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Censorship: *Breach of Freedom or Exception to the Rule?*

Texts:

1. George Orwell's 1984.
2. Langston Hughes' Poems:
3. Cisneros' Short Story: *Woman Hollering Creek*
4. Movie: "Footloose"

Materials:

1. TV and VHS or DVD Player
2. Overhead Projector
3. Overhead Transparencies
4. Overhead Markers
5. Old Magazines
6. Large Rolls of Paper for Body Biographies
7. Markers

Rationale for Unit
Censorship: *Breach of Freedom or Exception to the Rule?*

Americans so highly value liberty that they wrote a Bill of Rights to explicitly outline the freedoms to which citizens are entitled. The first among these is the famous First Amendment: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” The prominence of this ‘Right’ might suggest to some people that the freedom of religion, speech, and the press (and thus, of Ideas) forms part of the basis for being American. How many of us have heard or said, as children (or perhaps more recently?): “It’s a free country, I can (do, say, think, be, etc.) anything I want.” If *being* American means protecting American ideals, and freedom is the most touted, well-known, and recognized American ideal, then the discussion of freedom must therefore be of the utmost significance in the education of any American child.

This five week unit on Censorship: *Breach of Freedom or Exception to the Rule?* is designed for tenth grade Language Arts students in a high school in Gwinnett County, Georgia. Gwinnett is a white majority school system outside of metropolitan Atlanta with a significant African-American population and quickly growing minority populations of Hispanic, Asian, and Eastern European peoples.

Since the very inception of public schooling, school teachers have been forced to censor materials they broach in class simply by virtue of the limited amount of time allowed for instruction. Thus, teachers must make decisions about which materials to

privilege over other in their classrooms. (Some texts get read while others do not.) On the other hand, teachers have at times been forbidden (or have themselves forbidden) to teach particular materials in class for other reasons. Certain texts have historically been stricken from the classroom not because they lack(ed) instructional value and significance, but rather because some people do not want children privy to or engaged with ideas the literature puts forward. It is this censorship that this unit is meant to study. Are people that promote censorship un-American?

Many (if not most) of the books regularly challenged in the schools are long-time members of the American literary canon. This is logical since schools regularly choose canonical texts for classroom study. Texts belong to the canon by virtue of their time-worn literary significance. Thus, the texts that parents, school administrators, religious leaders, or other community members regularly challenge contain considerable value as fine examples of literary scholarship. Such works will be studied in this unit. Each of the texts are long standing members of the literary canon, and all have at one time been, or currently are, challenged or banned some place in the United States. Each of the major texts are also regularly taught and studied in Gwinnett County public schools.

The primary literary text of study will be George Orwell's 1984. The novel's subject is censorship and as such, is perfectly suited to this course of study. Prior to reading the book, students will engage in discussion and activities (survey form, etc) designed to elicit student ideas and understanding of censorship. What is censorship? What are the arguments for censorship? When is censorship okay? What materials are not available to students as a result of censorship? Most importantly – what ideas do

supporters of censorship wish to keep away from students, and what expression of those ideas is the feared result of would-be censors? As students read the novel, primary open-ended discussion topics will revolve around the book's stance on censorship. Is it ironic or to-be-expected that the novel was challenged? Because (as for each work in the unit) students will not be told beforehand on what grounds the text was at one time challenged or banned, they will have the opportunity upon completing the text to conjecture on this subject in exploratory essays or narratives. Students will form individual opinions as to why the themes the novel supports are: dangerous, critical, vital, beneficial, etc. This viewpoint will then be the subject of persuasive writing.

Discussion of these works will more deeply engage the ideas inherent in the text censors sought to prohibit – ideas concerning government control, race relations, sexual orientation, spirituality, etc.

Is freedom still a value American's hold? Or in these Post 9/11 days is freedom becoming too luxurious a commodity? True Americans will be aware of, and work to protect, our rights and ideals - but what exactly are those, anyway?

Banned Books Unit

Goals and Rubrics

Goal 1 – The student will participate in class discussions and class group work regarding assigned readings. Group work activities may include: Producing a Body Biography, Retelling a story from the perspective of another character, Creating a Found-Poem, Appropriating the Author’s Voice/Style to re-write a familiar fairy tale, Putting a character on trial, or other activities.

- a. The student will answer open-ended questions in class discussions and substantiate responses with evidence from the text.
- b. The student will participate fully in class group activities.
- c. Participation will be assessed on a Check/Minus basis.

Rubric:

Class Discussions:

(Here I am looking to see that the student is prepared for class (had read the material) and is willing to consider and engage with ideas presented in class. Questions will be open-ended and opinion-based (to be substantiated by their interpretation of the text.) Class discussion is graded only to give credit (and incentive) to students for participating in class. Students must participate in class discussions, but I am open about the variety of responses I might receive, so long as the students participate.)

Check	Minus
Student answers discussions questions in class and substantiates his or her response with evidence from the text.	Any other response.

Class Activities:

Check	Minus
Student is observed engaged in the assignment.	Any other observation of student engagement.

Each check is worth one point. At the grading period end, the student's total aggregate points will be divided by the number of points possible to produce the final grade.

Goal 2 – The student will complete open-book quizzes covering the assigned literature. Quizzes will be unannounced but may occur following the assignment of any in or out of class reading. These informal quizzes are designed to help students think about and organize answers to the type of questions they will encounter in the final assessment.

- a. Quizzes will consist of a single open-ended question to be answered in a maximum of two sentences. Answers will be specific to the question and will be supported by evidence from the text.
- b. Quizzes will be graded on a Check Plus/Check/Minus basis.

Rubric:

Check Plus	Check	Minus
Takes a position and responds to the question specifically, includes evidence from the text. Also presents an exceptional or original thought on the subject.	Takes a position and responds to the question specifically, includes evidence from the text.	All other answers.

Each check is worth one point. (Check pluses are worth two points) At the end of the grading period the student's total aggregate points will be divided by the number of points possible to produce the final grade.

