

## MakerSpace Lesson Plan

**Lesson Title: Malcolm X's impact**

**What are some problems/issues that surface in the Autobiography of Malcolm X?**

**Recommended grade level: Ninth**

|   |                                     |
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| <b>Length of Lesson:</b><br>3-5 class sessions (45 minutes each)  | <b>Materials Needed:</b><br>-Varied |
| <b>Prior Knowledge:</b> <ul style="list-style-type: none"> <li>Students completed their reading of The Autobiography of Malcolm X.</li> <li>Students were introduced to several literary terms for further study as we read the Autobiographical text.</li> <li>Additionally students reviewed the term "historical context" and it's impact on the writer, his time and the readers of that time.</li> </ul> |                                     |

| <b>Key Vocabulary:</b>                          | <b>Essential Question(s):</b>   | <b>Differentiation:</b>   |
|---|---|---|
| -Historical Context<br>-Metaphors<br>-Allusions | - How do you explain a life transformed?<br>- What happens when traditional education fails a person?<br>- Is education liberation?<br>- How do we stop society from being intolerant of other people?<br>- Why does society get satisfaction out of limiting others? | -Allow some choice in student groups and roles<br>-Class meeting structure allowed for due dates discussions and project purpose discussions. |

| <b>Goals from District Curriculum:</b>   | <b>Targets</b>  |
|--|---|
| -analyze the author's purpose and effectiveness in using literary and rhetorical techniques<br><br>- complete a makerspace project in order to successfully answer a question or solve a problem.<br><br>-interpret multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats | <ol style="list-style-type: none"> <li>1. Students learn rhetorical and literary terms.               <ol style="list-style-type: none"> <li>a. Metaphor</li> <li>b. Allusion</li> <li>c. Historical Context</li> </ol> </li> <li>2. Students refine research design questions readily</li> <li>3. Students will explicitly develop media literacy skills.</li> </ol> |

## Lesson:

### Overview:

Students will design, construct, and test a variety of objects that address an issue from Malcolm X while being constrained by one of three literary terms/rhetorical devices: metaphor, allusion and historical context.

### Introduction/Building Background:

Students will participate in a mini-design challenge to better understand the stages of the Stanford Design Model (empathize, define, ideate, prototype & test).

### Group Activity

#### Day 1 - Thursday, Feb 25th.

Prior to going into the MakerSpace students will be grouped according to their preferences and given a mini-design challenge. Students are taken through the stages below:

- **Empathy** - What problems surfaced in the Autobiography of Malcolm X?
- **Define** - those problems by asking a question for which a solution can be provided.
- **Ideate** - Think about the solutions to those questions using metaphors, allusions and historical context from AMX
- **Prototype** - Using a “found” objects approach, students will create a prototype that explains the problems they identified.
- **Test** - Students share their prototypes with the group to test for understanding.

#### Days 2 - 4 Tues - Thur (Feb. 20th - 22nd)

Students have work time to build and test their prototypes in the high school makerspace. It is important for groups to keep returning the literary terms metaphor and allusion as well as the concept of “historical context?” Students will need to complete an “exit ticket” via socrative at the end of each day in the makerspace to ensure that they are on task toward completion.

#### Day 5

Gallery Walk where students share their finished object & a one page written piece about their object.

### Assessment:

Students will be assessed on their completed objects and how well they connect what their group designed back to their group’s essential question and one of the three literary terms/devices mentioned (metaphor, allusion, historical context). They will also be graded on participation in the group.