

Name: _____

Date: _____

brown girl dreaming (3-7) "second daughter's second day on earth"

Lesson Objective: Describe the historical context of Woodson's birth and its impact on her thinking.

Do Now 5 mins silent solo
4-5 review

Directions: Reread these lines from "february 12, 1963":

I am born on a Tuesday at University Hospital
Columbus, Ohio,
USA—
a country caught

between Black and White.

I am born not long from the time
or far from the place
where
my great-great-grandparents
worked the deep rich land
unfree

Cold call

1. Who is the speaker of the poem? Jacqueline Woodson

2. What do you think it might mean for the USA to be "a country caught / between Black and White"?

Share out

tension/struggle between Black + white people
(symbolic →) struggle between mindsets/perspectives of
Black and white people

let's push ourselves a bit deeper - this is definitely a reference to Black and White people - but what else might the people symbolize - what might make them different besides what they look like

3. Challenge: Why do you think Woodson leaves extra spaces before and after the line, "between Black and White"?

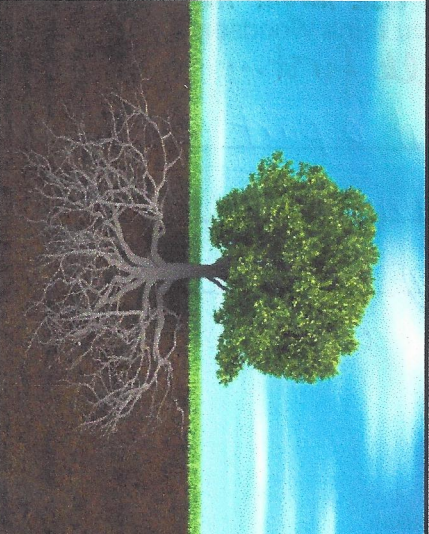
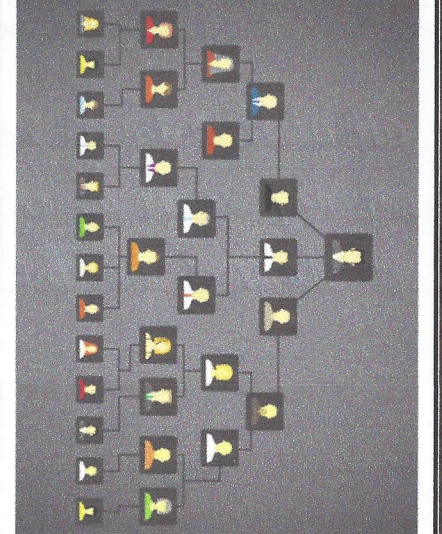
If time - Turn + Talk first...

Setting it a part captures our attention → directs our focus on
the line so we dig into meaning / see it as important to JW
(deeper →) the line is "caught" bc stanzas like the country is
caught

Share out

Vocabulary: Permeate, Legacy

3-4 mins

Word	Definition	Related Parts of Speech	Situations	Image
<p>permeate verb</p>	<p>to spread through something</p>	<p>permeable adjective</p>	<ul style="list-style-type: none"> • During the parade, the sounds of the band's music permeate the city streets. <i>What might it tell us about this scene if the music permeates the streets? What might this scene look or sound like?</i> 	
<p>legacy noun</p>	<p>something given or handed down from one generation to the next</p>	<p>legacy adjective</p>	<ul style="list-style-type: none"> • She was determined to carry on her father's legacy of generosity and kindness. <i>What else might be handed down in a family, literally? Figuratively?</i> 	

Vocabulary Active Practice

6-7 mins

Use a form of the vocabulary word as you respond to each question.

1. Imagine a trip to a carnival. Describe the smells, sounds, and feelings of your trip using forms of the word permeate.

popcorn
cotton candy

laughter
music
ppi screaming on rides

enjoyment

2. What might the president of a country do to help establish a positive legacy? *- What presidents have left legacies? What legacies have they left?*
- Support bills/laws that impact people (housing, wages)
environmental concerns - preserve natural spaces

3. When might you want clothing made from permeable material? When might you need something impermeable?

↳ cooler in hot weather / for working out + sports
↳ warmth in winter
protection from rain. wetsuit for watersports

4. What do you think supporters of emancipation wanted their legacy to be? *Cold call for def. of emancipation first.*

hoped they would be remembered over the years for working for
more just systems / putting humanitarian concerns first over power/
money

5. What might you see in someone's home that would evoke the legacy of their ancestors? *Cold call for def. of evoke first.*

family pictures would evoke a legacy of memories
awards / medals would evoke legacy of accomplishments
belongings (grandmother's pie plate / grandfather's chair)
could evoke memories of their hobbies / pastimes

Cycle 1 *15 min*

1. *1 min* **Turn and Talk:** Recall that Jaqueline Woodson was born in 1963. What do you already know about this era in American history? Can you think of any notable people or events from the 1960s? *Kennedy/Johnson Vietnam war MLK Malcolm X*

Annotation Task: On p. 1, Woodson describes the United States as “a country caught / between Black and White” (p. 1). As we read, annotate any words and phrases that help you understand what she means in this line.