Goal 3 – The object of all of the following assignments is for students to engage with the text and consider the literature in a particular manner, whether it be to imagine how the story might proceed in the future, how the story could be most appropriately orally communicated, how the story or portion of the story could be most effectively visually displayed, or how certain powerful language in the text contributed to the meaning of the text. The projects are informal and are only designed to stimulate students’ engagement with the text. They are intended, simultaneously, to deepen students understanding of the text and the ideas presented in the text. Grammar and mechanics will be observed but not assessed – so that common errors or problems can be addressed in mini-lessons in class. Therefore, the rubrics for the assignments are minimal, since in general, all students who participate will receive full credit, with students who demonstrate exceptional effort receiving extra credit, and students who demonstrate an unwillingness to complete the assignment (or demonstrate evidence of an incomplete reading of the text) will receive less than full credit.

For each reading assigned (unless otherwise stated), the student will submit one of the following, of the student’s choice:

- a. A sequel chapter to the reading. The chapter will be a minimum of three pages. 1 point will be awarded for a project turned in late (within one day of the due date), or otherwise with teacher approval.

Rubric:

3	2	1
The chapter clearly extends from the text and demonstrates engagement with ideas presented	The chapter is ambiguous in its connection to the text. It is the required length.	The chapter demonstrates no engagement with the text. It does not meet the required length.

in the text. It is the required length.		
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- b. A taped dramatic reading of a section of the text. Sounds effects should be included when appropriate. The taped segment should be a minimum of five minutes in length. 1 point will be awarded for a project turned in late (within one day of the due date), or otherwise with teacher approval.

Rubric:

3	2	1
The reading is dramatic and appropriate to the text. It is the required length.	The reading is not clearly appropriate to the text. It is the required length.	The reading is inappropriate to the text. It does not meet the required length.

- c. An illustrated scene from the text or an appropriate cover page for the work. The scene should be thoughtfully, specifically detailed and be at least the size of one sheet of 9 & ½ by 11 computer paper. 1 point will be awarded for a project turned in late (within one day of the due date), or otherwise with teacher approval.

Rubric:

3	2	1
The scene is thoughtfully drawn and clearly appropriate to the text. It is the required size.	The scene is not clearly appropriate to the text. It is the required size.	The scene is inappropriate to the text. It is not the required size.

- d. ‘Write’ a Found-Poem that could be used to provide an interesting ‘hook’ for a potential reader of the work. The poem should be at least 25 lines in length.

1 point will be awarded for a project turned in late (within one day of the due date), or otherwise with teacher approval.

Rubric:

3	2	1
The poem demonstrates engagement with the literature and understanding of the text. It is the required length.	The poem demonstrates an unclear comprehension of the text. It is the required length.	The poem does not demonstrate engagement with the text. It is not the required length.

- e. Another project of the student's choice, with prior teacher approval. Feel free to approach me with project ideas that will represent your understanding of the material!

Rubric:

To be determined.

- f. A student may receive five points for work that demonstrates exceptional effort.

When all the readings are completed, the students total points received will be aggregated and divided by the total points possible.

Goal 4 – Students will write a 5-7 page persuasive essay on an assigned topic. (This is to be the single, formal goal of the unit.)

- a. Topic choices will be made available upon completion of the unit's novel of study, 1984.

- b. Students will produce an essay supporting one of two opposing opinions concerning the novel. They will support their opinion with evidence from the text. In their paper, students must consider why the opposing argument could be considered valid, but show why their view is more supportable. Support of either viewpoint is acceptable, as long as textual evidence is provided. The papers that receive the highest grades will be those that make the strongest case for the opposing viewpoint, while still presenting their own viewpoint as superior.
- c. Students who are dissatisfied with their grades for the essay assignment may re-write the essay to be re-graded. The essay must be turned in within seven school days of the return of the original graded essay. The student may re-write the essay only once. Should the student choose to re-write the assignment, the second grade will be the one recorded.

Rubric:

	5	4	3	2	1
Content• (Strength of Argument)	The opposing argument is well presented. The student's argument is clearly presented as superior.	The opposing argument is presented. The student's argument shows some evidence of superiority.	Both arguments are presented but with no evidence of superiority.	Student's viewpoint not communicated or opposing argument not presented.	No argument presented.
Use of Evidence	Textual evidence is present and specifically appropriate to the argument.	Textual evidence is present and generally appropriate to the argument.	Textual evidence is present but not appropriate to the argument.	Textual evidence is lacking.	Textual evidence is not presented.
Mechanics (Grammar, Spelling, language use.)	Few or no grammatical/spelling errors. Errors do not prevent or interrupt communication.	Some mechanical errors. Errors may slow but do not prevent communication.	Multiple mechanical errors. Errors regularly slow communication.	Pervasive mechanical errors. Errors make communication difficult to impossible.	Communication incomprehensible due to mechanical errors.
Specifications	Paper is turned in on time and is the required length.	---	---	---	Paper is not turned in on time. And/Or paper falls considerably short of the required length.

•The paper that makes use of exceptional vocabulary or complex sentence structure may receive 3 extra credit points added to the Content portion at the teacher's discretion.

* At the grading period end, the student's total aggregate points will be divided by the number of points possible to produce the student's final grade.

Goal 5 – Extra Credit Options

- a. At any time during the semester students may come to me with self-designed projects for extra credit. At that time I will work out an acceptable project and credit available with the individual student.

Introductory Activity (1)

Americanism Opinionnaire:

Answer each question **SA** (Strongly Agree), **A** (Agree), **N** (Neutral or Not sure), **D** (Disagree) or **SD** (Strongly Disagree).

1. Even we don't like the President, we should always speak respectfully of him.
2. Kids should be a least 17 to see 'R' Rated movies.
3. It's okay if 'they' take away some of our freedoms to try and keep us safe from the enemy.
4. People should always support our troops because they're keeping us safe/doing their duty/promoting democracy.
5. Everyone in the U.S. should speak English.
6. It's our duty to promote democracy in other places in the world.
7. It's okay not to pay taxes on cash I make, like tips.
8. I think students should be allowed to pray in schools.
9. Since people are often susceptible to bad ideas, we should keep people from reading or hearing about them whenever possible.

Introductory Activity (2)

Censorship

Review the following list of books/stories that have been banned or challenged. For each book, guess the grounds on which each book/story was banned/challenged.

