



6. Lesson Plans and Materials

6.1. Session 1: Lesson Plan 1 and Materials

Classroom Teacher : Gizem Balta
Theme : Teaching writing for social justice: Narrative Essay
Course objective :

- Teaching how to make an outline
- Introducing the narrative essay

Grade/Level : Intermediate
Language : English
Time : 120 min.
Classroom Size : 5

Objectives

| Content Objectives | Language Objectives |
|---|--|
| Students will be able to: <ul style="list-style-type: none"> ● understand the importance of Martin Luther King, Jr. in the US culture and history, ● familiarize themselves with the “Montgomery Bus Boycott” event in the US history, ● learn about African-American women who worked at the National Aeronautics and Space Administration (NASA) in the 1950s and 1960s. | Students will be able to: <ul style="list-style-type: none"> ● define what an outline is and how to make an outline, ● turn a pre-designed outline into a narrative essay, ● improve their reading comprehension, ● describe what a narrative essay is, ● identify the elements of narrative writing, ● recall their grammar knowledge of the past tense (simple past, past continuous, past perfect, etc.) and linking words used in a narrative essay. |
| Social Justice Objectives | |
| Students will be able to: <ul style="list-style-type: none"> ● cultivate an overall understanding and awareness on the concept of social justice by reading different texts, ● develop consciousness about racism by reading the text about Montgomery Bus Boycott, ● foster awareness on gender inequality and racism by working on the essay of “Hidden Figures”, ● take action to make research on different social justice issues across the world. | |



Materials

- Video
- Projector/Smartboard
- Handouts for a sample outline
- Handouts for turning an outline into a sample narrative essay
- Handouts for a sample narrative essay
- Handouts for the past tense and linking words / transitional expressions

Procedures

| Stage | Time (min.) | Interaction | Procedure | Objectives |
|---------------|-------------|-------------|--|---|
| Pre-writing | 10 | T-Ss | <ul style="list-style-type: none"> • Brainstorming #1: Martin Luther King Jr. <ul style="list-style-type: none"> ○ The teacher informs the class that they are going to watch a video. (Note: No further information is given.) ○ The teacher plays the video of Martin Luther King’s famous speech “I have a dream.” ○ The teacher asks the following questions: <ul style="list-style-type: none"> ▪ Who is the person giving the speech? ▪ What do you know about him? ▪ What civil rights activities was he involved in? Have you ever heard of the event called “Montgomery bus Boycott”? <p>If yes, what do you know about it?</p> | <ul style="list-style-type: none"> • To draw students’ attention to the class • To activate students’ background knowledge • To cultivate critical thinking in students • To raise awareness on the concept of social justice |
| | 10 | T-Ss | <p>Video link: https://www.youtube.com/watch?v=6dKimoybmEo</p> <ul style="list-style-type: none"> • Brainstorming #2: What is an outline? <ul style="list-style-type: none"> ○ The teacher asks the students what an outline is. ○ The teacher writes the students’ ideas on the board by drawing a mind map. | <ul style="list-style-type: none"> • To check students’ background knowledge of what an outline is |
| Stage | Time (min.) | Interaction | Procedure | Objectives |
| While-writing | 20 | T-Ss | <ul style="list-style-type: none"> • Introducing an “outline” through “narrative essays” <ul style="list-style-type: none"> ○ The teacher gives out the students the pre-designed outline of the “<i>Montgomery Bus Boycott</i>”. | <ul style="list-style-type: none"> • To introduce what an outline is • To introduce how to make an outline |

