



Abstract: The *Decade of Fire* documentary film has deeply moved our team to reflect on the impact the Bronx Fires continues to have on the livelihood of our students and the communities we serve. Through in-depth explorations of carefully chosen clips taken from *Decade of Fire* along with supplemental materials, we invite scholars to analyze how the complex relationship between perspective and power impacts their communities. We encourage all who engage with *Decade of Fire* to think critically about the impacts of institutionalized racism, the depths of how it's effects, and the necessity of our participation in creating change. It is imperative that we channel our energies and frustrations into creating sustainable and equitable communities designed to thrive. We'd love to be able to create a global project / platform for all who engage with our curriculum to share the stories that are produced. We are in solidarity with you all.

Acknowledgements: We want to thank *Decade of Fire* producers, Vivian Vazquez Irizarry and Julia Steele Allen for the opportunity to connect education, pedagogy and community action around this deeply moving and important documentary. There are many educators who worked on this curriculum, co-teachers we cobuilt educational material with, along with institutions and organizations that we want to acknowledge. The initial educator design team included: Pam Segura, Natalia Foreman, Stewart Wagner, Nikita Patel, Radha Radkar and Cara Connors. We processed the documentary and had long brainstorming sessions. We want to thank Lou Reid, of Bronx Academy for Software Engineering, who co-implemented part of this curriculum in its early stages. We want to thank the Hollyhock Fellowship for the training, which supported our approach to discussion. The media analysis tool was inspired by the Global Action Project's Media Power Toolkit. Sarah Levine and co author Johanna Jones Franzel for their article that inspired the use of podcasts. Lastly, we want to thank the community heroes for sharing their stories.

Resources: The sessions can range anywhere between 60 - 75 minutes. It is up to each facilitator to decide where you begin and end each session. Some sessions may take more than one day depending on the needs of your scholars and time constraints of your teaching communities.. Below you'll find a guide to our resources:

- 📎 Red highlighted parts of the lesson plan are connected to the Documentary *Decade of Fire*.
- 📎 Yellow highlighted parts of the lesson plan are connected to the student project.
- 📎 The [Learning Activities Glossary](#) below the lessons is a list of facilitator techniques that can be utilized to increase student engagement. Most are referred to throughout the plans.
- 📎 Check out the complimentary [Slide Deck](#) that correlates with each session!

LESSONS	
Lesson 1: Where We're From	Lesson 6: Defending Our Blocks
Lesson 2: Film Analysis: What led to the Bronx burning?	Lesson 7: Gathering Receipts
Lesson 3: The Power of Perspective	Lesson 8: Lending Our Voices to Defend Our Blocks
Lesson 4: Film Analysis: Perspectives Persuade Policies	Lesson 9: Project Feedback & Revisions
Lesson 5: The Complexities of Being Oppressed	Lesson 10: Project Celebration!

Decade of Fire

Lesson #1:

Where We're From

Focus Questions

- What are the things we value about our neighborhoods, families, and cultures?
 - Why is it important to name them?

Learning Objectives:


- SWBAT identify, reflect, and write about their values, culture and community

Pre-Lesson Prep & Materials:

- [Slides](#) (Slides 1 -10)
- [Defending Our Blocks Project Roll Out](#)
- [Decade of Fire Intro Film Analysis H.O.](#)

Common Core Standards:

- ★ Writing: CCSS.ELA-LITERACY.W.9-10.4 / CCSS.ELA-LITERACY.W.11-12.4
- ★ Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.4 / CCSS.ELA-LITERACY.SL.11-12.4

<p>Opening</p> <p>Community Building</p> <p>≈ 30 minutes</p>	<p>Welcome your scholars! Get settled in (2 minutes)</p> <p>Stop & Jot (≈7 minutes)</p> <p><i>The opening has been designed for virtual engagement but can be modified through the use of Post - Its or student's notebooks.</i></p> <p> Students will respond to the following prompt:</p> <ul style="list-style-type: none"><input type="checkbox"/> Virtual: Jump into our Padlet: Share a photo / song / jif that represents something about yourself that you're comfortable sharing.<input type="checkbox"/> In person: Share a detail about who you are outside of school / academic spaces that you're comfortable sharing (IE: how many siblings you have ; where your family is from ; how many languages you speak, etc)<input type="checkbox"/> Note to Facilitator: Have an example featuring yourself ready! <p>Establish Norms (≈5 minutes)</p> <ul style="list-style-type: none">- Note to facilitator: This is an opportunity to set / reset the ways everyone will collaborate with one another during this unit. You should have some norms prepared, while also inviting the participants to consider what they need from this environment to thrive. Keep the norms somewhere visible and refer back to it to hold each other accountable.<ul style="list-style-type: none">- This should not be presented punitively but rather as an accountability check for all - including the facilitator. Participants should be encouraged to reference the norms if they feel the community is off track. <p>Whole Group Share (≈15 minutes)</p> <ul style="list-style-type: none">- Make space for each person to share their response.
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**Defending Our
Blocks Project Roll
Out**
≈10 minutes

Decade of Fire Intro (5 minutes)

- For the next few weeks, we are going to embark on a journey of discovery, inquiry, and action. Note to facilitator: This is the time to introduce the film & the series!
 - Ask students if they've ever heard of The Bronx Fires. Make space for them to share what they know.
 - Show the Decade of Fire [trailer](#)
 - Ask students to share their responses to the trailer / anticipation for what the documentary film is going to explore.