1. *Call of the Wild*, by: Jack London
2. *Frankenstein*, by Mary Shelley
3. *Black Beauty*, by Anna Sewell
4. *Hamlet, Macbeth, King Lear, Twelfth Night or The Merchant of Venice*, by: William Shakespeare
5. *Tom Sawyer or Huckleberry Finn*, by: Mark Twain
6. *Little Red Riding Hood*, from: Grimm's Fairy Tales
7. *The Diary of Anne Frank*, by: Anne Frank
8. *Bridge to Terabithia*, by: Katherine Paterson

Introductory Activity (2)
(Answers)

Censorship

1. *Call of the Wild*, by: Jack London

Jack London's writing was censored in several European dictatorships in the 1920s and 1930s. In 1929, Italy banned all cheap editions of his *Call of the Wild*, and Yugoslavia banned all his works as being "too radical". Some of London's works were also burned by the Nazis.

2. *Frankenstein*, by Mary Shelley

South Africa's apartheid regime banned a number of classic books; in 1955, for instance, the New York Times reported that Mary Shelley's *Frankenstein* was banned there as "indecent, objectionable, or obscene".

3. *Black Beauty*, by Anna Sewell

At one time, the regime (South Africa) also reportedly banned Anna Sewell's *Black Beauty*, a story about a horse.

4. *Hamlet, Macbeth, King Lear, Twelfth Night or The Merchant of Venice*, by: William Shakespeare

The Savannah Morning News reported in November 1999 that a teacher at the Windsor Forest High School required seniors to obtain permission slips before they could read *Hamlet, Macbeth, or King Lear*. The teacher's school board had pulled the books from class reading lists, citing "adult language" and references to sex and violence. Many students and parents protested the school's board's policy, which also included the outright banning of three other books. Shakespeare is no stranger to censorship: the Associated Press reported in March 1996 that Merrimack, NH schools had pulled Shakespeare's *Twelfth Night* from the curriculum after the school board passed a "prohibition of alternative lifestyle instruction" act. (*Twelfth Night* includes a number of romantic entanglements including a young woman who disguises herself as a boy.)

5. *Tom Sawyer or Huckleberry Finn*, by: Mark Twain

In Mark Twain's lifetime, his books [Tom Sawyer](#) and [Huckleberry Finn](#) were excluded from the juvenile sections of the Brooklyn Public library (among other libraries), and banned from the library in Concord, MA, home of Henry Thoreau. In recent years, some high schools have dropped *Huckleberry Finn* from their reading lists, or have been sued by parents who want the book dropped. In Tempe, Arizona, a parent's lawsuit that attempted to get the local high school to remove the book from a required reading list [went as far as a federal appeals court](#) in 1998. (The court's [decision in the case](#), which affirmed Tempe High's right to teach the book, has some interesting comments about education and racial tensions.) The Tempe suit, and other recent incidents, have often been concerned with the use of the word "nigger", a word that also got [Uncle Tom's Cabin](#) challenged in Waukegan, Illinois.

6. *Little Red Riding Hood*, from: Grimm's Fairy Tales

Following the [Little Red-Cap](#) story from [Grimm's Fairy Tales](#), the book shows the heroine taking food and wine to her grandmother. The school districts cited concerns about the use of alcohol in the story.

Information above taken from "Banned Books Online":
<http://onlinebooks.library.upenn.edu/banned-books.html>

7. *The Diary of Anne Frank*, by: Anne Frank

Various reasons have been used to justify banning Anne Frank's acclaimed diary. In one 1983 incident, four members of the Alabama State Textbook Committee called for its removal because it was a "real downer."

8. *Bridge to Terabithia*, by: Katherine Paterson

Bridge to Terabithia has been challenged due to "profanity, disrespect of adults, and an elaborate fantasy world that might lead to confusion."

Week One:

Monday:

Minutes	Activity
5	Attendance, Miscellaneous (Greet students, make announcements, ask about student activities, happenings, etc.)
10	Introduction to and explanation of Unit's aims and goals. *Quizzes – Sentence Writing Expectations *Literature Response Activities – ~Sequel Chapter ~Dramatic Reading ~Artistic Representation ~Found Poem *Final Paper
25	Unit Intro Activity – American Opinnionaire and resulting Discussion.
15 (ITP)	Abridged Myers-Briggs Self-Report Personality Test (Recent studies show that persons with certain personality styles may learn (to write, specifically) in different ways that can be somewhat generalized. (i.e., persons with one personality type require more time to pre-plan and outline while persons with others will benefit from extensive opportunities to journal, etc.) My intent here is to conduct a mini experiment to see if my students results are similar to those of the test group, and if so, to thereafter consider this information in my planning for instruction.)

Tuesday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Word of the Day! (Words of the day will come from literature, Word of the Day calendar, or Word of the Day listserves. During this time we will pronounce the word, break it into parts to observe roots and pre-fixes as well as to help when spelling the word. A representative picture will be procured if possible, and students will be asked to create a sentence with the word. Words will be kept in a running list on the board, and attempts will be made to use as many of the words as possible in classroom conversation.)
15	Abridged Myers-Briggs Self-Report Personality Test - (If not done Monday)
20	Theme Intro Activity – Banned Books List and Discussion
15-25	Read aloud American Bill of Rights – Class Discussion (Discussion re: how the rights remain pertinent today, how rights have been elaborated upon, how certain rights are ‘abridged’ for minors and others, how the writers’ ‘original intent’ is understood, current issues regarding the Bill of Rights.) Remind students that their choice of sequel chapter, dramatic reading, artistic representation, found poem, or other will be due on Monday.)

Wednesday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Word of the Day!
0-15	Continue Tuesday's Discussion of Bill of Rights (if unfinished).
30-45	Bill of Rights Writing Activity (Students will break into groups of no more than four people. (Groups will be determined according to seating arrangements. Desks will be arranged in groups of four. Students will be allowed to pick their own seats but will be asked to keep these seats all semester. Students will be reseated by the teacher at the teacher's discretion.) In groups, students will write a Bill of Rights for the students in a school. Students will be limited to 10 rights they may give the students. Students will be aware that on Thursday they will be asked to present their Bill of Rights to the class and teacher (the imaginary school's Board of Directors). At this time they must defend the Rights they have proposed. Students will be expected to make arguments that may or may not take into consideration: why is it necessary to write this Right out?, how will this Right positively benefit student learning?, how will this Right effect the school's administration?, etc.)