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| | 20 | T-Ss Ss-Ss | <ul style="list-style-type: none"> ○ The students analyze each part of the outline through the guidance of the teacher. ● Working on the ready-made essay of the above outline <ul style="list-style-type: none"> ○ The teacher distributes a ready-made essay of the above outline to the students. ○ The students read it in the class and answer the comprehension questions about it. ○ They compare the outline with the text in pairs and then as a class to see how the outline is turned into an essay. ○ They have some discussion on the theme of the reading text – namely, racism. ● Introducing the parts of the essay <ul style="list-style-type: none"> ○ The teacher distributes the summary of the movie “<i>Hidden Figures</i>” to the students. ○ The teacher introduces to the students the basic parts of a narrative essay – namely, introduction, body, and conclusion. ○ The teacher elaborates these parts on the reading text. ○ The students answer some comprehension questions about the story. ○ The students have some discussion on the theme of the reading text – namely, gender inequality and racism. | <ul style="list-style-type: none"> ● To improve students’ reading comprehension ● To help students see how an outline can turn into an essay, and vice versa ● To enable students to work in a cooperative way with their pairs ● To foster awareness on racism ● To introduce the basic parts of the narrative essay ● To improve students’ reading comprehension ● To encourage students to critically think about the concepts of gender inequality and racism through the lens of social justice |
| Stage | Time (min.) | Interaction | Procedure | Objectives |
| Post-writing | 15 | T-Ss Ss-Ss | <ul style="list-style-type: none"> ● Reviewing grammar <ul style="list-style-type: none"> ○ The teacher asks the students to determine <i>the most frequently used tenses</i> in the reading text of the movie “Hidden Figures”. ○ The students share their ideas with the whole class. ○ The teacher distributes a handout to the students to make a general revision of the past tense (e.g., simple past, past continuous, past perfect, etc.). | <ul style="list-style-type: none"> ● To make students to recall their knowledge of the past tense ● To improve students’ knowledge of the past tense ● To prepare students for their further essay writing process |

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| | 15 | T-Ss | <ul style="list-style-type: none"> ○ The teacher gives the students some worksheets for practice at home. ● Introducing linking words / transitional expressions <ul style="list-style-type: none"> ○ The teacher asks the students what linking words or transitional expressions are used in the narrative essay of the <i>Montgomery Bus Boycott</i>. ○ The teacher asks the students to underline the linking words or transitional expressions used in the reading text. ○ The teacher provides a list of linking words or transitional expressions used in the narrative essay. ● The teacher replays the video of Martin Luther King’s famous speech “I have a dream.” | <ul style="list-style-type: none"> ● To familiarize students with linking words or transitional expressions used in the narrative essay ● To leave students inspired and motivated |
| <p>Assignment</p> <ul style="list-style-type: none"> ● The teacher gives the students a list of social justice topics (e.g., racism, gender issues, environmental issues, animal rights, etc.). ● The students search on the Internet for a real-life event related to one of the topics that they have chosen. ● The students develop an outline to practice what they have learned for their further essay writing processes. ● The students send their outlines to the teacher via email. ● The teacher gives online feedback on the outlines. ● so that the students can revise them. ● The students send their revised outlines to the teacher. <p>Note: They use Google Drive to carry out all these activities.</p> | | | <ul style="list-style-type: none"> ● To encourage students to make independent research on social justice issues ● To improve students’ skills of making an effective outline ● To motivate students to get prepared for the next lesson | |

Note: The students have a ten-minute break before working on the essay called “Hidden Figures”.



Appendix 1: Sample Outline

Montgomery Bus Boycott

Introduction

- Organizing a mass protest against the bus system of Montgomery, Alabama, the U.S.A.
- Led by civil rights activists and their supporters
- Lasting 381 days
- Ending with:
 - the U.S. Supreme Court declaration of Montgomery's segregation laws on buses being unconstitutional in 1956
 - Martin Luther King, Jr. as an important leader of the American civil rights movement

Body Paragraph 1

- In Montgomery on December 1, 1955
- Rosa Parks' refusal to give her seat to a white passenger on a city bus
- The dictation of local laws:
 - The back of the bus for African American passengers
 - The front of the bus for whites passengers
 - If full, African Americans to give their seats to the white
- Parks' refusal to give her seat to a white rider,
- Jailed and bailed out by a local civil rights leader