Unit Project Roll out: Neighborhood Narrative (5 minutes)

The facilitator will take this time to review all aspects of the project. Check out the details below:

- Start with the final product: Gaining inspiration from the creators of *Decade of Fire*, scholars will have the option to create either a Short Film or Podcast Episode. Each task they're assigned will support them in identifying the content they'll need for their final product.
- Part 1: Where We're From** → Scholars will consider which parts of themselves & their values they want to emphasize in their project.
- Part 2: Neighborhood Snapshot** → Students will critically examine their communities for both assets & needs
 - Here's an opportunity to review / define the term "assets" for scholars.
 - Pose Question: Why should we consider both the good and bad?
- Part 3: Project Brainstorm** → Here's where scholars will consider potential topics for their projects.
- Part 4: Research Gathering** → Scholars will choose members of their community to include in their projects. Students will also read articles to broaden their understanding of how their issue is impacting their communities.
- Part 5: Defending Our Blocks Project** → Scholars will use the information gathered in Steps 1 - 4 to create a summative critical analysis of their communities. They will use media to increase awareness of community needs while encouraging community members to become involved in their proposed solutions.

If your sessions are 45 minutes - Simply introduce "Where We're From" project options and jump to the closing!

Part 1: Where We're From

<p><u>Where We're From</u> ≈ 10 - 15 minutes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Direct participants to their copy of the first task & review the directions / options with scholars. <input type="checkbox"/> Pose Question: Which are you considering? <input type="checkbox"/> Allow a few students to share. <input type="checkbox"/> If time permits, allow students to begin this part of the project.
<p>Closing ≈ 5 minutes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Make space for scholars to ask any clarifying questions. <input type="checkbox"/> Pose Question: <ul style="list-style-type: none">  What are you most looking forward to when it comes to our “Defending Our Blocks” journey? <input type="checkbox"/> Remind Scholars to complete Task 1 - encourage them to complete the task before the next session. <ul style="list-style-type: none"> <input type="checkbox"/> Be prepared to have students share out during session 3!
<p><i>Decade of Fire Film Analysis:</i> values, culture, community, perspective, narrative 12 minutes</p>	<p><u>Decade of Fire Documentary Analysis</u> Directions:  Participants will fill out page 1 of the Decade of Fire Intro Film Analysis H.O. as they watch the first 10 minutes of the documentary.</p> <ul style="list-style-type: none"> o <i>Differentiation Strategy:</i> Put students in groups, each group can track one specific column, and share responses afterward.
<p>Debrief & Reflect 5-7 min.</p>	<p>Reflection → Connecting with <i>Decade of Fire</i> Stop & Jot:  Student have 3 minutes to respond to one of the following:</p> <ul style="list-style-type: none"> - <i>Return to your Project Brainstorm. What is something you wish you could change about your home, neighborhood, and/or school community? Why?</i> - <i>What do you think makes up a community? What do you value about your culture/community? How does that compare to what Vivian values?</i> <p> Turn & Talk: Share your responses with a partner. What did you have in common? Where did you differ? Be prepared to share</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitator takes some responses and types them up

Decade of Fire

Lesson #2

What led to the Bronx burning?

Focus Question(s)

- What *really* led to the Bronx burning for a decade?
- Why is it important to consider a content creator's values when consuming their content?

Learning Objectives:

- SWBAT identify values and competing narratives in *Decade of Fire*
- SWBAT critically evaluate competing narratives of what led to the Bronx burning







Pre-Lesson Prep & Materials:

- [Slides](#) (Slides 10 -15)
- [Film Viewing Notes](#)
- [Red Lining Mapping Site](#)

Common Core Standards:

- ★ Writing: CCSS.ELA-LITERACY.W.9-10.4 / CCSS.ELA-LITERACY.W.9-10.7 / CCSS.ELA-LITERACY.W.11-12.7 / CCSS.ELA-LITERACY.W.11-12.4
- ★ Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.4 / CCSS.ELA-LITERACY.SL.11-12.1 / CCSS.ELA-LITERACY.SL.11-12.

