

*“Write Yourself into Existence!”*

**-Dr. Precious Symonette**

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**Dear Freedom Writer Curriculum Packet for The  
Education Fund  
By Dr. Precious Symonette**

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## Reciting of Class Pledge

I am not everyone, but I am someone.  
I cannot write everything, but I can write something!  
What I can write, by the grace of the universe,  
I will freely write as a means to become the best  
Person that I can be for me, my household,  
my community and the world.  
I have something to say because I am somebody.  
I am freely writing myself into existence.  
I am a Viking Freedom Writer



**“No one has the right to take your pen away from you!”  
-Dr. Precious Symonette**

For the past 10 years, I have been teaching in Miami Gardens, Florida at Miami Norland Senior High School. Fortunately, I had been successful with getting my students to improve their writing skills and to express themselves about a variety of topics. Nevertheless, I noticed that most of my students didn't really want to volunteer, or they failed to see the importance of community activism. Thus, I wanted to help my students to change their perspective, to learn more about the historical significance of their respective communities, and to have an active role of helping to improve the state of their neighborhoods. More importantly, I wanted them to consciously work to change the status quo. Two projects that I previously executed, a Teacher Mini Grant, “Viking Freedom Writers iWrite Movement” and a Disseminator Grant, “Slamming My Story” were proven to be successful. I then decided to create the project, “Writing About Miami” to inspire and motivate my students to be more civically aware and active within their communities.



Many of my students felt as if earning community service hours was a burden. Due to this mindset, many of my students only wanted to get their community service hours at school; they didn't have any interest of going outside of the school campus. I wanted to my students to learn about the historical importance of Miami, to write about their acquired knowledge and perspectives in a variety of formats, and to create service learning projects that would help them to earn their community service hours and to be more civically involved.

Initially, the Writing About Miami (WAM) project was a part of a Teacher Mini Grant I wrote, "Viking Freedom Writers iWrite Movement" that involved 150 students at Miami Norland Senior High School. I came up with this project when my students informed me that they didn't know a lot about the history of Miami. I know the importance of learning about history. For this reason, I wanted to locate and create opportunities where my students would be able to learn, write, and create service learning projects related to these respective historical sites, within their respective communities.

This project has benefited my students in so many ways and has encouraged them to be more civically engaged within their respective communities. Although my students are coping with several social issues, while residing in low socioeconomic communities, the **WAM** Project helped my students to understand that learning and volunteering in their communities can help to improve the quality of their lives. This project helped me to help my students to improve their academics and increase their community involvement.



In 2022, 97% of my students received a passing grade on the International Cambridge AICE: General Paper Exam. By the end of the academic year, my students excel on their respective annual assessments, and are writing and advocating about issues that directly relates to them to help to make the world a better place. Students learn the importance of experiential learning and how to evolve into culturally responsive and respectful citizens.

Students received in-class presentations about historical sites located in Miami. After the in-class presentations, they are required to conduct research pertaining to the respective historical sites. Students were then given an opportunity of visiting the historical site and writing about what they learned, their experience, and how they may feel. Afterward, students were placed in groups and created and participated in a Service-Learning Project.

Once students have brainstormed, planned, and assigned roles, they began reaching out to organize their Service Learning Project. The students are communicating, critically thinking, caring about each other, collaborating, and using creativity. More importantly, they are creating a sense of community among themselves and functioning as role models for their peers around the school campus because they are demonstrating how leaders conduct themselves in the world at large.

The “Writing About Miami” project is needed because students need to learn transferable skills related to public speaking, writing, and networking skills that will help them in all areas of their lives. Additionally, it is imperative that students learn, practice,



and promote tolerance, acceptance, and unity as a means for the world to become a better place. Overall, this project helped students to become conscious about their respective communities and civically involved.



## **Project Description Goals/Objectives:**

- Demonstrate critical reading and writing skills
- Analyze primary and secondary texts both orally and in writing
- Use writing as a tool for inquiry into personal, social, historical, cultural and other themes and topics within the humanities.
- Complete an intensive writing course of assignments demonstrating college level skills.
- Close reading of texts from several critical approaches, including formalist, biographical, cultural, historical, gender, and others.
- Develop refined research strategies, adaptation of thesis statements, and shaped written responses considering chosen critical approaches (lenses), application in a wider global context to student writing.
- Examine text from the standpoint of a given genre's elements and conventions as they represent a broader human strategy for finding meaning and pursuing universal goals.
- Students will be a demonstration of positivity and productivity of public education.
- Students will educate their peers and other stakeholders about societal issues.
- Students will be educated and empowered to create positive change in their community and surrounding areas.
- Students will communicate and network with parents and the community to create solutions to societal issues.