Body Paragraph 2

- Montgomery's African American residents organized politically long before
- Foundation of the Women's Political Council (WPC) in 1946
 - Aiming to lobby the city for improved conditions on the buses for a decade
- The National Association for the Advancement of Colored People (NAACP),
 - An active branch
 - Parks' workplace (a secretary)

Body Paragraph 3

- Parks not as the first resident of Montgomery to refuse to give her seat
- Parks' arrest as a chance to challenge local segregation laws
- Leaflets by Jo Ann Robinson (a leader of the WPC) and E.D. Nixon (president of the local NAACP)
- Parks' arrest and the call for a one-day boycott of the city buses on December 5
- The success of the boycott due to:
 - Montgomery bus system's nearly 75% dependence on African American riders
 - 90% of support by African Americans on that day



Body Paragraph 4

- Great success of the boycott and indefinite extension
- The formation of the Montgomery Improvement Association (MIA)
 - The support for the boycott
 - The legal challenge to the segregation laws
- Martin Luther King, the charismatic young pastor of the Dexter Avenue Baptist Church,
 - His election as the president of the MIA
 - A powerful orator, new to the area, and few enemies
 - Motivation for the African American community

Body Paragraph 5

- First-come, first-served seating, with African Americans starting in the rear and white passengers beginning in the front of the bus.
- The employment of African American bus drivers for routes primarily made up of African American riders
- The refusal of these demands by the bus companies and Montgomery officials
- The retaliations of whites against African Americans
 - Bombing King's home
 - Threatening and firing many boycotters
 - Arresting and jailing the protesters
 - Charging 80 leaders of the boycott with violating a 1921 law that barred conspiracies to interfere with lawful business without just cause

Conclusion

- More than a year-long boycott
- A federal suit against bus segregation
- On June 5, 1956, the declaration of segregated seating being unconstitutional by a federal district court's
- Mid-November, 1956, the uphold by the Supreme Court in mid-November
- On December 20, 1956, the federal decision in action
- Strong publicity in the national press
- King became well known throughout the country.
- Inspiration for other African American communities' protests against racial discrimination



Appendix 2: Sample Narrative Essay

Montgomery Bus Boycott

The Montgomery Bus Boycott was a mass protest against the bus system of Montgomery, Alabama, by civil rights activists and their supporters. It continued for 381 days and led to a 1956 U.S. Supreme Court decision which declared that Montgomery's segregation laws on buses were unconstitutional. The 381-day bus boycott also brought the Rev. Martin Luther King, Jr., into the spotlight as one of the most important leaders of the American civil rights movement.

The event that triggered the boycott took place in Montgomery on December 1, 1955, after seamstress Rosa Parks refused to give her seat to a white passenger on a city bus. The local laws dictated that African American passengers sat at the back of the bus while whites sat in front. If the white section became full, African Americans had to give up their seats in the back. When Parks refused to move to give her seat to a white rider, she was taken to jail; she was later bailed out by a local civil rights leader.

Many of Montgomery's African American residents were politically organized long before Parks was arrested. For example, the Women's Political Council (WPC) was founded in 1946, and it had been lobbying the city for improved conditions on the buses for a decade before the bus boycott began. In addition, Montgomery had an active branch of the National Association for the Advancement of Colored People (NAACP), where Parks also worked as a secretary.

Although Parks was not the first resident of Montgomery to refuse to give up her seat to a white passenger, local civil rights leaders decided to capitalize on her arrest as a chance to challenge local segregation laws. Shortly after Parks's arrest, Jo Ann Robinson, a leader of the WPC, and E.D. Nixon, president of the local NAACP, printed and distributed leaflets describing Parks's arrest and called for a one-day boycott of the city buses on December 5. They believed that the boycott could be effective because the Montgomery bus system was heavily dependent on African American riders, who made up about 75 percent of the ridership. Some 90 percent of the African American residents stayed off the buses that day.