<p>Community Building Opener (≈10 minutes)</p>	<p>Welcome your scholars! Get settled in (2 minutes)</p> <p>Think Pair Share (≈5 minutes)</p> <p><i>The opening has been designed for virtual engagement but can be modified</i></p> <ul style="list-style-type: none">📎 Students will respond to the following prompt: Where is your family from and what's your favorite food / thing from there?<ul style="list-style-type: none"><input type="checkbox"/> Note to Facilitator: Have an example featuring yourself ready!📎 Virtual: Jump into our Padlet: Add your pin to our map! Share a photo / song / jif that represents where you're from.📎 In person: Take a minute to think and turn to the person next to you to share!<ul style="list-style-type: none"><input type="checkbox"/> Small Share Out: Have up to 3 students introduce a peer they shared with / their ethnicities.
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<p>Project Exemplar (≈10 minutes)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Show scholars Misa Love’s project <input type="checkbox"/> Pose Questions: <ul style="list-style-type: none">  What do you notice about the way Misa Love incorporates each part of the process?  What parts of this project would you improve if you were able to revise it?
<p>Decade of Fire Film Analysis ≈12 minutes</p>	<p><u>Decade of Fire Documentary Analysis</u></p> <p>Note to Facilitator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Frame the opening of the film as Vivian’s version of the “Where I’m From” portion.  Participants will choose a section to fill out on page 1 of the Decade of Fire Intro Film Analysis H.O. as they watch the first 10 minutes of the documentary. <ul style="list-style-type: none"> o <i>Differentiation Strategy:</i> Put students in groups, each group can track one specific column, and share responses afterward. <input type="checkbox"/> Pose Question: Why do you think Vivian chooses to open the film with pieces of her family’s story? <i>Anticipated response: To show us who she is / to introduce herself and story to the audience.</i> <input type="checkbox"/> Follow Up: Why is this necessary? <ul style="list-style-type: none"> <input type="checkbox"/> Get scholars to realize that in order to gain empathy from people, you have to open up and be relatable.
<p>Closing Reflections ≈10 minutes</p>	<p><u>Discussion</u></p> <p>Note to Facilitator: You can facilitate this as a whole group or small group → whole group conversation.</p> <p>Reflection Questions:</p> <ul style="list-style-type: none">  What was an image / moment that stood out to you when watching?  According to Vivian, what led to the Bronx burning? How does this differ from what she was told?  Vivian names that she always thought the Bronx had a bad rep. What are the reputations / stereotypes that you hear about your hood? <ul style="list-style-type: none"> a. Does what you hear coincide with what you experience?
<p>Homework</p>	<p>Where I’m From Piece is PAST DUE! Turn it in if you haven’t already! The Neighborhood Snapshot is up next!</p>

Decade of Fire

Lesson # 3

Narrative Framing: the Power of Perspective

Focus Question(s)

- Why do we need to analyze media and historical narratives for purpose, gaps and biases?

Learning Objectives:

- SWBAT use narrative framing tool to evaluate perspectives in *Decade of Fire*
- SWBAT analyze for purpose, bias and gaps in government and media accounts of the Bronx fires.
- SWBAT define the term & identify assets within their communities

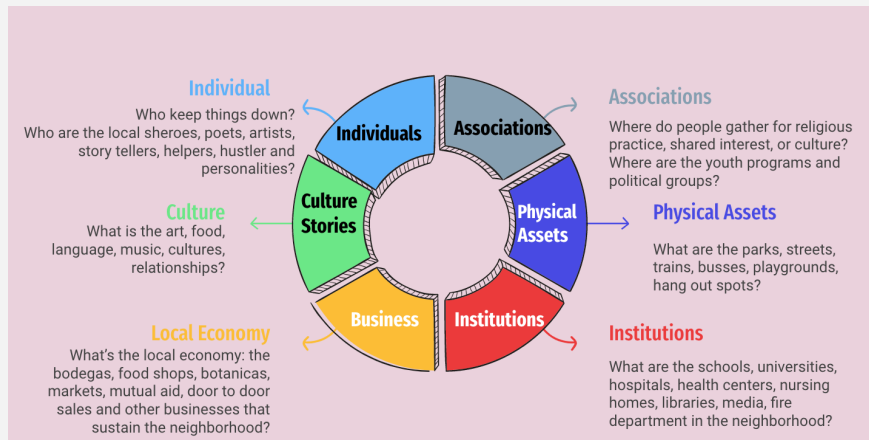
Pre-Lesson Prep & Materials:

- [Slides](#) (16-25)
- [The Power of Perspective](#) Collaborative Notes
- [Neighborhood Snapshot](#)

Common Core Standards:

- ★ Reading Informational: CCSS.ELA-LITERACY.RI.9-10.6 / CCSS.ELA-LITERACY.RI.11-12.6 / [CCSS.ELA-LITERACY.RI.9-10.3](#) / [CCSS.ELA-LITERACY.RI.11-12.3](#)
- ★ Writing: CCSS.ELA-LITERACY.W.9-10.4 / CCSS.ELA-LITERACY.W.11-12.4
- ★ Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.4 / CCSS.ELA-LITERACY.SL.11-12.4