## **B.E.S.T. STANDARDS:**

### **Reading:**

#### **R.1.1 Literary Elements**

**ELA.12.R.1.1** Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.

**ELA.11.R.1.1** Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.

**ELA.10.R.1.1** Analyze how key elements enhance or add layers of meaning and/or style in a literary text.

**ELA.9.R.1.1** Explain how key elements enhance or add layers of meaning and/or style in a literary text.

#### **R.1.2 Theme**

**ELA.12.R.1.2** Analyze two or more themes and evaluate their development throughout a literary text.

**ELA.11.R.1.2** Track and analyze universal themes in literary texts from different times and places.

**ELA.10.R.1.2** Analyze and compare universal themes and their development throughout a literary text.

**ELA.9.R.1.2** Analyze universal themes and their development throughout a literary text

#### **R.1.3 Perspective and Point of View**

**ELA.12.R.1.3** Evaluate the development of character perspective, including conflicting perspectives.

**ELA.11.R.1.3** Analyze the author's choices in using juxtaposition to define character perspective.

**ELA.10.R.1.3** Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.



**ELA.9.R.1.3** Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

### **R.2.1 Structure**

**ELA.12.R.2.1** Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

**ELA.11.R.2.1** Evaluate the structure(s) and features in texts.

**ELA.10.R.2.1** Analyze the impact of multiple text structures and the use of features in text(s).

**ELA.9.R.2.1** Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.

### **R.3.3 Comparative Reading**

**ELA.12.R.3.3** Analyze the influence of classic literature on contemporary world texts.

**ELA.11.R.3.3** Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**ELA.10.R.3.3** Analyze how mythical, classical, or religious texts have been adapted.

**ELA.9.R.3.3** Compare and contrast the ways in which authors have adapted mythical, classical, or religious texts.

### **R.3.4 Understanding Rhetoric**

**ELA.12.R.3.4** Evaluate rhetorical choices across multiple texts.

**ELA.11.R.3.4** Evaluate an author's use of rhetoric in text.

**ELA.10.R.3.4** Analyze an author's use of rhetoric in a text.

**ELA.9.R.3.4** Explain an author's use of rhetoric in a text.



## **Communication Standards Communicating through Writing**

### **C.1.2 Narrative Writing**

**ELA.12.C.1.2** Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

**ELA.11.C.1.2** Write complex narratives using appropriate techniques to establish multiple perspectives.

**ELA.10.C.1.2** Write narratives using an appropriate pace to create tension, mood, and/or tone.

**ELA.9.C.1.2** Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

### **C.1.4 Expository Writing**

**ELA.12.C.1.4** Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.

**ELA.11.C.1.4** Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.

**ELA.10.C.1.4** Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

**ELA.9.C.1.4** Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.

### **C.1.5 Improving Writing**

**ELA.12.C.1.5** Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.

**ELA.11.C.1.5** Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.



**ELA.10.C.1.5** Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

**ELA.9.C.1.5** Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.

## **Communicating Orally**

### **C.2.1 Oral Presentation**

**ELA.12.C.2.1** Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

**ELA.11.C.2.1** Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

**ELA.10.C.2.1** Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

**ELA.9.C.2.1** Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

## **Creating and Collaborating**

### **C.5.1 Multimedia**

**ELA.12.C.5.1** Design and evaluate digital presentations for effectiveness.

**ELA.11.C.5.1** Create digital presentations to improve the experience of the audience.

**ELA.10.C.5.1** Create digital presentations to improve understanding of findings, reasoning, and evidence.

**ELA.9.C.5.1** Create digital presentations with coherent ideas and a clear perspective.

### **C.5.2 Technology in Communication**

**ELA.12.C.5.2** Create, publish, and share multimedia texts through a variety of digital formats.



**ELA.11.C.5.2** Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.

**ELA.10.C.5.2** Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

**ELA.9.C.5.2** Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

**\*Students will also initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions set clear goals and deadlines, and establish individual roles as needed.
- Propel reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.



## **PART ONE: Letter Writing**

**WRITING LESSON FOCUS** – This lesson will focus on introducing letter writing. Students will learn the components of a letter and compose a letter.

### **STANDARDS:**

ELA.9. C.1 - Standard 1: Communicating through writing.

ELA.9. R.1.1 Explain how key elements enhance or add layers of meaning and/or style in a literary text.

ELA.9. R.1.2 Analyze universal themes and their development throughout a literary text.