The boycott was so successful that local civil rights leaders decided to extend it indefinitely. A group of local ministers formed the Montgomery Improvement Association (MIA) to support and sustain the boycott and the legal challenge to the segregation laws. Martin Luther King, the charismatic young pastor of the Dexter Avenue Baptist Church, was elected president of the MIA. A powerful orator, he was new to the area and had few enemies, and, thus, local leaders believed he could rally the various factions of the African American community to the cause.

The MIA initially asked for first-come, first-served seating, with African Americans starting in the rear and white passengers beginning in the front of the bus. They also asked that African American bus drivers be hired for routes primarily made up of African American riders. The bus companies and Montgomery officials refused to meet those demands. Many white citizens retaliated against the African American community: King's home was bombed, and many boycotters were



threatened or fired from their jobs. Several times the police arrested protesters and took them to jail. For instance, once 80 leaders of the boycott were charged with violating a 1921 law that barred conspiracies to interfere with lawful business without just cause.

Despite such intimidation, the boycott continued for more than a year. The MIA filed a federal suit against bus segregation, and on June 5, 1956, a federal district court declared segregated seating on buses to be unconstitutional. The Supreme Court upheld that ruling in mid-November, and the federal decision went into effect on December 20, 1956. The boycott garnered a great deal of publicity in the national press, and King became well known throughout the country. The success in Montgomery inspired other African American communities in the South to protest racial discrimination and galvanized the direct nonviolent resistance phase of the civil rights movement.

Source: <https://www.britannica.com/event/Montgomery-bus-boycott>

Comprehension Questions

1. How did the local laws arrange the sitting plan on buses in Montgomery?
2. Why did local civil rights leaders view Rosa Parks' arrest as a chance?
3. Why did local leaders think the boycott would be effective?
4. Why did local leaders think Martin Luther King would be successful as a president?
5. What happened at the end of the boycott?
6. What do you think about African Americans' fight for civil rights?

Appendix 3: Sample Narrative Essay

Hidden Figures

| | |
|-------------------------|--|
| Introduction | <p>Three black women, Katherine G. Johnson, Dorothy Vaughan and Mary Jackson, worked at Langley Research Laboratory. The center was dominated by white males, and there were white females and black females at the research center. These women were called “computers” and worked as human calculating machines. Black computers were not allowed to work with white computers. Black computers were supposed to work at a table labeled colored computers.</p> |
| Body Paragraph 1 | <p>Among the three, Dorothy was the first woman to work at NASA as a mathematician. She was forced to work in a segregated area, but she worked hard until she was promoted to lead the group in 1949. She became the NACA’s first black supervisor and one of the NACA’s few female supervisors. She was also the supervisor of Mary Jackson and Katherine G. Johnson. She ensured that both Mary and Kathrine were promoted.</p> |
| Body Paragraph 2 | <p>Mary Jackson was also hired by NACA as a researcher. She later became an engineer due to her brilliance. Mary was forced to work extraordinary to demonstrate her ability. Even though her white colleagues were biased against her, Mary was never bothered and decided to prove them wrong. Black women were oppressed and worked in an isolated area, but that did not stop them from making their contributions to astronautics and aeronautics.</p> |
| Body Paragraph 3 | <p>Katherine Johnson was also a black woman working at Langley. The aeronautical engineers at her research center were amazed by her capabilities in analytical geometry. Dorothy secured her a post in the Flight Research Division. Katherine contributed to the development of the first spacecraft. She was assigned to a special task force to ensure the success of getting John Glenn into orbit. Despite her exceptional skills, whites were biased against her and her immense contributions were overlooked. For instance, she was denied an opportunity to attend conferences to discuss the research project and was snubbed by a white man when she tried to greet him. However, this did not stop her from working hard.</p> |
| Conclusion | <p>Katherine G. Johnson, Dorothy Vaughan, and Mary Jackson fought their own battles and overcame opposition to become forerunners in their respective fields. These three brilliant minds not only had to reckon with the prejudice against African-Americans in the south, which still advocated segregation, but they were also women working in a "man’s world". The three black women put more effort into proving their skills. The trio’s intense math calculations surprised engineers and scientists at the agency. Their inspiration went beyond bias and discrimination and made them true heroes.</p> |

Appendix 4: Characteristics of Narrative Essays

Narrative Essays

A narrative essay tells a series of events that create a story.