7-8 mins FASE + comp. questions—

The Civil Rights Movement

Stu 1 The 13th Amendment to the Constitution officially ^{*ended*} abolished slavery in 1865. However, even though enslaved people were emancipated, ^{*- cold call for def.*} racism and discrimination against Black people persisted. According to the Anti-Defamation League, the effects of racism were devastating: ^{*highly damaging/destructive*}

Nearly one hundred years after slavery was abolished, there was widespread segregation, discrimination, disenfranchisement and racially motivated violence that permeated all personal and structural aspects of life for Black people. *Ask: Define "permeate." What does the word permeate convey about life for Black people at this time?*

Stu 2 In order to maintain a separation between Black and white people and prevent Black Americans gaining power, white leaders established “Jim Crow” laws in the South beginning in the late 19th century. These laws ^{*prohibited*} forbade Black people from using the same schools, bathrooms, theaters, train cars, and other public spaces that white people used. While Jim Crow laws were not passed in northern states, Black people in the North continued to face discrimination and prejudice. *Remember our reading about the Mason Dixon line. How was life diff. between N. and S. ? How was it similar?*

Stu 3 During the mid-20th century, many Black people and their white supporters began an unprecedented struggle for social justice that became known as the civil rights movement. Throughout the 1950s and 1960s, activists fought for Black Americans to gain equal rights under the law.

Stu 4 The civil rights movement included acts of resistance both big and small, from marches of hundreds of thousands of people to a single woman who refused to change her seat on the bus. Activists frequently faced threats and acts of violence against them. The Equal Justice Initiative explains, “Courageous activists were subjected to threats, mass arrests, beatings, church bombings, and murder. The criminal justice system [...] often [refused] to protect activists or prosecute ^{*pol who commit a crime*} perpetrators.” However, as the movement gained strength, a series of new laws were passed that ^{*tried*} sought to make the country more equal. In 1964, Congress passed the Civil Rights Act which outlawed racial discrimination in schools and public facilities.

Stu 5 The civil rights movement was successful in creating some ^{*essential, important*} fundamental and lasting change. The impact of this change can still be seen and felt today, but many civil rights issues remain problematic in our society and the work started by leaders of the movement continues to be necessary to make our country more fair and just.

Stu 6 *What did activists of the civil rights movement hope to accomplish? What was their impact or legacy?*

teacher **disenfranchisement:** being denied the right to vote
unprecedented: never before seen
prosecute: take legal action against

2. Reread this line from p. 1:

- 1-2 mins Cold Call 1-2 answers (2 mins)*
- a. **Turn and Talk:** What might Woodson be referring to when she says the South was “exploding” in 1963?
I am born as the South explodes
acts of resistance against segregation/discrimination
acts of retaliation against the resistance
"arrests, beatings, church bombings, murder"

1.5 mins
Silent Solo

b. Recall these lines from p. 2:

[...] the people
who look like me
keep fighting
and marching
and getting killed
so that today-
February 12, 1963
and every day from this moment on,
brown children like me can grow up
free. Can grow up
learning and voting and walking and riding
wherever we want.

3 min discussion

Who is Woodson referring to in this stanza? What does she see as their legacy?

<p>↳ Black Civil Rights activists</p> <p>↓</p> <p>"who look like me"</p> <p>↓</p> <p>"fighting/and marching/and getting killed"</p>	<p>Notes</p> <p>↳ freedom / rights / better world for children / future generation</p> <p>struggle / sacrifice for justice</p>
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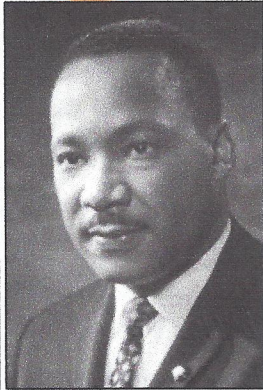
Pages 3-5 *20 mins*

Annotation Task: In the poem we will read today, Woodson references many prominent people who were important in advancing the fight for equal rights. As we read this text about the leaders referenced in her poem:

- Underline 1-2 pieces of information you already know
- Draw a star next to 2-3 pieces of information that are new to you and seem important

8 mins FASE + comp. Qs

Some Important People of the Civil Rights Movement

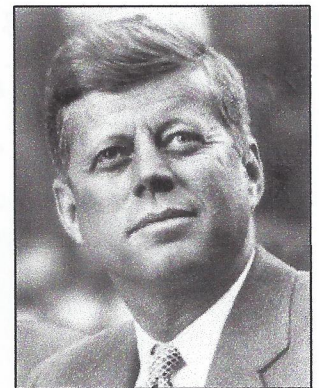


Martin Luther King, Jr.