ELA.9. R.1.3 Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

ELA.9. R.1.4 Analyze the characters, structures, and themes of epic poetry.

### **OBJECTIVE:**

- Learn about vulnerability
- Learn the components of a letter
- Learn how to compose a letter
- Practice using letter writing as a form of freedom of expression

### **MATERIALS:**

- Whiteboard or chalkboard
- Dry erase markers or chalk
- Notebook paper
- Pens or pencils
- Red, blue, green, yellow, purple, and pink markers
- Tablet, computer, or projector to access lesson

## **Learning Objectives:**

Upon completion of this lesson, students will be able to:

- identify the elements of a letter
- apply the elements to compose a personal letter



## Key Vocabulary

- Heading
- Greeting
- Body
- Closing
- Signature
- Postscript

## Agenda

1. Students will read a letter (exemplar text) as a class
2. Teacher will identify the components of the letter
3. In pairs, students will read the text: How to Write a Friendly Letter: Format, Parts, and Example in its entirety.
4. As the students are reading the lesson, write the following words on the board:
  - HEADING - Red
  - GREETING - Blue
  - BODY - Green
  - CLOSING - Yellow
  - SIGNATURE - Purple
  - POSTSCRIPT – Pink
5. Students will use notebook paper and pens/pencils to pen a letter to a friend explaining what they did over summer break.
6. Have the pairs exchange the letters that they wrote to their friend about summer break.
7. Students will then identify the parts of a letter in their partner's letter by underlining the elements according to the color designations written on the board.
8. Once the pairs have finished identifying the parts of a letter with the appropriate colors, have students rework their letters to include any elements that were missing.
9. When all students have completed their revised letters, students will share out

## Extension Activities:

- Students will write an e- letter to themselves using: <https://www.futureme.org/>
- Students will write a letter to a celebrity or politician.



## **PART TWO: The Epistolary Novel**

**WRITING LESSON FOCUS** – This lesson will focus on introducing the epistolary novel. Students will learn the meaning, explore the definitions, and review some examples of epistolary novels.

### **STANDARDS:**

ELA.9. C.1 - Standard 1: Communicating through writing.

ELA.9. R.1.1 Explain how key elements enhance or add layers of meaning and/or style in a literary text.

ELA.9. R.1.2 Analyze universal themes and their development throughout a literary text.

ELA.9. R.1.3 Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

ELA.9. R.1.4 Analyze the characters, structures, and themes of epic poetry.

### **OBJECTIVE:**

- Learn about the Epistolary Novel
- Review examples of Epistolary Novels

### **MATERIALS:**

- Internet access
- One Pager Document
- Markers
- Pen/pencils
- Excerpts from Epistolary Novels

### **ACTIVITIES:**

- Mindfulness Moment
- Introduce lesson
- Writing Warm-Up
- Share-Outs
- Students will read and discuss the Epistolary Novel
- Students will participate in a “Turn & Talk” Activity
- Students will work to complete a One Pager Activity



## **LEARNING OBJECTIVES:**

- Explain the meaning of an Epistolary Novel
- Identify and discuss examples of Epistolary Novels

## **Agenda**

1. Students will read an informational text about the Epistolary Novel
2. Teacher will present 4 examples of excerpts from Epistolary Novels
3. In groups of 4, students will read and annotate their assigned excerpt from an Epistolary Novel
4. Students will use notebook paper and pens/pencils to compose a group response to their assigned excerpt from an Epistolary Novel
5. When all students have completed their group response, student groups will share out

## **Extension Activities:**

1. Students will use Tik Toc to share their group response



## THE EPISTOLARY NOVEL

### ❖ EPISTOLARY MEANING:

The word **epistolary** is derived from the Latin 'epistola' which means a letter. The word epistle is an ancient term used to mean a letter.

### ❖ EPISTOLARY NOVEL DEFINITION:

An **epistolary novel** is a novel whose story is told through a series of letters. Benét's Reader's **Encyclopedia** defines the term and explains that 'the form was first popularized by the 18th century novels **Pamela** and **Clarissa Harlowe** by Samuel Richardson.' Some definitions of the form include diary entries and other documents. While to some scholars an epistolary novel is a novel written as a series of documents. The usual form of an epistolary novel is letters, although diary entries, newspaper clippings and other documents are sometimes used. Recently, electronic "documents" such as recordings and radio, blogs, and e-mails have also come into use.