Guidelines

Paragraph 1: Setting the scene

Introduction (people, place and time)

Paragraph 2: What happened in the story

The characters' feelings

Paragraph 3: Conclusion: how the story ended, consequences of the story and what relevance it had for the characters.

Verbal tenses

- Past simple
- Past continuous
- Past perfect

Expressions of sequence and time

After a while / afterwards / later / next

Again

... ago

As soon as

At first / at last

At that time

Before / after ...

By (the time)

By the end of...

During

Earlier

Eventually / finally / at last / in the end

First of all

For the next ten minutes / days ...

In the beginning

In the past

Just then ...

Last year / summer/month/week/yesterday

Lately

Meanwhile

Now

On that day / on the following days

One week ago

Presently

Recently

Secondly

Shortly later

Simultaneously

Since

So far

Soon

Subsequently

Suddenly/out of the blue

The next moment, ...

Then

When

Whenever

While

Appendix 5: Grammar in Narrative Essays

Notes for Tenses Used in Narrative Essays

1. Simple past

- action in the past taking place once, never or several times
Example: He *visited* his parents every weekend.
- actions in the past taking place one after the other
Example: He *came* in, *took* off his coat and *sat* down.
- action in the past taking place in the middle of another action
Example: When I was having breakfast, the phone suddenly *rang*.
- if sentences type II (If I talked, ...)
Example: If I *had* a lot of money, I would share it with you.

2. Past continuous

We use it to say what we were in the middle of doing at a particular moment in the past.

Formula: [was/were + present participle]

- You were studying when she called.
- Were you studying when she called?
- You were not studying when she called.

Use 1: Interrupted Action in the Past

- I was watching TV when she called.
- When the phone rang, she was writing a letter.

Use 2: Specific Time as an Interruption

- Last night at 6 PM, I was eating dinner.
- At midnight, we were still driving through the desert.

Use 3: Parallel Actions

- While Ellen was reading, Tim was watching television.
- Were you listening while he was talking?

Use 4: Atmosphere

When I walked into the office, several people were busily typing, some were talking on the phones, the boss was yelling, customers were waiting for help.

3. Past perfect tense

Formula: [had + past participle]

- You had studied English before you moved to New York.
- Had you studied English before you moved to New York?
- You had not studied English before you moved to New York.

Use 1: Completed Action before Something in the Past

- I had never seen such a beautiful beach before I went to Kauai.
- I did not have any money because I had lost my wallet.

Use 2: Duration before Something in the Past (Non-Continuous Verbs)

- We had had that car for ten years before it broke down.
- By the time Alex finished his studies, he had been in London for over eight years

Narrative tenses in conversation

Narrative tenses are **common in conversation** when we talk about past experiences

David: I **saw** a UFO once. Well, I think it **was** one.

Carol: Oh yeah?

David: Yeah, really. I **was** in the country - in Yorkshire - on the moors...

Carol: What **were you doing** there?

David: Oh, I **was visiting** some friends. They'd **rented** a cottage and we'd **gone** to stay with them.

Source: <https://theinspiringtutor.wordpress.com/2012/06/15/tenses-used-for-narrative-essay/>

Appendix 6: Social Justice Topics

Suggested Social Justice Topics for the Assignment

- Environmental issues
- Intercultural tolerance and respect
- Gender inequality
- Immigration and peacebuilding
- LGBTQ issues
- Poverty
- Racial Injustice
- Hunger and food insecurity
- Economic Justice
- Education
- Homelessness
- Animal Rights