Thursday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Word of the Day!
30	Present groups' Bills of Rights to the class.
15	Dramatic reading of Langston Hughes poem(s) by class members. Will V-Day be Me-Day Too?", "I, Too, Sing America", "Cross". (What is Hughes saying? What was he concerned about? Did he think poetry could/would make a difference? How? Is this issue pertinent today? What is the best way for you to express concern over a similar injustice?)
EC Opp	1 EC point for bringing a magazine to class Friday for class use.

Friday:

Minutes	Activity
5	Attendance, Miscellaneous – Collect Magazines
5	Word of the Day!
45	Poem Activities in Groups (Students will complete their choice of poem activities in groups (or alone)). Choice 1: Students choose photographs or slides from magazines to form into

	<p>a collage representing the poem.</p> <p>Choice 2: Students create a parody or imitation of Langston Hughes poems that is concerned with injustices observed in their lives.</p> <p>Choice 3: Students draw/produce a picture that illustrates or captures the essence of the poem.</p> <p>Choice 4: Students write the story behind the poem.</p> <p>Choice 5: Students reword the poem into a newspaper article.</p> <p>Regardless of choice, students will collectively write one paragraph stating what has been gained and/or lost in their new representation of the poem.)</p>
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Week Two:

Monday:

Minutes	Activity
5	Attendance, Miscellaneous – Collect Bill of Rights HW projects.
5	Word of the Day!
20	Students present their Langston Hughes ‘text’ to the class.
15	Introduce George Orwell’s <u>1984</u> . (Give short introduction to Orwell’s life and work. Ask students about other futuristic texts they might have read (In Gwinnett County most will have read <u>Brave New World</u> in ninth grade. Ask students who have read BNW to summarize the book’s plot and theme for students who have not read the book. Return student’s focus to (both) texts as formerly banned books. Is it ironic that BNW was banned? Why or why not?)
10	Begin reading <u>1984</u> aloud in class. Assign approx. first 20 pages for HW. (*Read Alouds are interspersed fairly regularly throughout the unit. Research in reading education has shown that many students have not learned to ‘hear voices in the text’. Reading aloud, with an emphasis on dramatic reading can help these students. The act of reading dramatically also helps the student who is doing the reading make meaning of the text. In addition, reading aloud is one strategy some readers rely on when reading difficult material. During Read Alouds, reading can be stopped and questions asked of the text, which the class can answer together. *Number of pages for homework will depend upon student understanding of the text. If class appears to be having a difficult time with the text, I will extend the unit in order that we can move through the text more slowly. If students are moving quickly and effectively through the text, I will assign more pages per evening. Range will be 15–30 pages per night/weekend.)

Tuesday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Word of the Day!
10	Sentence Quiz (*Explain quiz objective and give quiz. A question will be written on the board for students to answer in one sentence. Sentence quiz questions will be derived from previous night’s reading. Quiz questions will ask students to support one of two mutually exclusive viewpoints, referring to the text for support. *Time is allotted most days for a sentence quiz. They may be omitted occasionally. *Sentence Quizzes are frequent so that students can become accustomed to the sort of opinion forming supported by textual evidence they will do for the final paper. Quizzes will also serve to convey to me individual student

	understanding and interpretation of the text. Finally, sentences will point to difficulties students may be having with grammar and mechanics that can be addressed at a later time.)
33	Class Discussion of Text (What happened in the reading last night? Why? Where do things now stand? What elements in the story seem familiar? That is, what do you see going on that you can relate to current political and social events?)
2	HW: Assign approx. next 20 pages for Wednesday.

Wednesday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Sentence Quiz
5	Word of the Day!
25-30	Discussion of Sentence Quizzes (A list of sentences from the previous day's quiz will be created. In this way, student work will be the text studied for teaching writing. Students will be made aware at the beginning that sentences are subject to anonymous classroom sharing. Any student that strongly wishes not to have his or her sentences used in the classroom may speak to me about not using their work. Students whose work is used will receive an extra credit point. As a class, we will review the sentences together. We will look for ambiguous, hyperbolic , or ineffective language, precision in answering the question (to what degree is the sentence a direct answer to the question?), and quality of evidence used to support a response, etc. In addition to honing writing skills, this activity is also designed to share varying opinions and interpretations of the text with the class.)
8-13	Class Discussion of Text (What happened in the reading last night? Where do things now stand? What elements in the story seem familiar? That is, what do you see going on that you can relate to current political and social events?)
2	HW: Assign approx. next 20 pages for Thursday.

Thursday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Sentence Quiz
5	Word of the Day!
38	Class Discussion of Text (What happened in the reading last night? Where do things now stand? What elements in the story seem familiar? That is, what do you see going on that you can relate to current political and social events?)
2	HW: Assign approx. next 20 pages for Friday.

Friday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Sentence Quiz
5	Word of the Day!
20	
18	Read aloud <u>1984</u> .
2	HW: Assign approx. next 30 pages (some of which will have been read aloud) for Monday.

Week Three:

Monday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Sentence Quiz
5	Word of the Day!
38	Concept Map (In groups, students will create a Concept Map reflecting the book thus far.)
2	HW: Assign approx. next 20 pages for Tuesday.

Tuesday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Sentence Quiz
5	Word of the Day!
38	Class Discussion of Text (What happened in the reading last night? Where do things now stand? What elements in the story seem familiar? That is, what do you see going on that you can relate to current political and social events?)
2	HW: Assign approx. next 20 pages for Wednesday.

Wednesday:

Minutes	Activity
5	Attendance, Miscellaneous
48	Watch Footloose Movie
2	HW: Assign approx. next 20 pages for Thursday.