### ❖ EPISTOLARY NOVEL CHARACTERISTICS:

In such novels which are otherwise told in third person, letters allow the reader to hear the characters' voices more intimately. They also give an impression of immediacy and authenticity. Unlike works of the 18th century, contemporary novels rarely rely solely on letters to tell a story. An epistolary novel is also called a novel of letters, because the narration takes place in the form of letters, possibly journal entries and occasionally newspaper reports. An epistle is an archaic term for a letter. The epistolary novel is an interesting literary technique, because it allows a writer to include multiple narrators in his or her story. This means the story can be told and interpreted from numerous viewpoints.

The first true epistolary novel was the 17th century work, **Love Letters Between a Nobleman and His Sister** penned by **Aphra Behn**. Unlike many novels to follow, several volumes of the work also include the voice of a narrator, who ties together letters and comments on all of the characters. This aspect would disappear in later works when the epistolary novel became popular in the 18th century. Of these 18th century works; the most famous epistolary novels were those of **Samuel Richardson**. Both his novels **Pamela** and **Clarissa** were novels of letters. The French novelist Pierre Ambroise François Choderlos de Laclos wrote one of today's most recognizable epistolary novels **Les Liaisons Dangereuses** (Dangerous Liasons), which has been the inspiration for modern plays and two popular films, **Dangerous Liasons** and **Valmont**.

## ❖ EPISTOLARY NOVEL HISTORICAL BACKGROUND

The birth and development of the epistolary novel is based on two theories. The first theory claims that the genre originated from novels with inserted letters, in which the portion containing the third person narrative in between the letters was gradually reduced. The second theory claims that **the epistolary novel** arose from miscellanies of letters and poetry: some of the letters were tied together into a (mostly amorous) plot. Both claims have some validity. The first truly epistolary novel, **The Spanish Prison of Love** (*Cárcel de amor*) (c. 1485) by **Diego de San Pedro**, belongs to a tradition of novels in which a large number of inserted letters already dominated the narrative.

The founder of the epistolary novel in English is regarded by many to be **James Howell** (1594-1666) with “**Familiar Letters**” who writes of prison, foreign adventure and the love of women. The first novel to expose the complex play that the genre allows was Aphra Behn’s **Love Letters Between a Nobleman and His Sister** (1684), which appeared in three volumes in 1684, 1685, and 1687. The novel shows the genre’s results of changing perspectives: individual points were presented by the individual characters, and the central voice of the author and moral evaluation disappeared.

**The epistolary novel** as a genre became popular in the 18th century in the works of Samuel Richardson, with his immensely successful novels **Pamela** (1740) and **Clarissa** (1749). In France, there was **Lettres Persanes** (1721) by Montesquieu, followed by **Julie, ou la nouvelle Héloïse** (1761) by Jean-Jacques Rousseau, and **Laclos’ Les Liaisons dangereuses** (1782), which used the epistolary form to great dramatic effect, because the sequence of events was not always related directly or explicitly. In Germany, there was Johann Wolfgang von Goethe’s **Die Leiden des jungen Werthers** (1774) (The Sorrows of Young Werther) and Friedrich Hölderlin’s **Hyperion**. The first North American novel, **The History of Emily Montague** (1769) by Frances Brooke was written in epistolary form. In the 18th century, **the epistolary form** was subject to much ridicule, resulting in a number of savage burlesques. The most notable example of these was Henry Fielding’s **Shamela** (1741), written as a parody of **Pamela**. In **Shamela**, the female narrator can be found wielding a pen and writing her diary entries under the most dramatic and unlikely of circumstances. In 18th century, Jane Austen tried her hand at the epistolary in juvenile writings and her novella **Lady Susan**, she abandoned this structure for her later work. It is thought that her lost novel “**First Impressions**” which was redrafted to become **Pride and Prejudice**, may have been epistolary. **Pride and Prejudice** contains an unusual number of letters quoted in full and some play a critical role in the plot.



## ❖ TYPES OF EPISTOLARY NOVELS

There are **three types of epistolary novels**:

1. **monologic** (giving the letters of only one character, like Letters of a Portuguese Nun).

2. **dialogic** (giving the letters of two characters, like Marie Jeanne Riccoboni's Letters of Fanni Butlerd (1757)).

3. **polylogic** (with three or more letter-writing characters, such as in Bram Stoker's *Dracula*). In addition, a crucial element in polylogic epistolary novels like Clarissa and Dangerous Liaisons is the dramatic device of 'discrepant awareness': the simultaneous but separate correspondences of the heroines and the villains creating dramatic tension.