<p>Workshop Opening</p> <p>≈ 15 minutes</p>	<p><i>Participants can work collaboratively during this activity. They'll need access to their own copy of the Neighborhood Snapshot. They should be filling it out during the workshop section.</i></p> <p>Greet Scholars & Get Settled (2 minutes)</p> <ul style="list-style-type: none"><input type="checkbox"/> Frame the activity: <i>Today, We'll take some time assessing the assets & needs of our communities. My hope is that while we watch the ways Vivian analyzes what happened in her community, we can do the same for ours. This type of activity will allow us to decide what specific details we want to include in our overall project.</i><input type="checkbox"/> Review the assets portion of the diagram
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- Pause and give students 2 minutes to share assets within their communities. Instruct them to take notes while they share to start building their lists. Push them to identify which categories coincide with their named assets (IE: If a student names a hospital, that could be considered an institutional asset)
 - Be sure to tell students that it's not enough for the "assets" to exist. Push students to consider the quality of the assets they're naming. (IE - if a student names a hospital, prompt them with questions like: "how would you describe the quality of care, customer service, etc?" - this will allow students to critically analyze the quality of what currently exists in their communities.
- Review the needs portion of the diagram



- Pause to give students 2 minutes to share identified needs in their communities.
 - Remind them to take notes when sharing! Option to give them writing time to process before sharing out
- Close the Activity:** Good job! Y'all have begun the process of critically analyzing your communities! On your way home today, pay close attention

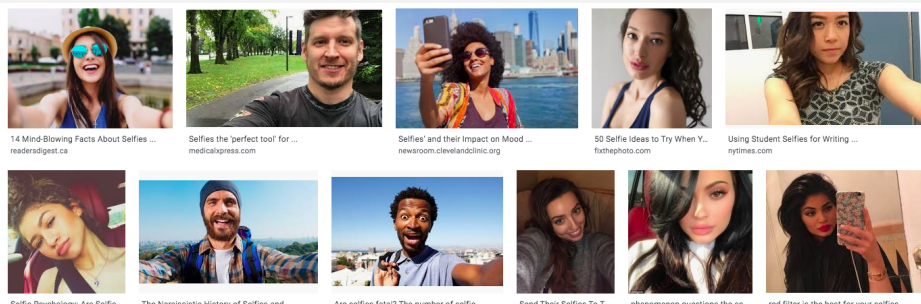
to your surroundings. Identify up to 10 assets and needs. Consider what you want to focus on for this project. Complete the handout and start capturing your footage! Now we're going to prepare to watch today's *Decade of Fire* clip. Any questions?

First Round
 What's framed in and out of a picture?
 ≈5 minutes

First Round: What's Framed In and Out

Direction:

- Frame the Activity:** Each of us has a different perspective, which is shaped by our experiences and the messages we receive consciously and subconsciously. Our perspectives influence the way we move, think, and participate in the world. Consider the fact that each of us is experiencing this very moment differently.
 - For me, I'm looking at all these eyes staring at me, some with me, others glazing over (lol), and I'm hoping that you're gonna get what I'm trying to explain right now.
 - Pose Question:** How are you experiencing this moment? What are you looking at? Thinking? Feeling?
 - i. Allow 1-2 participants to respond.
- Below are the top google results of "selfie". Choose the one you like most and explain which details in the photo led you to choose that one. (Provide a model by choosing one of the photos)*
- Students can respond to the prompts:
 - "How many pictures do you think were taken when trying to reach the one that's posted?"
 - What are we aiming for when trying to get that "perfect" photo?



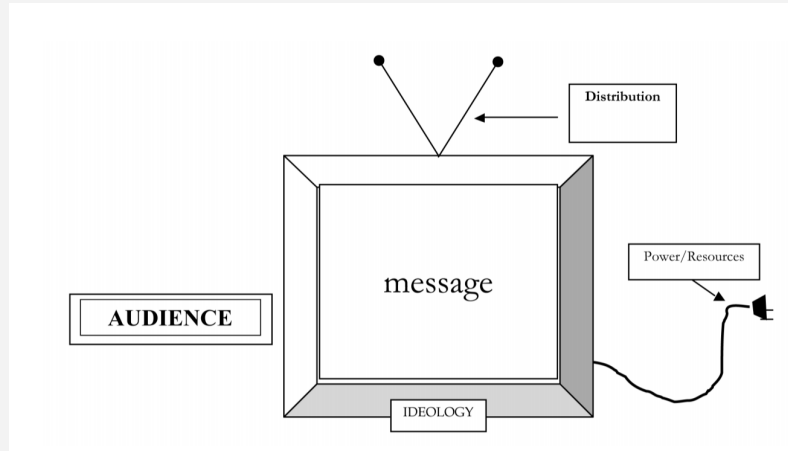
- Direct students back into the conversation to respond to the following question:
 - When you are taking pictures, what do you frame IN and frame OUT?
 - If you have Instagram / TikTok: What story do your photos or videos reveal about you?

Narrative Framing

Introduction to Narrative Framing







- Introduce the graphic as an analysis tool to evaluate narratives, particularly media narratives and historical narratives.