Thursday:

Minutes	Activity
5	Attendance, Miscellaneous
48	Watch Footloose Movie Homework Project due Monday for Footloose Movie. In completing their project, students should consider the censorship and banning that occurs in the movie, including the banning of books, music, dancing, drinking, etc.
2	HW: Assign approx. next 20 pages for Thursday.

Friday:

Minutes	Activity
5	Attendance, Miscellaneous,
5	Sentence Quiz

5	Word of the Day!
38	Body Biographies (Students will break into groups to create Body Biographies or their choice of character from 1984.)
2	HW: Assign approx. next 30 pages for Monday.

Week Four:

Monday:

Minutes	Activity
5	Attendance, Miscellaneous,
5	Sentence Quiz
5	Word of the Day!
20	Groups Present Body Biographies to the Class
18	Class Discussion of Text (What happened in the reading last night? Where do things now stand? What elements in the story seem familiar? That is, what do you see going on that you can relate to current political and social events?)
2	HW: Assign approx. next 20 pages for Tuesday.

Tuesday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Sentence Quiz
5	Word of the Day!
38	Class Discussion of Text (What happened in the reading last night? Where do things now stand? What elements in the story seem familiar? That is, what do you see going on that you can relate to current political and social events?)
2	HW: Assign approx. next 20 pages for Wednesday.

Wednesday:

Minutes	Activity
5	Attendance, Miscellaneous
20	Hand out paper topics. (Paper topics will be created based on class discussions. Explanation of expected paper format. Paper topics will ask students to consider one of two mutually exclusive opinions regarding the text. In their papers, students will communicate why the opposing view is valid, while demonstrating that their own view is superior. Either viewpoint is acceptable. Both viewpoints will be supported by evidence from the text.)
20	Outline Example (A paper topic example similar to the one(s) given the class will be presented to the class. I will 'think aloud' and create a rough outline for a paper on that topic.)
3	HW: Paper Outline (Students will submit an outline of the argument they intend to make on Friday, which will include an indication of the textual support they intend to use. (No direct quotes or page numbers necessary.)

2	HW: Assign approx. next 20 pages for Thursday.
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Thursday:

Minutes	Activity
5	Attendance, Miscellaneous
5	Sentence Quiz
5	Word of the Day!
38	Group Activity In groups, or alone, students will choose one of the four homework projects to complete in class (i.e. Sequel Chapter (the last chapter of the book), Found Poem, or Artistic Representation. (Dramatic interpretation option not available as there may not be any place for students to complete a recording)).
2	HW: Assign approx. remainder for Friday.

Friday:

Minutes	Activity
5	Attendance, Miscellaneous, Collect Paper Outlines
5	Sentence Quiz
5	Word of the Day!
40	Last Class Discussion of <u>1984</u> . (What has happened? Why did the main character succumb to Big Brother? Whose is at fault? Why? What might Orwell think of present current events in the United States? Based on this book, what sort of predictions might Orwell today make for our future? Think back to our initial discussion of the Bill of Rights. Is Orwell's <u>1984</u> in keeping with the Bill of Rights? Is our present society?)

Week Five:

Monday:

Minutes	Activity
5	Attendance, Miscellaneous, Announce names of students who should be prepared to conference today.
50	Student conferences re papers. (I will arrange outlines in three approximately equal groups of students who need the most help, the least help, and the middle. Students that appear to require the most conference time and further assistance will conference Monday, they middle group Tuesday, and the remaining students Wednesday. Students will use time for working on their papers. I will have read the draft/outlines over the weekend and will be prepared to talk with each student about the strengths and weaknesses of their arguments. Opportunity for me to talk with student about what works, what needs further clarification, and what is not working. Conferences will be between 3 and 10 minutes apiece, depending on student.)

Tuesday:

Minutes	Activity
5	Attendance, Miscellaneous, (Announce names of students who should be prepared to conference today.)
50	Student conferences re papers.

Wednesday:

Minutes	Activity
5	Attendance, Miscellaneous, Announce names of students who should be prepared to conference today.
50	Student conferences re papers.

Thursday:

Minutes	Activity
5	Attendance, Miscellaneous
50	Read Aloud Sandra Cisneros's Short Story <i>Woman Hollering Creek</i> . (No Homework Project required in response. Extra credit may be received for a Homework Project on Cisneros's short story if the student chooses to complete one.)
ITP	ITP, Retelling Activity (Students will split into groups and create a retelling of the story from the perspective of another character. Keep in mind/focus on characters' Americanness or lack thereof.)

Friday:

Minutes	Activity
5	Attendance, Miscellaneous,
33	Begin or Complete Retelling Activity
15	Students Present Group Retelling to Class
2	Reminder: (1984 papers will be collected Monday. Make arrangements to see me for any extra help required.)

Key:

(ITP) = If Time Permits

EC Opp = Extra Credit Opportunity

HW = Homework

http://www.personalitypathways.com/type_inventory.html

Q1. Which is your most natural energy orientation?

Every person has two faces. One is directed towards the OUTER world of activities, excitements, people, and things. The other is directed inward to the INNER world of thoughts, interests, ideas, and imagination. While these are two different but complementary sides of our nature, most people have an innate preference towards **energy** from either the OUTER or INNER worlds. Thus one of their faces, either the **Extraverted (E)** or **Introverted (I)**, takes the lead in their personality development and plays a more dominant role in their behavior.

Extraverted Characteristics

- Act first, think/reflect later
- Feel deprived when cutoff from interaction with the outside world
- Usually open to and motivated by outside world of people and things
- Enjoy wide variety and change in people relationships

Introverted Characteristics

- Think/reflect first, then Act
- Regularly require an amount of “private time” to recharge batteries
- Motivated internally, mind is sometimes so active it is “closed” to outside world
- Prefer one-to-one communication and relationships

►Choose which best fits:



Extraversion (E)



Introversion (I)

Q2. Which way of Perceiving or understanding is most “automatic” or natural?

The **Sensing (S)** side of our brain notices the sights, sounds, smells and all the sensory details of the PRESENT. It categorizes, organizes, records and stores the specifics from the here and now. It is REALITY based.

The **Intuitive (N)** side of our brain seeks to understand, interpret and form OVERALL patterns of all the information that is collected and records these patterns and relationships. It speculates on POSSIBILITIES, including looking into and forecasting the FUTURE. It is imaginative and conceptual.