## **PART THREE: The Epistolary Novel -Exemplar Text Exploration**

**WRITING LESSON FOCUS** – This lesson will focus on learning and exploring different authors who wrote in the epistolary form. Students will learn how authors used the epistolary form to express themselves and to explore diverse topics.

### **STANDARDS:**

ELA.9. C.1 - Standard 1: Communicating through writing.

ELA.9. R.1.1 Explain how key elements enhance or add layers of meaning and/or style in a literary text.

ELA.9. R.1.2 Analyze universal themes and their development throughout a literary text.

ELA.9. R.1.3 Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

ELA.9. R.1.4 Analyze the characters, structures, and themes of epic poetry.

### **OBJECTIVE:**

- Anticipation Guide: Vulnerability
- Learn about authors who used the Epistolary Form
- Read excerpts from epistolary form
- Students will complete a reader-response activity

### **MATERIALS:**

- Internet access
- Reader-Response Document
- Pen/pencils
- Freedom Walkers text
- Freedom Riders Text
- Freedom Writers Diary

### **ACTIVITIES:**

- Mindfulness Moment
- Introduce lesson
- Writing Warm-Up
- Share-Outs
- Students will be introduced to authors who used the epistolary form
- Students will participate in a “Turn & Talk” Activity



- Students will work to complete a Reader-Response Activity

## **LEARNING OBJECTIVES:**

- Explain the meaning of an Epistolary Novel
- Identify and discuss examples of Epistolary Novels

## **Agenda**

1. Students will learn the meaning of the Epistolary Novel
2. Students will explore two different excerpts of Epistolary Novels
3. Students will have a class discussion

## **Extension Activities:**

1. Students will complete a One -Pager Activity about an Epistolary Novel

## **HOME LEARNING:**

Students will complete and share a Reader-Response Activity with the class.



## **PART FOUR: FREEDOM WALKERS, FREEDOM RIDERS, AND FREEDOM WRITERS**

**WRITING LESSON FOCUS** – This lesson will focus on introducing students to The Freedom Writers Methodology by reading and discussing the novel, *The Freedom Writers Diary*.

### **STANDARDS:**

ELA.9. C.1 - Standard 1: Communicating through writing.

ELA.9. R.1.1 Explain how key elements enhance or add layers of meaning and/or style in a literary text.

ELA.9. R.1.2 Analyze universal themes and their development throughout a literary text.

ELA.9. R.1.3 Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

ELA.9. R.1.4 Analyze the characters, structures, and themes of epic poetry.

### **OBJECTIVE:**

- Learn about vulnerability
- Learn about The Freedom Writer Methodology
- Practice using writing as freedom of expression
- View short video clips about how individuals have used the Epistolary tradition as a form of expression

### **MATERIALS:**

Internet access, One Pager Document, glue, markers, pen, construction paper and paper.

### **ACTIVITIES:**

- Mindfulness Moment
- Introduce lesson
- Writing Warm-Up
- Share-Outs
- Students will read and discuss the Epistolary Novel
- Students will participate in a “Turn & Talk” Activity
- Students will work to complete a One Pager Activity



## **LEARNING OBJECTIVES:**

- Learn the history of The Freedom Walkers
- Learn the history of The Freedom Riders
- Learn the history of The Freedom Writers

## **Agenda**

1. Students will learn the history of The Freedom Walkers
2. Students will view and discuss the documentary, The Children's March
3. Students will read, annotate, and discuss Dr. Martin Luther King's, Letter From Birmingham Jail
4. Students will read excerpts of the Freedom Writers Diary, view the film, and participate in a class discussion.

## **Extension Activities:**

1. Students will complete diary entries
2. Students will complete a reader-response reading log

## **HOME LEARNING:**

Students will compose diary entries.



**🚩 PART FIVE: Dear Freedom Writer...  
Write Yourself into Existence!**

**WRITING LESSON FOCUS** – This lesson will focus on introducing students to the new Freedom Writers novel, *Dear Freedom Writer*. Students will learn how writing documents, specifically letters can be used as a freedom of expression and to impact change.

**STANDARDS:**

ELA.9. C.1 - Standard 1: Communicating through writing.

ELA.9. R.1.1 Explain how key elements enhance or add layers of meaning and/or style in a literary text.

ELA.9. R.1.2 Analyze universal themes and their development throughout a literary text.

ELA.9. R.1.3 Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

ELA.9. R.1.4 Analyze the characters, structures, and themes of epic poetry.

**OBJECTIVE:**

- Learn about vulnerability
- Learn about the Epistolary Novel
- Practice using writing as freedom of expression
- View short video clips about how individuals have used the Epistolary tradition as a form of expression

**MATERIALS:**

Internet access, One Pager Document, glue, markers, pen, construction paper and paper.

