

Lesson Plan

Rationale:

Social consciousness is the awareness of important social awareness around you specifically focusing on interactions, institutions, and ideologies. This lesson plan uses the young adult novel *King and the Dragonflies* by Kacen Callender, written for middle school grades, to guide students and teachers into thinking about social consciousness by examining the perspectives of different characters. The goal of the lesson is to bring social awareness discussions into the classroom.

Standards:

Social / Emotional Standards (casel.org)

1. Self-Awareness
 - a. Integrating personal and social identity
 - b. Examining prejudices and biases
2. Social Awareness
 - a. Taking others' perspectives
 - b. Identifying diverse social norms, including unjust ones
 - c. Understanding the influences of organizations/systems on behavior
3. Responsible Decision-Making
 - a. Anticipating and evaluating the consequences of one's actions
 - b. Evaluating personal, interpersonal, community, and institutional impacts

Common Core English Language Arts Standards in Reading

1. Key Ideas and Details
 - a. Read closely to determine what the text says explicitly and to make logical references from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - b. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - c. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2. Integration of Knowledge and Ideas
 - a. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Learning Goals:

- Understanding: The student will understand that...
 - culture influences and shape who we are.
- Knowledge: The student will know...
 - social consciousness is the awareness of important social issues
 - interactions between the novel's characters influence King's growth through social conscious
 - generational and institutional racism is a key theme in the novel
 - steps for self-activism, through the lens of different characters, can be different
- Skill: The student will be able to...
 - identify and describe key points social consciousness evolution
 - use textual evidence to support claims
 - create and present a piece of work

Lesson Introduction:

This lesson is designed to be completed at the conclusion of reading the novel *King and the Dragonflies* by Kacen Callender. Students will complete a RAFT by choosing a (R)ole of a character, (A)udience to present to, (F)ormat of presentation, and (T)opic of presentation.

Lesson Engagement:

Engage students with the RAFT by presenting students the choice of activity. Students will choose a horizontal row to complete. For example, if students choose the first row, the students will write dialogue (format) in the perspective of King (role) to family members (audience) covering hard conversations (topic). Task cards are provided to give students more information for each topic.

Differentiation:

This lesson is differentiated for student choice. Students pick their activity from a RAFT menu. Each student engages equally with the understanding “culture influences and shape who we are” through the activities.

Closure

Students will share their projects through a digital or paper display in the class, if they choose to do so. It will be a personal decision (but encouraged) for further discussion and reflection.

Allowing students to further discuss works keep the discussion going and extends personal reflection.

Criteria for Assessment

The evaluation criteria is included. Criteria includes understanding, accuracy, voice, support, and craftsmanship using a rubric adapted from Doubet and Hocket’s book *Differentiation in Middle and High School: Strategies to Engage All Learners*.

RAFT

Directions: Choose one of the following tasks (horizontal row) to show your understanding of social consciousness and the novel *King and the Dragonflies*.

	ROLE	AUDIENCE	FORMAT	TOPIC
1	King	Family Members	Dialogue	Hard Conversations
2	Sandy	Readers	Comic	Accepting Others
3	Sheriff Sanders	Jury	Speech	Taking responsibility
4	Jasmine	Younger Students	Children's Book	Informing others
5	Khalid	Community Members	Podcast	Perseverance

Task Cards

1. King.

You had a hard conversation with your dad while on the way to school. On page 252 you tell your father, “[t]he kinds of things people do or say because I’m Black feels a lot like the kinds of things people do or say because I’m gay.” You grew in your social consciousness, bringing change to those around you, specifically your father, who tells you that he will continue to “learn, because I love you” (p. 253).

Create dialogue between yourself and your family members (mom and dad) to continue these hard conversations demonstrating an understanding of social consciousness. The dialogue should pull elements from the story but also be creative, engaging, and reflective.

2. Sandy.

You enjoy writing comics with King. You are now safe, living with your brother Mikey, and you want to spread the word about accepting differences in others. Create a comic about accepting the differences in others pulling elements from the story including hard topics such as racism and LGBTQ+ rights.

3. Sheriff Sanders.

You have been arrested for verbal and physical abuse of both your sons. You are also being charged with taking advantage of your position as sheriff. Your lawyer has asked to you prepare a speech to give to the jury about your case. What important information would you need to share? How would you take responsibility for your action? How have you gained awareness of social consciousness?

4. Jasmine.

You have been friends with Sandy and King for a long time and played a big role in King growing in his critical consciousness. You want to help others learn to accept others in different areas of social consciousness and decide to create a children’s book over important issues. Be sure to weave in elements of the from your story into the children’s book.

5. Khalid.

You are speaking from the beyond in the form of a podcast. Your voice is offering encouragement to those dealing with racism or adversity in their identity choices. How can you encourage people to stand up for their rights? What advice would you offer? What wise advice have you learned after moving to the ‘beyond’?

RAFT Evaluation Criteria

Category	Exemplary	Acceptable	Needs Revision
Understanding	Your understanding of social consciousness is sophisticated, nuanced, and thorough.	Your understanding of social consciousness is thoughtful, reflective, and complete	Your understanding of social consciousness is predictable, flat, or incomplete.
Accuracy	You sought and demonstrated numerous accurate interpretations of <i>King and the Dragonflies</i> and social consciousness with efficiency that go beyond those that an average citizen would deduce.	You sought and demonstrated some accurate interpretations of <i>King and the Dragonflies</i> and social consciousness with efficiency that go beyond those that an average citizen would deduce.	You sought and demonstrated few or no accurate interpretations of <i>King and the Dragonflies</i> and social consciousness with efficiency that go beyond those that an average citizen would deduce.
Voice	You adopted a tone, style, syntax, and language that expand on your role, audience, and/or format.	You adopted a tone, style, syntax, and language appropriate to your role, audience, and/or format.	You adopted a tone, style, syntax, and language that are inappropriate to your role, audience, and/or format.
Support	All of the support you offer for your viewpoint is logically sound and well substantiated with textual evidence. You anticipate dissenting opinions and address them soundly.	Most of the support you offer for your viewpoint is logically sound and well substantiated with textual evidence. You anticipate some dissenting opinions.	Only some of the support you offer for your viewpoint is logically sound and well substantiated with textual evidence. You neglect or shallowly address dissenting opinions.
Craftsmanship	Your work is polished and reflects exceptionally careful attention to editing and revisions. This makes your ideas fluid and easy to follow.	Your work is competent and reflects attention to editing and revision. The occasional error does not interfere with the audience's ability to understand your ideas.	Your work contains errors that significantly affect the audience's ability to understand your ideas.

Adapted from Doughty, K. J. & Hockett, J. A. (2015). *Differentiation in middle and high school: Strategies to engage all learners*. Association for Supervision & Curriculum Development.