

Lesson Overview: Bad and Boujee
Author/Teacher: Jackie Jackson
Grade Level: Humanities, 12

Vocabulary	Day	Student will be able to	Assessment/Activity
Intersectionality Identity Complex	1	WhoAmI: SWBAT identify the various cultural customs, beliefs and experiences that shape their identity.	SW share out their WhoAmI poems during the circle activity.
Culture Internalized Racism Institutionalized Racism	2	WhoAmI: SWBAT construct a visual representation of how their identities correct and explain their intersectionality.	SW write a short paragraph on how their identities intersect in order to show their comprehension of the complexity of identity through their circle activity.
Stereotypes Cultural Appropriation Sociopolitical	3	Media Representations: SWBAT identify the various stereotypes depicted in the social media and/or TV, Netflix shows they watch.	HW: Students will go home and watch their favorite show then return to class prepared to discuss some of the stereotypes and/or representations they saw.
	4	Media Representations: SWBAT identify the various stereotypes depicted in the social media and/or TV, Netflix shows they watch.	SW create a 30 sec Snapchat video that explains what they learned about media representations.
	5	Social Media Analysis: SWBAT explain how "Black Twitter" + memes are ways in which AA culturally communicate.	SW pick a newsworthy topic and create a tweet and tag #BlackTwitter to show how social media is used to communicate.
	6	Social Media Analysis: SWBAT explain how "Black Twitter" + memes are ways in which AA culturally communicate.	SW develop a meme based off current entertainment and/or current events.

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	7	Code switching: SWBAT explain code switching and discuss how it can limit an individual and/or devalue AA culture.	SW create a MEME that identifies the meaning behind code switching in order to showcase their understanding of it.
	8	Code meshing: SWBAT explain code meshing and discuss how it can help them maintain their cultural identity in “professional” places without code switching.	SW create a MEME that identifies the meaning behind code meshing in order to showcase their understanding of it.
	9	Code meshing: Soundtrack Song #1: SWBAT explain code meshing and discuss ways it can be used in their post high school careers.	HW: Students will analyze the song “Made in America” by Jay Z and incorporate vocabulary from the first half of the unit. This song will act as their 1st song in their soundtrack.
	10	Internalized Racism <ul style="list-style-type: none"> • Light Skin vs Dark Skin • Rich vs Poor • Bullying SW will be able to define internalized racism and explain how it currently impacts the way Blacks and Latin@s communicate with each other both in school and through social media.	HW: Write a reflection on how internalized racism affects them personally and analyze how they interact with their peers.
	11	Internalized Racism: Soundtrack Song #2: SWBAT define cultural appropriation and provide modern day examples of it.	HW-SW select song #2 and complete analysis for HW. SW write 3 positive tweets and/or memes that reverse the negativity of internalized racism and tweet them out or add them to IG.

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	12	12. Cultural Appropriation: Soundtrack Song #3: SWBAT define cultural appropriation and provide modern day examples of it.	HW: Students will bring examples of cultural appropriation to share with their group members. HW-SW: select song #2 and complete analysis for HW.
	13	Cultural Appropriation: Soundtrack Song #4: SWBAT define cultural appropriation and provide modern day examples of it.	SW create a 3 Slide presentation on: <ul style="list-style-type: none"> • What CA is • Examples • Relevancy
	14	Formative Assessment, Facebook, Twitter Hashtag, Sociopolitical Climate: Analysis of a Social Movement BLM. SWBAT explain how #BLM is an example of social activism and identify how the movement spread.	Exit Ticket: SW will select one way BLM spread and explain it in depth.
	15	Formative: List of social media platforms to use for summative, cost analysis and hashtags in order to further help them with their summative assessment.	SW create a final list of the social media platforms they'll use for their marketing campaign promotion.
	16	Soundtrack Song #5 Institutionalized Racism: College (admission process, affirmative action, university climate (diversity programs), retention rates.	SW pick an institution and create a chart/list of the various ways it can be oppressive.
	17	Institutionalized Racism: School to Prison Pipeline, Maximum Sentences.	SW - prepare Socratic seminar questions and/or what?

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	18	Institutionalized Racism: Resumes, Income/Salary, Dress (dress codes, haircodes)	Socratic Seminar: Institutionalized Racism and Post-Secondary Education/Career Paths
	19	Soundtrack Song #6 “Hip Hop is Dead” Students will review multiple articles and videos on legendary hip hop artist point of view of current mainstream hip hop. <ul style="list-style-type: none"> • Lil Yatchty vs Joe Budden Complex Interview • Lil Yatchty Freestyle — Hot 97 	Social Media: Write a tweet that describe what hip hop means to you today!
	20	Lyrical - Essay “Hip Hop is Dead” Students will review multiple articles and videos on legendary hip hop artist point of view of current mainstream hip hop.	SW write a one page analysis on the following prompt: “How does it feel to have your brand of hip hop over scrutinized?”
	21	Soundtrack to the Revolution Intro Lesson: Summative Assessment: Project Overview: Students will review the two current formative / summative assignments they’ve been compiling and finalize their contents <ul style="list-style-type: none"> • Social Media Analysis (BLM) • Soundtrack to the Revolution: Lyrical Analysis <ul style="list-style-type: none"> • Lesson Soundtrack Introduction Provided in Unit 	

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	22	<p>Summative Assessment: Project Overview: Students will review the two current formative / summative assignments they've been compiling and finalize their contents</p> <ul style="list-style-type: none"> • Social Media Analysis • Soundtrack to the Revolution: Lyrical Analysis 	<p>Final Social Media Analysis Final Soundtrack to Revolution</p>
	23	<p>Summative Assessment Essay: Students will begin to draft their essays in class. The initial essay day will be used to review the portfolio packet and the rubric to ensure students understand how to complete the essay and then students will be provided with work time.</p>	
	24	<p>Draft due following Friday of 1st week. Summative Assessment: Essay: Students will continue using work time and submit their draft through Google Classroom by Friday.</p>	
	25	<p>Summative Assessment: Essay: Students are expected to use this last day to edit / review their essay and submit it prior to next class.</p>	
	26	<p>Summative Assessment Marketing Plan: Students will produce/create their written marketing plan and brainstorm their YouTube video contents.</p>	

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	27	<p>Summative Assessment Marketing Plan: Students will complete their YouTube videos and marking plan.</p>	
	28	<p>Summative Assessment Presentation/Portfolio Development: SW finalize their portfolio packets, create their folders and finalize everything for submission.</p> <ul style="list-style-type: none"> • SW also create a 3 slide PPT of their final project where they reflect on the unit, identity process, what they learned and the challenges that occurred for them. 	
	29-30	<p>Summative Assessment Presentation/Portfolio Development: CELEBRATION!</p>	