**ACTIVITIES:**

- Mindfulness Moment
- Introduce lesson
- Writing Warm-Up
- Share-Outs
- Students will read and discuss the Epistolary Novel
- Students will participate in a “Turn & Talk” Activity
- Students will work to complete a One Pager Activity



## **LEARNING OBJECTIVES:**

- Students will be introduced to the new Freedom Writers novel, Dear Freedom Writer
- Students will read and discuss the new Freedom Writers novel, Dear Freedom Writer

## **Agenda**

1. Students will read the novel, Dear Freedom Writer
2. Students will participate in writing workshops focused on the theme of the paired letters within the novel
3. Students will participate in a letter writing campaign

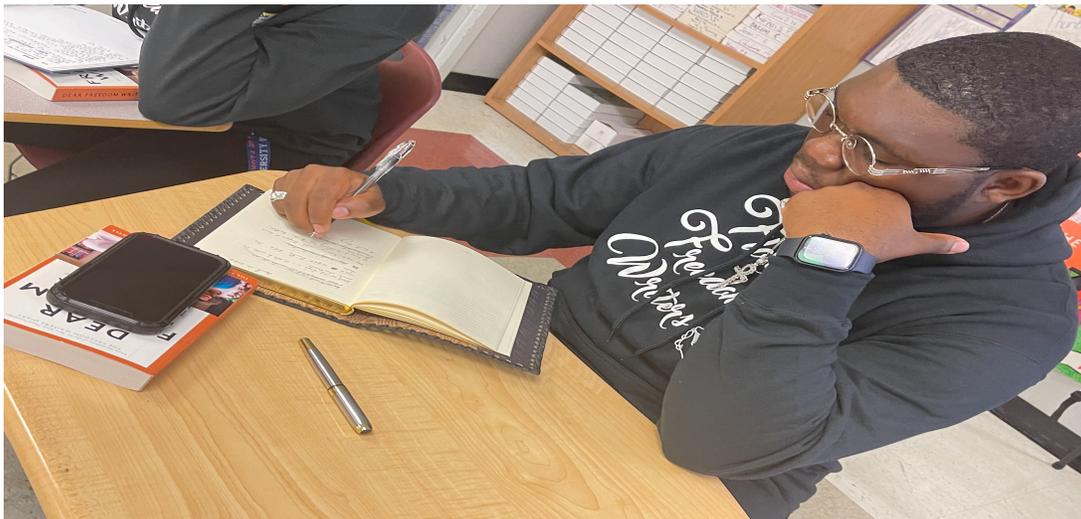
## **Extension Activities:**

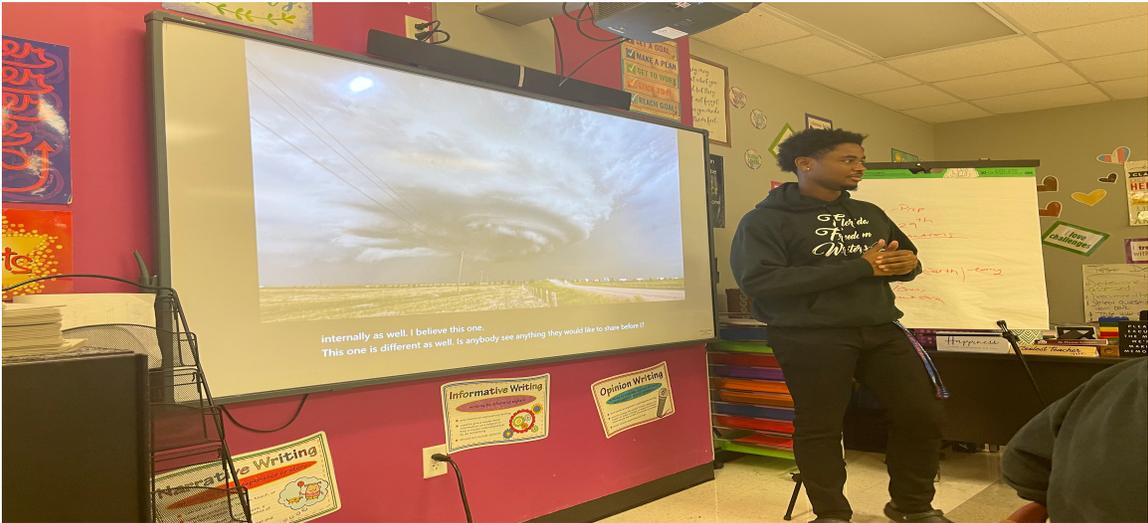