≈10 minutes



Unpacking the Narrative Framing Tool:

- Pose Question:** Who remembers this type of TV?
- Before the internet and social media, we received our information from a limited toolbox: word of mouth, newspapers / literature, eventually the radio and then tv.
 - Pose Question:** What are some limitations of receiving everything you know via word of mouth? What about via a newspaper? What about just tv?
Desired Response: Limited knowledge / perspectives presented.
- The internet and social media has allowed us to expand our distribution and reach. Apps like Instagram, TikTok, and Twitter give us the opportunity to reach millions of people. Before the internet, a small number of companies run by an even smaller group of people were the ones controlling the media by providing the funding. Funding enabled resources. Resources provided the platform for distribution. The more power & resources a company has, the more people they can reach.
- When it came to mainstream media / knowledge, the perspectives being shared were controlled and limited. Whether conscious of it or not, creators are always embodying their perspectives & beliefs within their work. If they aren't mindful, distributors could push false / incomplete narratives. We've begun to see this in the way the Bronx Fires are presented in the media clips Vivian shows us.
- It is our responsibility to become conscious creators, mindful of the blind spots in our perspectives and always aiming to share a well-rounded message. To do that, it is important that we critically include and examine various perspectives as Vivian has done.
- Let's consider the way social media has transformed this system. Pose Questions to scholars
 - What could you classify as "power" on social media?
 - How has social media changed the distribution of perspectives?
 - Have you considered the potential power of your social media?

<p><i>Decade of Fire</i> Analyzing Perspective through Narrative Framing</p> <p>≈ 15 minutes</p>	<p><u>Narrative Framing in <i>Decades</i></u> Directions:</p> <ul style="list-style-type: none">  Have student view Build Up To & Response to the fires (11:40- 22:22)  Students will track perspectives of Bronx residents, Media/ Government and their own reactions on the collaborative note catcher. <input type="checkbox"/> After viewing, model using the Narrative Framing Tool for the Government's perspective (slide 24)  Have students reflect by responding to one of the prompts: <ul style="list-style-type: none">  How do the perspectives of the residents and the media / governmental officials differ? - This is an opportunity to fill out the Narrative Framing Tool for the Residents.  Whose perspective has more influence over how the situation is being handled?  How did the framing of the Bronx Fires by both the media and the government influence the narrative of the Bronx Fires for folks both outside and inside of the Bronx
<p>Closing ≈2 min.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Facilitator should moderate a whole group's share out of the reflection prompts and close the session reminding students of their assignments for this week.
<p>Homework</p>	<p>Neighborhood Snapshot</p>

Decade of Fire

Lesson #4

Perspectives Persuade Policies

Focus Question(s)

- What is Benign Neglect? Disinvestment? Gentrification?
- How do the narratives about a community impact urban policies?

Learning Objectives:


- SWBAT define urban policies from the 1970s to current
- SWBAT to analyze and discuss *Decade of Fire* for perspectives on disinvestment

Pre-Lesson Prep & Materials:

- [Slides](#) (26-39)
- [Film Analysis Handout](#)
- [Project Brainstorm](#)

Common Core Standards:

<p>Community Building Opening</p> <p>≈15 minutes</p>	<p>Greet your scholars and get settled (2 minutes)</p> <p>Turn & Talk (≈3 minutes)</p> <ul style="list-style-type: none"> 📎 What did you notice on your commute home yesterday? Share any topics you're considering focusing on for your project. <p>Where's Your Hood At? (≈10 minutes)</p> <ul style="list-style-type: none"> 📎 Pass post-it's around and ask students to write their zip code and name of hood (if applicable). If they're unsure, allow them time to look it up. <ul style="list-style-type: none"> ○ Once zipcodes are written, ask students to begin sharing them aloud with other students. <i>Option to have students create zipcode clusters w/ their post it's around the classroom for a dope visual.</i> <ul style="list-style-type: none"> ■ Discussion / Reflection Questions: What do you love about your area? What needs to be improved?
<p>Project Brainstorm Review</p> <p>≈5 minutes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the Project Brainstorm handout and provide the due date. <input type="checkbox"/> Allow opportunity for students to ask clarifying questions.
<p>Neighborhood Changes</p> <p>≈ 10 minutes</p>	<p>First Round: Camilo Jose Vergara Photographs</p> <p><i>Note to facilitator: If your learning community is not in the Bronx, we recommend finding similar resources for your learning community's neighborhood. This should increase student interest since they'll be learning how the same policies that impacted the Bronx, impact their cities as well.</i></p> <p>Frame the Activity: Today, we'll name the ways narratives inform policies of disinvestment during the Bronx Fires and gentrification today.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce Camilo Jose Vergara <input type="checkbox"/> Pose Question: <ul style="list-style-type: none"> 💭 Name some shifts/ changes at the corner of Vyse & E 178th street in the Bronx. Are these changes negative or positive? 💭 Press question: Who benefits or is disadvantaged by these changes? <p><small>Vyse Ave. at East 178th St., Bronx, New York, shown in 1980, 1984, 1986, 1988, 1993 and 2013.</small></p>