While both kinds of perceiving are necessary and used by all people, each of us instinctively tends to favor one over the other.

Sensing Characteristics

- Mentally live in the Now, attending to present opportunities
- Using common sense and creating practical solutions is automatic-instinctual

Intuitive Characteristics

- Mentally live in the Future, attending to future possibilities
- Using imagination and creating/inventing new possibilities is automatic-instinctual
- Memory recall emphasizes patterns, contexts, and connections

- Memory recall is rich in detail of facts and past events
- Best improvise from past experience
- Like clear and concrete information; dislike guessing when facts are “fuzzy”

- Best improvise from theoretical understanding
- Comfortable with ambiguous, fuzzy data and with guessing its meaning.

▶Choose which best fits:



Sensing (S)



iNtuition (N)

Q3. Which way of forming Judgments and making choices is most natural?

The **Thinking** (T) side of our brain analyzes information in a DETACHED, objective fashion. It operates from factual principles, deduces and forms conclusions systematically. It is our logical nature.

The **Feeling** (F) side of our brain forms conclusions in an ATTACHED and somewhat global manner, based on likes/dislikes, impact on others, and human and aesthetic values. It is our subjective nature.

While everyone uses both means of forming conclusions, each person has a natural bias towards one over the other so that when they give us conflicting directions - one side is the natural trump card or tiebreaker.

Thinking Characteristics

- Instinctively search for facts and logic in a decision situation
- Naturally notices tasks and work to be accomplished.
- Easily able to provide an objective and critical analysis
- Accept conflict as a natural, normal part of relationships with people.

Feeling Characteristics

- Instinctively employ personal feelings and impact on people in decision situations
- Naturally sensitive to people needs and reactions
- Naturally seek consensus and popular opinions
- Unsettled by conflict; have almost a toxic reaction to disharmony.

▶Choose which best fits::



Thinking (T)



Feeling (F)

Q4. What is your action orientation towards the outside world?

All people use both *judging* (thinking and feeling) and *perceiving* (sensing and intuition) processes to store information, organize our thoughts, make decisions, take actions and manage our lives. Yet one of these processes (Judging or Perceiving) tends to take the lead in our relationship with the outside world while the other governs our inner world.

A **Judging** (J) style approaches the outside world WITH A PLAN and is oriented towards organizing one's surroundings, being prepared, making decisions and reaching closure and completion.

A **Perceiving** (P) style takes the outside world AS IT COMES and is adopting and adapting, flexible, open-ended and receptive to new opportunities and changing game plans.

Judging Characteristics

- Plan many of the details in advance before moving into action.
- Focus on task-related action; complete meaningful segments before moving on.
- Work best and avoid stress when keep ahead of deadlines.
- Naturally use targets, dates and standard routines to manage life.

Perceiving Characteristics

- Comfortable moving into action without a plan; plan on-the-go.
- Like to multitask, have variety, mix work and play.
- Naturally tolerant of time pressure; work best close to the deadlines.
- Instinctively avoid commitments which interfere with flexibility, freedom and variety

▶Choose which best fits:



Judging (J)



Perceiving (P)

Your 4 Personality Type Letters

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Sensing Types



Intuitive Types



Introverts

ISTJ

Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized---their work, their home, their life. Value traditions and loyalty.

ISTP

Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.

ESTP

Flexible and tolerant, they take a pragmatic approach focused on immediate results. Theories and conceptual explanations bore them--they want to act energetically to solve the problem. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Enjoy material comforts and style. Learn best by doing.

ESTJ

ISFJ

Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.

ISFP

Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others.

ESFP

Outgoing, friendly, and accepting. Exuberant lovers of life, people, and material comforts. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.

ESFJ

INFJ

Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

INFP

Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.

ENFP

Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly, and confidently proceed based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

ENFJ

INTJ

Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance---for themselves and others.

INTP

Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.

ENTP

Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way, apt to turn to one new interest after another.

ENTJ

Extroverts

Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Take care of routine details. Have a clear set of logical standards, systematically follow them and want other to also. Forceful in implementing their plans.

Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Loyal, follow through even in small matters. Notice what others need in their day-by-day lives and try to provide it. Want to be appreciated for who they are and for what they contribute.

Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. May act as catalysts for individual and group growth. Loyal, responsive to praise and criticism. Sociable, facilitate others in a group, and provide inspiring leadership.

Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Usually well informed, well read, enjoy expanding their knowledge and passing it on to others. Forceful in presenting their ideas.

Dominant Introverted Intuition

INTJ & INFJ What is it like?

By Danielle Poirier www.RebelEagle.com
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Without introverted intuitives, it is said that Israel would have had no prophets. Under deceptively conventional appearances lie perceptive minds that travel the breadth and depth of universal mysteries, contemplating its multilayered complexity, seeking the trends that will define the future. With time, clarity of vision comes. When it comes, they are propelled towards the vision and all their actions lead to it. They are perseverant behind a quiet exterior and will often come back with their vision long after everyone believes they have let it go.

What they see is so clear and obvious to them they are often surprised to find that others cannot see it as well. They may find it difficult to articulate the necessary steps towards implementation or to explain how each goal fits into the larger picture.

Their mind usually travels from the past to the future, seeking to fit a particular situation in a large context. It picks up patterns, symbols and images from different seemingly unrelated fields, identifies similarities and provides meaning. This can help solve problems by juxtaposing ideas, finding analogies or simply by rooting out the quintessential reality, discovering the origin in universal stories and human experiences, culling wisdom from the infinitely small to the infinitely large. Their mind naturally travels from the microcosm to the macrocosm.

They regularly have to face the difficulties of bringing dreams into reality. The time and effort it takes is always more than what their intuition initially suggested. They are determined, perseverant, inspired and often see things just around the corner, into the near or far future.

Dominant Introverted Sensing

ISTJ & ISFJ What is it like?

By Danielle Poirier www.RebelEagle.com
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Dependable, reliable and trustworthy, they like to belong to solid organisations that are reasonable in their ambitions and loyal to their employees. They feel useful when their roles and responsibilities are clearly established and they can monitor their activities and productivity in tangible ways. They tend to be rather modest, traditional and conventional, to like sensible clothing, to be thrifty, careful and wise with both money and possessions.

