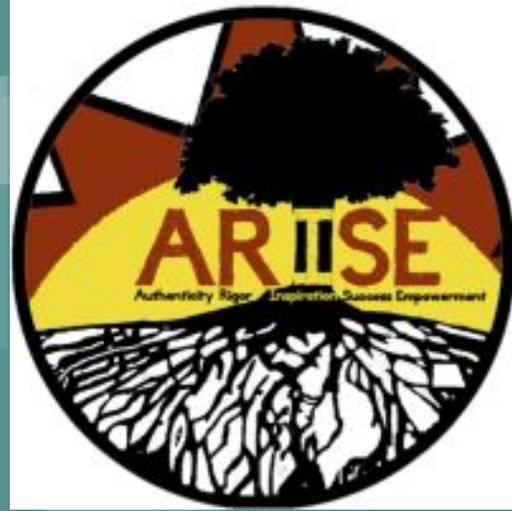
Is the use of oppressive language a significant problem at ARISE? Explain and give specific examples and details to support your perspective.

What are the most frequent words and phrases used by students at ARISE that could be perceived as oppressive? Why do you think students use these terms so frequently?

What do you think students could do to build a more positive and respectful culture in terms of the language used at ARISE?

Spring Semester Advisory Lesson #3: Language as a Tool for Liberation or Oppression: Nobody is Illegal

Wednesday, 1.24.18



Today's Objective:

Students will examine the use of oppressive language and analyze its impact on school culture through a letter to their Advisor.

Do Now



Reflective Writing

Create a list of words used to describe immigrants in the US. After listing as many terms as you can, review the list. Are most of the terms considered positive or negative? Why do you think this is?

Read Aloud:

“What Part of Illegal Don’t You Understand”

Persuasive Paragraph Prompt:

Do you agree with the author that terminology is important and that *undocumented immigrant* or *unauthorized immigrant* are better terms than *illegal* or *alien* or disagree that terminology is important and argue that the language we use is not very impactful. Support your claim with at least two pieces of evidence from the article.



Key Terms in the Immigration Debate

Does language matter?

Connotation vs. Denotation

Examples

Denotation

- Where a person lives at any given time.

Connotation

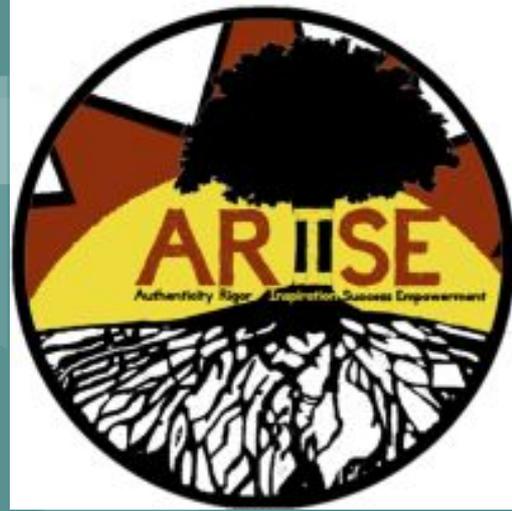
- **Home:** cozy, loving, comfortable
- **House:** the actual building or structure
- **Residence:** cold, no feeling
- **Dwelling:** primitive or basic surroundings

For your team's assigned vocabulary term:

1. Read the denotation (definition)
2. Describe how you have heard it used before
3. Write down the connotations you associate with the word

Spring Semester Advisory Lesson #4: Language as a Tool for Liberation or Oppression: Nobody is Illegal

Wednesday, 1.31.18



Today's Objective:

Students will examine the use of oppressive language used to describe immigrants in the US and design posters as a way to challenge the use of this language

Do Now



Read the poem “Heart of Hunger” and use these annotation guidelines to analyze the poem:

1. Underline or highlight the main words/terms used to describe immigrants in the poem
2. Circle at least 3 examples of imagery used to “paint a picture” of the experiences of immigrants to the US
3. Make at least 3 connections (text to self, text to text, text to world) and explain these connections in the margins

Reading response - respond to the following prompt on the back of your handout:

What is the story told about immigrants in Espada’s poem? What specific language does he use to describe this story? How is this story different than the one told in the mainstream media about immigrants to the US?

Responding to Oppressive Language

Watch the Not in Our Town Video

<https://www.niot.org/niot-video/no-human-being-was-born-illegal-nios>

Why did the students at Animo Jackie Robinson start the “don’t drop the i-bomb” campaign? According to the students, why is it important to spread awareness around the use of this oppressive language?

What do the crosses they hung from the tree represent?
Why is this an important aspect of the campaign?