	
<p><i>Decade of Fire</i> Film Analysis Perspective Persuades Policy</p> <p>≈20 minutes</p>	<p><u>Decade of Fire: Perspective Persuades Policy</u></p> <ul style="list-style-type: none"> 📎 Students will view the <i>Decade of Fire Clip: Narratives of Disinvestment</i> and track perspectives on our collaborative document (22:22 - 32:30) <input type="checkbox"/> Pause at 27:29 for discussion: We previously saw a clip of FDNY Commissioner O'Hagan explaining to the media why he thought the fires were happening. Can anyone recall what he said? <i>Desired Response: Black people didn't know how to live in cities and operate appliances.</i> <input type="checkbox"/> PUSH: Let's consider the power of this man's perspective. He is in charge of funding for all fire stations in NY. His decision to close down stations in the neighborhoods that needed it most is a direct result of his biased perspectives on the members of those neighborhoods. His lack of empathy and understanding for those people contributed to that decision, which left them with little to no help from their local government. <input type="checkbox"/> Review responses (slide 37) <ol style="list-style-type: none"> a. PUSH students to consider the ways Vivian juxtaposes various perspectives. How does that impact the way we are receiving this information about the Bronx?
<p>Closing</p> <p>≈5 minutes</p>	<p>Think - Pair - Share</p> <ul style="list-style-type: none"> 📎 In your own words, explain the power of perspective and the ways it impacts policies.
<p>Homework</p>	<p>Project Brainstorm Handout</p>

Decade of Fire

Lesson #5

The Complexities of The Oppressed

Focus Question(s)

- How and why are the people directly impacted by oppression directly and indirectly contributing to oppressive conditions?

Learning Objectives:

- SWBAT participate in conversations that attempt to critically analyze the external and internal factors involved in keeping oppressive systems in place.

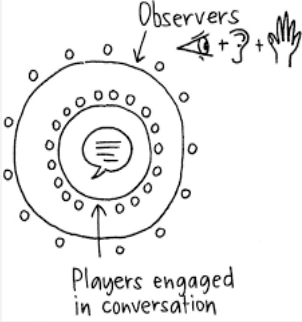










Pre-Lesson Prep & Materials:

- [Slides](#) (Slides 40 -46)
- [LP 5 Handout](#)

Common Core Standards:

- ★ Reading Informational: CCSS.ELA-LITERACY.RI.9-10.8 / CCSS.ELA-LITERACY.RI.11-12.6
- ★ Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.1.C / CCSS.ELA-LITERACY.SL.11-12.1

<p>Opening ≈10 minutes</p>	<p>Welcome scholars and get settled (2 minutes)</p> <p>Framing the Day: Today we're going to watch our last two clips from <i>Decade of Fire</i>. Our focus for today's session is to consider the ways and why people directly impacted by oppression contribute to their oppressive conditions.</p> <p>Encourage scholars to take a few minutes to think & write in response to the following prompts (5 minutes)</p> <ul style="list-style-type: none"> 🗨️ Do you think positive change is possible in your community? 🗨️ Do you think the people in your community would be open to being a part of changing the community? <p>Share Out (5 minutes)</p> <ul style="list-style-type: none"> 🗨️ Turn & Talk to a pair for 2 minutes 🗨️ Whole Group Share for 3 minutes
<p>Decade of Fire Film Analysis</p> <p>≈30 minutes</p>	<p><u>Decade of Fire: The Complexities of the Oppressed</u></p> <ul style="list-style-type: none"> 🗨️ Have student view the final two clips presented for <i>Decade of Fire</i> 🗨️ Scholars will choose a perspective to track in preparation for the fishbowl discussion. <ul style="list-style-type: none"> ○ Differentiation Strategy: Put students in groups, each group can track one specific column, and share responses afterward.
<p>Preparing for Today's Discussion</p>	<p>Frame the Activity: Today's session is going to be discussion based. In addition to tracking our observations on our collaborative document, I'd like us to take some time to talk about what we're seeing & the connections we're making.</p>

<p>≈5 minutes</p>	<p>We are going to practice a “Fishbowl” discussion technique - which basically means that we’ll have a few key players doing the talking while the rest of us contribute to the conversation via our collaborative document. It’s a way for all of us to be a part of the discussion without talking on top of everyone. The key players will be able to see and utilize our points from the collaborative document.</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 2;"> <p>Modeling Expectations: (3 minutes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select 1-2 scholars to practice using this model while the rest of the class observes the way the conversation flows (or doesn't) <i>This activity is a great opportunity to reinforce speaking & listening goals specific to your learning community.</i> <input type="checkbox"/> Model Discussion Question: Is gentrification a narrative of “revitalization” or “displacement”? </div> </div>
<p>Culminating Discussion: Fishbowl</p> <p>≈10 minutes</p>	<p><u>Culminating Discussion: Fishbowl</u></p> <p>Direction:</p> <ul style="list-style-type: none">  The inner circle begins the discussion using the following discussion question: <ul style="list-style-type: none">  What do you think about people in The Bronx burning their own buildings?  Students in the outer circle in (padlet or pollev) continue parallel discussion and/or comment or coach the inner circle discussion.  The backchannel is projected so the whole class can see, and the teacher moderates <p><i>Backpocket questions: These questions can be written on post-its and handed off to students in the back channel.</i></p> <ul style="list-style-type: none">  Who is benefiting? Who is being disadvantaged?  How could the government have prevented / limited the damages in The Bronx?  What are the ways we remain similar to the conditions described during The Bronx Fires? How are we different? <ul style="list-style-type: none"> <input type="checkbox"/> After 6 minutes, give students an opportunity to discuss for another 6 minutes
<p>Closing Discussion Reflection</p> <p>≈3 minutes</p>	<p><u>Discussion Reflection</u></p> <p>Direction:</p> <ol style="list-style-type: none"> 1. Facilitator leads students in a reflection debrief using the following prompts: <ul style="list-style-type: none">  Highlight a peer’s contribution that enhanced the discussion?  Were there gaps, or ideas left unexplored?  How did your views shift or get refined? 2. Facilitator can take notes