Once they accept a project, they will see it to the end. They manage their time well and are realistic about how much time and resources will be needed.

They tend to like to stay in one neighbourhood, often choosing to live close to where they were themselves raised. They are often involved with volunteer organisations and have a developed sense of citizenship and accountability. When they purchase something, it is after careful consideration; rarely will they buy something without having a known need or use for it. They may keep possessions for a lifetime and treasure those that were given to them.

They tend to have a good memory for specific facts that are necessary in their day-to-day life at work and at home. They accumulate facts and details to orient themselves, relying on repeated experiences that have been proven trustworthy. A fact once experienced may

be the product of circumstance and happenstance; it is not in and of itself reliable. When an introverted sensing type hears an idea, they rummage through reams of archived facts to find an experience that provides information for the relevance and realism of an idea. When an introverted sensing type utters, "It's never been done!" they are saying that no information about the relevance or usefulness of the idea is available to them. They tend to shy away from surprises and what is perceived as unnecessary change.

Dominant Introverted Thinking

INTP & ISTP What is it like?

By Danielle Poirier www.RebelEagle.com
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Rodin's Thinker is introverted. Here these thinkers ponder the apparent chaos of the world in order to extract from it the universal truths and principles that can be counted on. These principles, once extracted, will provide the logical structure on which to build strategies.

They have a finely nuanced ability to analyse situations, find root causes and foresee consequences. They distrust action taken too quickly without the necessary investigation. They are usually levelheaded, objective, impersonal yet intensely involved in problem solving. They are fiercely independent, seeking input and comments from a chosen few. When reporting to others, they need to establish credibility first: their own and that of the person they are reporting to. If the gap in knowledge and expertise is too great and their own proficiency dismissed, belittled or ignored, they will lose interest and motivation.

They are less interested in running the world as they are in understanding it. They are curious and capable of explaining complex political, economic or technological problems, taking great pleasure in explaining all the factors and intricacies. They are rigorous with their thoughts and analysis, choosing the exact words that convey precisely what is meant. They may spend a lot of time defining words, concepts and systems in order to define a problematic solution.

They are armchair detectives, scientists and philosophers, spending most of their time in quiet reflection to ponder truth, and solve mysteries. They may tend to neglect social requirements and responsibilities, finding many relationships to be too superficial to be of much interest.

Dominant Introverted Feeling

INFP & ISFP What is it like?

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Usually gentle and kind, they are intense and passionate about their values and deeply held beliefs, which they share with trusted friends. Because of their discreet manner, their enthusiasm may not be apparent. They are sensitive to others' pain, restlessness or general discomfort and strive to find happiness, balance and wholeness for themselves in order to help others find joy, satisfaction and plenitude. They are deeply empathetic.

They live life in an intently personal fashion, acting on the belief that each person is unique and that social norms are to be respected only if they do not hinder personal development or expression. They strive to adhere to their own high personal moral standards and are particularly sensitive to inconsistencies in their environment between what is being said and what is being done. Empty promises of adhering to something they value – such as environmental causes or human rights - set off an inner alarm and they may transform themselves into modern day Joan of Arcs.

They are quietly persistent in raising awareness of cherished causes and often fight for the underdog in quiet or not-so-quiet ways. In a team, they will raise issues of integrity, authenticity, and good or bad, and may opt out if the team refuses to address the questions raised.

They are usually tolerant and open-minded, insightful, flexible and understanding. They live for the understanding of others and feel deeply grateful when someone takes the time to get to know them personally. They have good listening skills, are genuinely concerned, insightful, and usually avid readers. At their best, they inspire others to be themselves.

Dominant Extraverted Intuition

ENTP & ENFP What is it like?

By Danielle Poirier

www.RebelEagle.com

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Words, ideas and possibilities spew effortlessly from them. Words are their best friends. They dance around ideas, the more, the merrier. Imaginative, spontaneous, original and enthusiastic, they have a knack for seeing other possibilities, other dreams and options. The world is never as it is but as it could be, as if it were but an artists sketch begging for colour. They initiate change and often are prone to trespassing a few known boundaries to take themselves and others where no one has been before. The status quo tends to lack inspiration.

When inspired, they are fearless and tireless. Their energy will know no limits unless red tape takes over. Routine drags them down. Their faith in possibilities and belief in the benefit of change often inspire others to follow. They are challenging, ingenious and innovative. They will give their best to what appears to be an impossible challenge, a place unknown to man or beast.

They use metaphors, stories, images and analogies to make their point. They love theories and often shape their own. They see patterns emerging. Keen improvisers, they are rarely caught off guard, there is always something up their sleeve. The sky is the only limit.

They are sometimes entertainers, artists or otherwise engaged in public demonstrations that allow their ideas to bloom. Their greatest difficulty is not in initiating projects but in choosing among so many possibilities, setting realistic boundaries, establishing priorities and correctly assessing resources.

Dominant Extraverted Sensing

ESTP & ESFP What is it like?

By Danielle Poirier

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Extraverted sensing types are pragmatic and realistic with a zest for living life to the fullest by way of multiplying experiences. Always on the alert for what needs immediate attention or what might provide a bit of action, excitement or entertainment, they engage quickly with their environment. They seek and enjoy freedom, are good-natured, direct, and tolerant and are often the ones who provide levity.

They have a way with dealing with people on a very equal platform and are not easily star struck. Rank, celebrity and status mean little when they are face to face with another individual.

On the job, they appreciate having the right tools and are quite ingenious at finding ways to fix and repair things with dexterity. They love variety and are curious and adventurous, enjoying the unexpected. Their brand of extraversion is one of deeds rather than words. As long as things are moving along, they are happy. They like to keep things simple and immediate, going with the flow. They are helpful in very concrete ways, providing the correct tools or specific service the person requires. They often have an uncanny ability to respond appropriately in cases of emergencies, often having excellent reflexes. They act without thinking. They also tend to have natural mediating skills.