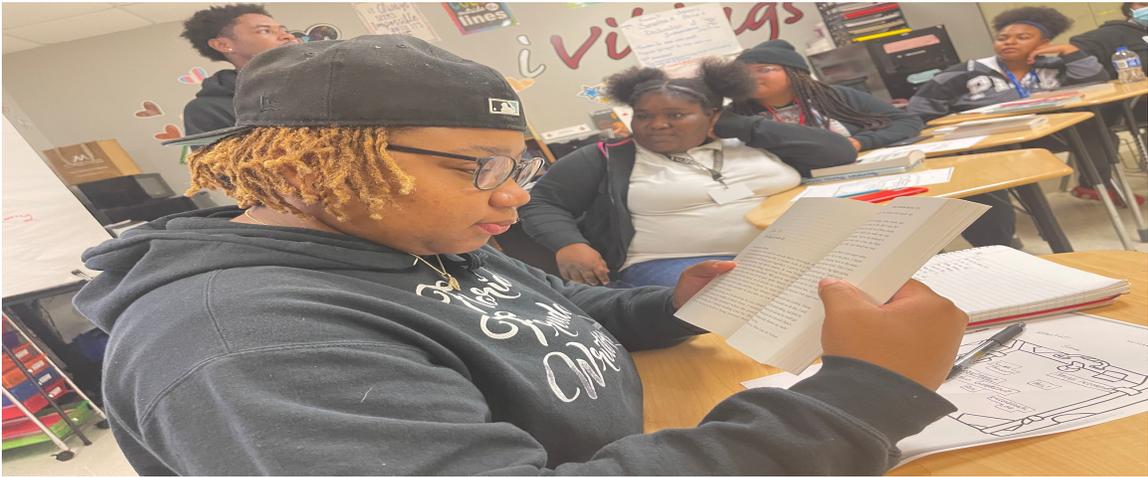
1. Students will use Flipgrid to document activities and work
2. Students will take photos
3. Complete a letter writing campaign

## **HOME LEARNING:**

Students will use Flipgrid to share their experiences with the class.

## Dear Freedom Writer Project Images











## **Some Things to Remember...**

### **When Planning a Fieldtrip**

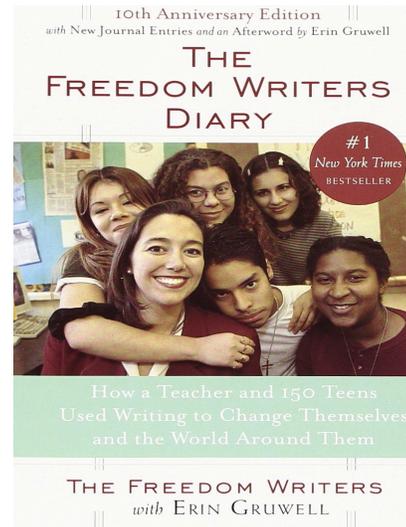
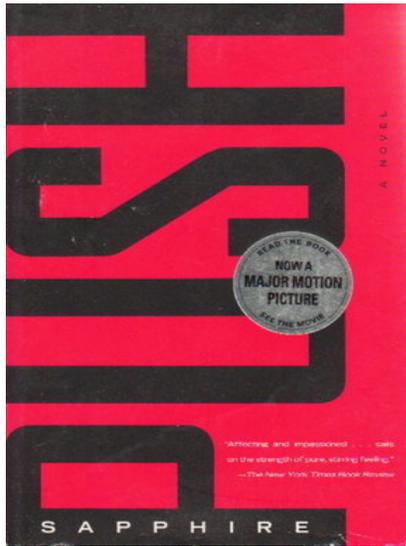
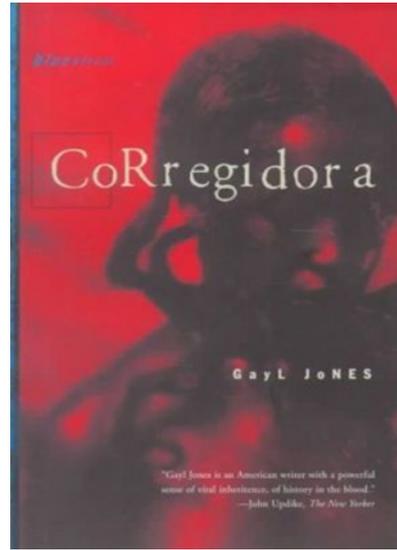
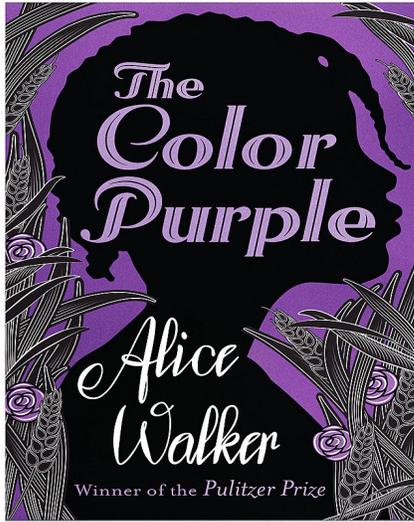
- **Fill out the proper paperwork**
- **Involve administration**
- **Include fellow coworkers (in other disciplines)**
- **Remind students**
- **Set the stage (lessons, activities, etc.)**
- **Invite guests**