Homework	Community Interviews due by Session 8!
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Decade of Fire

Session #6: Defending Our Blocks

Focus Question(s)

- How are people organizing around issues in their communities today?

Learning Objectives:


- SWBAT contextualize their neighborhood narratives with a national call for community and people-centered action
- SWBAT brainstorm solutions / next steps for their identified issue








Pre-Lesson Prep & Materials:

- [Slides](#) (47-55)
- [Handout](#)
- [Community Member Interview Prep](#)
- Decade of Fire Clip: 57:22 - 1:02:13
- [Prep “Defend Your Block”](#) *Decade of Fire module*

Common Core Standards:

- ★ Reading Informational: CCSS.ELA-LITERACY.RI.9-10.1 & CCSS.ELA-LITERACY.RI.9-10.2 / CCSS.ELA-LITERACY.RI.11-12.1 & CCSS.ELA-LITERACY.RI.11-12.2
- ★ Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.1.A / CCSS.ELA-LITERACY.SL.11-12.1.A

<p>Opening: Stay. Fight. & Build The Bronx ≈10 minutes</p>	<p>Greet your scholars and get settled (2 minutes)</p> <p>Frame Today’s Session: We are halfway through our <i>Decade of Fire</i> series! So far, Vivian has shown us the obstacles her community had to withstand during the Bronx Fires. Even amongst the flames, the people of the Bronx never gave up. The rest of the documentary celebrates the beauty and power of community members showing up to rebuild the Bronx.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show final DoF Clip: 57:22 - 1:02:13 <input type="checkbox"/> Pose Questions: <ul style="list-style-type: none">  What do you think you would have done / would have felt if you were there?
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	<p> How does hearing from these organizers make you feel about moving forward with your proposed solutions / next steps?</p>
<p>Project Check In ≈15 minutes</p>	<p><input type="checkbox"/> Facilitator will review the next steps of the “Defending Our Blocks” Project (Slide 51)</p> <p>Workshop: Community Member Interview Prep (Slide 52)</p> <p><input type="checkbox"/> Prompt Scholars to pull up their Community Member Interview Doc (Slide 52)</p> <p><input type="checkbox"/> Encourage scholars to interview family members, friends, teachers, counselors, and other members of their community.</p> <p> Scholars will have 5 minutes to respond to Part 1 of the document.</p> <p> Pose Question: What makes an interview interesting?</p> <p><input type="checkbox"/> Facilitator should track student responses somewhere visible</p> <p><input type="checkbox"/> Encourage scholars to consider this list when preparing questions & recording sessions with their interviewee</p>
<p>Defend Your Block Film Analysis ≈15 minutes</p>	<p>Frame the Activity: In addition to learning from some of the dope organizers in the Bronx, the <i>Decade of Fire</i> team visited organizers from different states currently working to Defend Their Blocks. They created this short film to uplift that work.</p> <p><input type="checkbox"/> Have students view the “Defend Your Block” Module of <i>Decades of Fire</i></p> <p> Scholars will choose a perspective to track on the collaborative Defending Our Blocks film analysis: Hetty Fox (The Bronx), Fanny Ortiz (Los Angeles) and Ronnell Guy (Pittsburgh) on the collaborative document.</p> <p> Scholars will debrief about the neighborhood narratives by responding to the following cumulative questions:</p> <p> Name some of the organizing strategies that moved their projects forward.</p> <p> How can your project add to the “Defend Our Blocks” movement?</p>
<p>Closing Reflection ≈5 minutes</p>	<p><input type="checkbox"/> Encourage Scholars to come up with 2-3 actionable next steps to move your project from idea to action. (Option for paired think session)</p> <p><input type="checkbox"/> Review Project Checklist List Slide 56</p>

Homework	Community Interviews need to be recorded before Session 8!

Decade of Fire

Lesson #7: Gathering Receipts

- *This workshop has been designed for scholars who already have experience collecting web-based research.*
- *It may take two sessions or you may choose to host one session and ask scholars to finish collecting their research on their own.*

Focus Question(s)

- How do we determine what information is necessary when creating content?
- What content will we incorporate in our “Defending Our Blocks” projects?

Learning Objectives:



- SWBAT determine the validity and relevance of research as it relates to their content.