A Christian minister who became the most visible leader of the movement, Dr. King believed in nonviolent protest to advance civil rights. He helped organize the 1963 March on Washington, where he delivered his famous "I Have a Dream" speech. He was assassinated in April 1968.

*COLD CALL: What's one detail you knew?
" " " that is new or seems important?*

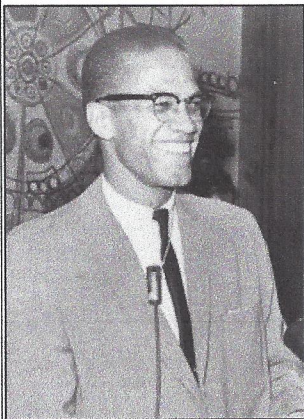
*Stu 1
Stu 2*



John F. Kennedy

The 35th president of the United States, Kennedy gave verbal support to the civil rights movement and believed in advancing racial equality. He was assassinated in November 1963.

Stu 3



Malcolm X

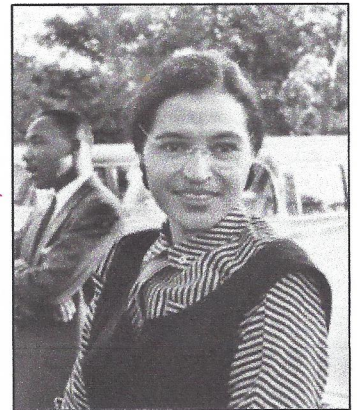
Malcolm X was an American Muslim minister who advocated for equal rights "by any means necessary." Dr. King and Malcolm X agreed on the necessity to secure civil rights for Black Americans but disagreed about the best way to achieve those rights. He was assassinated in February 1965.

*CC: What's one detail you knew about either of these leaders?
" " " that is new to you?*

** Connect 3 assassinations to "explodes"*

*Stu
Stu*

Rosa Parks



Once called "the mother of the freedom movement," Rosa Parks is best known for refusing to give up her seat on a bus in Montgomery, Alabama, to a white passenger. Her act of civil disobedience inspired the Black community to protest segregated public transportation by boycotting the buses of Montgomery for over a year.

boycotting: protesting something by refusing to use or buy it

T+T- Share a known or new detail.

*Stu 6
Stu 7*



The Freedom Singers

The Freedom Singers were a quartet of college student singers who traveled the country singing in support of the civil rights movement. They performed at the 1963 March on Washington, and Dr. King called music "the soul of the movement." The song referenced in Woodson's poem, "We Shall Overcome," is one of the movement's most famous.

-group of 4

4ea

James Baldwin

A novelist, playwright, and activist, Baldwin is considered among the most influential Black writers of the 20th century. He interviewed and wrote articles about the leaders of the civil rights movement that appeared in publications around the world, and he appeared on the cover of Time magazine in 1963 as one of the leading voices of the movement.



stu 8
stu 9

Ruby Bridges

When she was six years old in 1960, Ruby Bridges became the first black child to desegregate an all-white elementary school in Louisiana. There was so much protest and anger from the white community about her attendance that she and her mother had to be escorted to and from school by federal marshals.



desegregate: end the separation between groups

Share Out: What known or new detail did you annotate on these groups/people?

4 min

Annotation Task: As we read the poem "second daughter's second day on earth," annotate any references to the leaders we just read about. *see text*

3. *1-2 min* Turn and Talk: Share 1-2 of your annotations with a partner. What do you notice about these references? Why might Woodson include them? *→ all undertaking different actions*
→ showing resistance happen for justice/civil rights
→ inspiration/connection ("fists") *appearing all over country*

4. a. What seems to be the difference between the italicized and non-italicized language on p. 3?

key

Silent Solo (1-2 min)

Notes

Woodson's voice/birthday in Ohio

In this poem, JW describes herself as "Negro" and "Colored." In the 1960's, those terms were used both by Black and white people to describe Black people. However, although these terms were used in 1960's - and Woodson is trying to help us understand those times - they are often considered offensive today. So we can read the terms in the poem, but we will use the terms "Black" or "African American" when we talk or write about the poems in the unit.

→ history/other ppl + events

b. Why do you think Woodson alternates between the italicized and non-italicized stanzas?