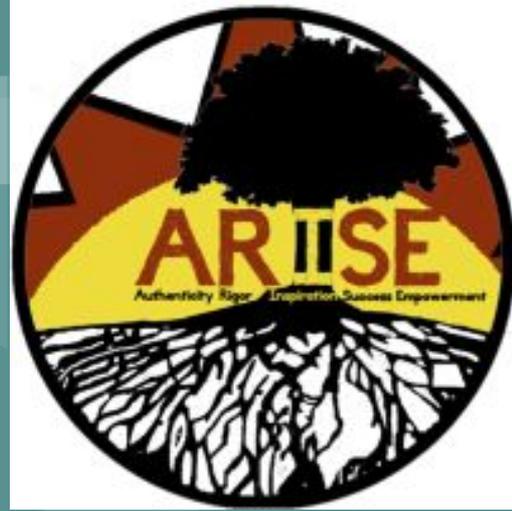
How should we respond?

Think about what we have learned in the last two Advisory lesson about the role of language in the oppression of immigrants to the US. Working in groups of 3 or 4, create a poster (think about the “don’t drop the i-bomb” campaign from the video) that sends a message about the use of the term “illegal” and other oppressive language used to describe immigrants.

Spring Semester Advisory Lesson #5:

Language as a Tool for Liberation or Oppression: The N-word

Wednesday, 2.7.18



Today's Objective:

Students will examine the use of oppressive language, specifically the use of the N-word, and analyze the complexities of its use through a found word poem

Do Now



Reflective Writing - What do you think of the use of the n-word in our society; in your community; at our school? Why is this such a powerful word? Do you think it is ever okay to use it? Describe a time or times you have heard it used? What was the impact?

Watch the clip [The N Word's Dark History](#) produced by CNN

- As you are watching, ask students to jot down what the video makes you **THINK** and how it makes you **FEEL**

Pair Share

**How did the short video
“The N Word’s Dark
History” make you feel?
What did it make you think
about?**



What's In a Name

The essay “What’s in a Name” was written by a high school students.

- As you are reading circle the most powerful, harmful, or meaningful words from the essay. You will use these words to write a short poem in response to the essay.



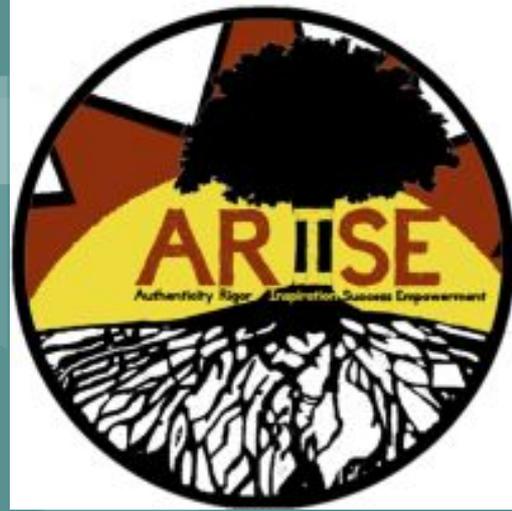
Found Word Poem

Use the words and phrases you circled to write a brief found word poem in response to Coleman's questions or, more simply, in response to the following prompt:

- Can it ever be empowering to use oppressive terms like the n word? Should people be allowed to use such terms?

Spring Semester Advisory Lesson #6: Language as a Tool for Liberation or Oppression: The N-word

Wednesday, 2.28.18



Today's Objective:

Students will examine the use of oppressive language, specifically the use of the N-word, and analyze the complexities of its use through a persuasive paragraph

Do Now



Watch the [short interview with Tupac](#) where he explains his perspective on the difference between the terms “nigga” and “nigger”

- Reflective writing - Do you agree or disagree with Tupac about there being a difference between the term “nigga” vs. the term “nigger”. Explain your reasoning.

Two Perspectives:

Count off into two different groups - an A group and a B group. Group A will read [Straight Talk About the N-Word](#) and group B will read [In Defense of a Loaded Word](#).

After reading, you will teach the other group about your article.

Take turns teaching each other about the article you read by using one of the following sentence starters or something similar to them:

- One key piece of information I got from the article _____ is...
- One of the central ideas in _____'s article is...
- The main point the author of _____ article is trying to make is....



Assessment

Write a persuasive paragraph that takes a stance and defend ONE of the following statements. You must use at least two pieces of evidence from the articles to support your response:

- It is acceptable for anyone to use the n-word as long as it is not done in a way that is intentionally racist.
- It is acceptable for people of color in general to use the n-word as long as it is not done in a way that is intentionally racist.
- It is okay only for African Americans to use the n-word.
- It is never okay for the n-word to be used regardless of the situation or who is using it.