They are attuned to the environment and the myriad colours, textures, sounds, beauty and the sensuousness of it all. They are quite graceful and agile while moving through their environment. They love having fun and if things are too quiet they may provide the entertainment or distraction. They learn by imitation and are keen observers. They teach through example. Their attention will always go

towards whatever provides the keenest impression on their senses.

Dominant Extraverted Thinking

ENTJ & ESTJ What is it like?

By Danielle Poirier www.RebelEagle.com

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“Creating order out of chaos” is one extraverted thinker’s way of describing her volition. Determined, logical, critical, they love a challenge, especially one that will allow tangible improvement in productivity, efficiency or profitability. They are direct, finding the quickest, most direct path between what is and what should be.

They excel at implementing ideas and are often on the lookout for good ideas worthy of their attention. They are quick to organize, orchestrate, find resources, coordinate, and follow through to the end of a project. They love a problem, especially one that will make full use of their competencies, their logic and sense of order, justice and fair play.

Many find competition to be stimulating and fun. “These are the rules of the game now let us play.” Fairness is sharing and respecting the same set of rules, so may the best one win. And since they readily acknowledge that there will be a winner and a loser, they would simply much rather be the winner. So they hone their strategies on the fine knife of experience and sharpen their skills to meet the next challenge head on.

They love having greater challenges bestowed on them as a result of having successfully met the last, as this attests to their competence and skills. They appear dispassionate because of their impersonal and objective approach, but close observation will reveal deep passion and enthusiasm as well as sensitivity, especially to cherished ones. However they expect others to roll up their sleeves as they do and meet the task in spite of personal hardships or discomfort.

They have little tolerance for personal whims that threaten a smooth running operation. They are direct and honest with most things that displease them and expect others to do the same. Their humanity shows in their sense of fairness and justice as well as their love of humour.

Dominant Extraverted Feeling

ENFJ & ESFJ What is it like?

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Feeling types seek continuity through harmonious relationships and collective values. They excel at picking up on the tone of a situation and acting accordingly, adding warmth to a cool setting or turning sour into sweet. They will naturally seek to know what people do well, what they enjoy, where and how they work, and understand what they need in order to make the appropriate connections with other people. They weave and strengthen the collective fabric of social conventions and interactions.

Let an extraverted feeling type know that you are in need of an accountant and they will most likely give you several names. They seem to have an infinite number of acquaintances from all walks of life and are always on the lookout for people in need and those who can help out. Inclusiveness is important and they are particularly sensitive to those who are excluded.

Harmony comes from good, supportive relationships and upholding collective values. They are always focused on the other person, feeling a glow when those around them are happy, and troubled when something is amiss. They are natural cheerleaders, often expressing support, gratitude, and encouragement, and heaping praise onto those they appreciate. They take note of what is being done and what needs doing, offering their help and assistance wherever necessary.

As team players and project leaders, they have a gift for rallying their players, focusing on what is being done right and each member’s strengths. They are loyal and they expect loyalty. They carry conversations well, finding common ground with their speaker. They tend to find the correct and gracious

way to respond in any given situation, no matter how tense or uncomfortable it is.

It is well to note that extraverted feeling types will uphold a wide range of values, simply because shared values are what create harmony. Some will profess the importance of tough-minded logic, justice and scholarly debate because their environments have these shared values. They tend to adopt the collective values of those they love and 'belong to'.

	Basic	ESOL	Comp 1	Total Class
Extroverted				
Introverted				
Sensing				
Intuitive				
Thinking				
Feeling				
Judging				
Perceiving				
INTJ				
INFJ				
ISTJ				
ISFJ				
INTP				
ISTP				
INFP				
ISFP				
ENTP				
ENFP				
ESTP				
ESFP				
ENTJ				
ESTJ				
ENFJ				
ESFJ				

Will V-Day Be Me-Day Too?

Langston Hughes

Over There,
World War II.

Dear Fellow Americans,
I write this letter
Hoping times will be better
When this war
Is through.
I'm a Tan-skinned Yank
Driving a tank.
I ask, WILL V-DAY
BE ME-DAY, TOO?

I wear a U. S. uniform.
I've done the enemy much harm,
I've driven back
The Germans and the Japs,
From Burma to the Rhine.
On every battle line,
I've dropped defeat
Into the Fascists' laps.

I am a Negro American
Out to defend my land
Army, Navy, Air Corps--
I am there.
I take munitions through,
I fight--or stevedore, too.
I face death the same as you do
Everywhere.

I've seen my buddy lying
Where he fell.
I've watched him dying
I promised him that I would try
To make our land a land
Where his son could be a man--
And there'd be no Jim Crow birds
Left in our sky.

So this is what I want to know:
When we see Victory's glow,
Will you still let old Jim Crow
Hold me back?
When all those foreign folks who've waited--
Italians, Chinese, Danes--are liberated.
Will I still be ill-fated
Because I'm black?

Here in my own, my native land,
Will the Jim Crow laws still stand?
Will Dixie lynch me still
When I return?
Or will you comrades in arms
From the factories and the farms,
Have learned what this war
Was fought for us to learn?

When I take off my uniform,
Will I be safe from harm--
Or will you do me
As the Germans did the Jews?
When I've helped this world to save,
Shall I still be color's slave?
Or will Victory change
Your antiquated views?

You can't say I didn't fight
To smash the Fascists' might.
You can't say I wasn't with you
in each battle.
As a soldier, and a friend.
When this war comes to an end,
Will you herd me in a Jim Crow car
Like cattle?

Or will you stand up like a man
At home and take your stand
For Democracy?
That's all I ask of you.
When we lay the guns away
To celebrate
Our Victory Day
WILL V-DAY BE ME-DAY, TOO?
That's what I want to know.

Sincerely,
GI Joe.

I, Too, Sing America

Langston Hughes

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am America.

Cross

My old man's a white old man
And my old mother's black.
If ever I cursed my white old man
I take my curses back.
If ever I cursed my black old mother
And wished she were in hell,
I'm sorry for that evil wish
And now I wish her well
My old man died in a fine big house.
My ma died in a shack.
I wonder were I'm going to die,
Being neither white nor black?

Langston Hughes