This is the historical context of JW's birth. She alternates between her actual experiences on the day of her birth and other people/events/their experience to show that we are connected to/shaped by the history happening around us.

Supporting Qs:

What places does she mention in the non-italicized stanzas? In the italicized stanzas, who does she describe in the italicized stanzas? How is this different in the non-italicized stanzas?

Why might she include the non-italicized stanzas in a poem about her birth? What does she want us to understand about her birth?

Cycle 3

Annotation Task: Reread the poem "second daughter's second day on earth" on your own. Annotate any lines or phrases that you understand in a new way after reading and analyzing in class.

5. Reread these lines from p. 4:

I do not know who I'll be
what I'll say
how I'll say it...

a. What is Woodson saying in these lines? Try writing your response from her perspective.

I don't know what the future holds for me- what I'll become, what I'll believe.

b. Why might Woodson juxtapose these lines with references to famous leaders of the civil rights movement? Challenge: Try to include a form of the word legacy in your response.

JW includes references to civil rights leader's legacies to show that everyone has the opportunity to leave a legacy of their own. Though JW does not yet know what her own legacy will be, she is likely inspired by the work/beliefs of these leaders.

6. Compare these lines from p. 5:

<p>My fingers curl into fists, automatically This is the way, my mother said, of every baby's hand.</p>	<p>I do not know if these hands will become Malcolm's—raised and fisted -any means necessary or Martin's—open and asking -non-violent protest or James's—curled around a pen -writer</p>
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a. Turn and Talk: Why do you think Woodson lists the various actions of the hands in the lines on the right? Consider what you know about each civil rights leader.

Review: 3 min Share Out

Malcolm	Martin	James
<p>active resistance What does getting equal rights "by any means necessary" mean? How might a raised fist signify this?</p>	<p>peaceful/preacher What was MLK's career/profession? Why might his hands be open? How might this connect to non-violent protest?</p>	<p>writer/author</p>

If time - got answers then Cold Call review (3 min) Teach Like a CHAMPION

b. Woodson's hands and Malcolm's hands are both in fists. What's the difference between them? Why is this significant?

JW = baby - all babies' hands are fist'd. Malcolm X = resistance/defiance
Diff = Malcolm chooses his response; JW's involuntary (right now)
Sig = JW has her life ahead of her to make her decisions

7. Reread these lines from the end of the poem on p. 5:

I do not know if these hands will be
Rosa's
or Ruby's
gently gloved
and fiercely folded calmly in a lap,
on a desk,
around a book,
ready
to change the world...

2 min
Select Solo to jot answers

a. The punctuation mark at the end of the final line is an ellipsis, which in this case indicates an unfinished thought. Why do you think Woodson ends this poem with an ellipsis? How might this connect to the title of the poem?

JW's legacy is still to be determined; her life is just beginning + her choices are not yet made.

3 min
Share Out
Second day on earth = the beginning, the start, more to come

Supporting Qs:

What does an ellipsis mean? How is it dif. from a period?

Why does JW want us to view this stanza as unfinished - what is unfinished in this poem? What is she wondering about?

Notes

3 mins

b. **Revise:** Using insights from our discussion, revise your thoughts into one clear sentence, beginning with, "The ellipsis symbolizes..." **Challenge:** Include the word **legacy** in your response.

The ellipsis symbolizes the unknown future and the time JW has to determine what her legacy might be.

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- future legacy as she grows and prepares to change the world in her own way.

Double challenge: Your peers had lots of insights during discussion. Try to include 2 things the ellipsis can symbolize!

Name: _____

Date _____

Exit Ticket *5-6 Silent Solo*

1. In one sentence, describe the purpose of the civil rights movement.

The purpose of the civil rights movement was to stop racial discrimination and injustice in America and to gain rights and opportunities for Black people.

2. Write a question that Woodson seems to be asking throughout the poem, "second daughter's second day on earth." Include a form of the word **legacy** in your question.

What will my legacy be? How might my legacy be as impactful as the legacies of civil rights leaders?

If time permits, challenge students to write 2 different Qs

If time - C.C. to share a few Qs.

Name: _____

Date: _____

Homework

Directions: Read *brown girl dreaming* pp. 6-7 ("a girl named jack").

1. What does Woodson's father want? Why?

W's father wants to name her "Jack" so she will grow up strong and capture people's attention.

2. How does her mother react? Why?

W's mother says "no," because people will think her parents were "crazy" to name her that.

3. What compromise do Woodson's parents come to? Are both of her parents satisfied?

The compromise is to name her "Jacqueline." Her mother is satisfied (because it is her choice) but her father is still mad.