### **When Planning a School Wide Activity/Event**

- **Remind students**
- **Complete/distribute In-School Fieldtrip Form**
- **Set the tone (Announcements, flyers, D.J., etc.)**
- **Invite guests**

### **When Planning a Community Activity/Event**

- **Remind students**
- **Complete/distribute School Fieldtrip Form**
- **Set the tone (Announcements, flyers, etc.)**
- **Invite guests (community stakeholders)**
- **Speak with parents**



From the authors of the #1 *New York Times* bestseller  
THE FREEDOM WRITERS DIARY

# DEAR FREEDOM WRITER

Stories of Hardship and Hope  
from the Next Generation



THE FREEDOM WRITERS with ERIN GRUWELL



## Socratic Seminar Guidelines and Rubric

### Guidelines for Participating

- Come prepared. Bring notes and info that is relevant to the discussion.
- Participate, participate, and participate!
- Back up your comments with evidence/ facts.
- Try to comment on someone else's previous statement before you give yours.
- Personal stories should have a direct connection to the facts.
- Keep discussion alive by asking open-ended, thought-provoking questions.
- Disagree with comments, not individuals. NEVER put anyone down.
- Use your speaking time fairly (contribute but do not control).

### Socratic Seminar Rubric

	5	4	3	2	Total
<b>Conduct</b>	*Patient with differing opinions. *Asks for clarification. *Brings others into the dialogue. *Very focused on the dialogue.	*Respectful. *Comments, but does not attempt to involve others. *Generally focused.	*Participates but shows impatience. *Some focus. *Engages in "sidebar" conversations.	*Disrespectful. *Argumentative. *Does not participate.	
<b>Speaking</b>	*Speaks to all participants. *Articulate. *Takes a leadership role without monopolizing the discussion.	*Speaks to most participants. *Attempts to move on to new ideas. *Tends to "ramble on" after making a point.	*Speaks too softly. *Needs prompting to get involved. *Has no sustainable point; uses "sound bites." *Monopolizes the discussion.	*Reluctant to speak. *Comments do not support point.	
<b>Reasoning</b>	*Cites relevant text. *Relates topic to outside knowledge and other topics. *Makes connections between own thoughts and others'. *Willing to take an alternate viewpoint. *Asks questions to further dialogue.	*Makes limited connections to others' ideas. *Some intriguing points that merit reaction. *Some references to text.	*Accurate on minor points, but misses the main point. *No textual support; "talking of the top of your head." *Refuses to acknowledge alternate viewpoints.	*Illogical comments. *Ignores the movement of the seminar.	
<b>Listening</b>	*Writes down comments, questions, ideas. *Builds on other's ideas & gives others credit.	*Generally attentive and focused. *Responds thoughtfully. *Takes <i>some</i> notes.	*Appears disconnected. *Takes limited notes.	*Inattentive. *Comments show lack of understanding. *Takes no notes.	



Reading/ Preparation	*Familiar with text. *Understands major concepts. *Writing assignment completed on time. *Was well prepared in small discussion groups.	*Fairly familiar with text. *Asks for references. *Writing assignment completed on time. *Was mostly prepared in small discussion groups	*Confused with key concepts of text. *Writing assignment may be completed on time. *Occasionally prepared in small discussion groups.	*Unfamiliar with text. *Writing assignment completed but not on time. *Very much unprepared in small discussion groups.	
<b>Total:</b>					

**PLEASE NOTE**-This is a sample resource that I have used in my class when facilitating a Socratic Seminar. However, my favorite resources to use when facilitating Socratic Seminars are the AVID resources.