Pre-Lesson Prep & Materials:

- [Slides](#) (56-65)
- [Gathering Receipts](#)

Common Core Standards:

- ★ Writing: CCSS.ELA-LITERACY.W.9-10.8 / CCSS.ELA-LITERACY.W.11-12.8
- ★ Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.1.A / CCSS.ELA-LITERACY.SL.11-12.1.A

<p>Opening ≈ 15 minutes</p>	<p>Welcome scholars and get settled (2 minutes)</p> <p>Frame the session: <i>Today we are going to continue working on our projects. We're going to start with a brainstorming session for solutions and gather our research. The goal is that after this session, we'll have pieces of each component we need to put our final project together.</i></p> <p>Independent Reflection - Slide 56</p> <ul style="list-style-type: none"> ● Scholars will respond via post-it or padlet: What solutions / next steps are you considering for your project's topic? <p>Reviewing Vivian's Model - Slide 58</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Vivian's story and the way she unfolds it throughout her documentary is the inspiration behind the "Defending Our Blocks" project. Let's take a moment to review how she brings the pieces together.</i> <p>Remembering Our Goal - Slides 59 & 60</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Project Expectations <input type="checkbox"/> Review another project exemplar from a former <i>Decade of Fire</i> Scholar, Rahniece Wise <input type="checkbox"/> Encourage scholars to ask clarifying questions. <input type="checkbox"/> Pose Question: How many folks are considering creating a film? How about a podcast?
<p>Think Tank ≈15 minutes</p>	<p>Note to Facilitator:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare small groups based on student topics. <input type="checkbox"/> Prepare duplicates of Slide 62 based on the number of groups (5 groups = 5 duplicates) <input type="checkbox"/> Have scholars sit with their groups (you could have students sit this way at the beginning of class) <p>Small Groups Solutions Think Tank</p> <ul style="list-style-type: none">  Round 1: Small Group Share Out (10 minutes) <ul style="list-style-type: none"> - Have each group member claim a spot on their Slide to take notes during the conversation  Round 3: Whole Group Share (5 minutes) <ul style="list-style-type: none"> - Encourage 1 group member to share ideas from each group.
<p>Gathering Receipts ≈15 minutes</p>	<p><i>*We encourage you to modify this activity based on the research & literacy skills that are realistic to your population. This has been designed for scholars who are familiar with finding external web articles & are reading on grade levels ranging between 7 - 12th grade*</i></p>

	<p>Independent Workshop</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide students to open their “Gathering Receipts” assignment.  Scholars will have 10 minutes to find a source they feel is credible  Small Group Share - 5 minutes <ul style="list-style-type: none"> ○ Scholars should be seated with others who have the same / similar topics. ○ Scholars will go around sharing their source & providing a summary of its content.
<p>Closing ≈5 minutes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The Facilitator will introduce the Defending Our Blocks Project Hub. <ul style="list-style-type: none"> - <i>The creators of this series are collecting projects from scholars who complete the series. If you’d like your project to be featured, it’ll get posted on this site!</i> <input type="checkbox"/> Review the Project Checklist with scholars
<p>Homework</p>	<p>Submit your Community Interviews!</p>

Decade of Fire

Lesson #8: Lending Our Voices to “Defend Our Blocks”

Focus Question(s)

- How can we use our own neighborhood narratives as a means to “Defend Our Blocks”?

Learning Objectives:





- SWBAT contextualize their neighborhood narratives with a national call for community and people-centered action

Pre-Lesson Prep & Materials:

- [Slides](#) (66-72)
- [Project Hyperdocument](#) - each student should have their own
- [Project Checklist](#) - each student should have their own
- [Podcast Planning Deck](#) - only students who are working on podcasts ; 1 per small group.

Common Core Standards:

- ★ Writing: CCSS.ELA-LITERACY.W.9-10.8 / CCSS.ELA-LITERACY.W.11-12.8
- ★ Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.1.A / CCSS.ELA-LITERACY.SL.11-12.1.

<p>Housekeeping Opening ≈10 minutes</p>	<p>Greet your scholars and get settled (2 minutes)</p> <p>Frame the Session: We have two more sessions before we publish our projects! These final workshop sessions are your opportunity to get as much done as you can & to gain as much support as you need to complete the rest outside of this space.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review Project Hyperdocument: <i>This document is where you'll link all of the tasks you've been working on.</i>  Scholars will take 5 minutes to update their Project Hyperdocument. <ul style="list-style-type: none"> <input type="checkbox"/> You may need to provide a tutorial on how to Hyperlink - try doing it in real time with scholars! <input type="checkbox"/> Pose Question: What are you missing? <input type="checkbox"/> Your task for today's session is to get started on any one of the tasks missing from your Project's Hyperdoc. Be prepared to move into one of the following stations: <ul style="list-style-type: none">  Gathering Receipts: I don't have 2 articles on my handout.  Podcast Planning : I've gathered my receipts and am ready to start outlining my episode  Film Creation: I've gathered my receipts & submitted my community member videos. I'm ready to put it together. 						
<p>Workshop Stations ≈30 minutes</p>	<p>Provide transition for folks to move into the appropriate station.</p> <p>Facilitator should meet with Podcast Planning folks to review the slide deck expectations & guide them in "My Purpose" slide - 5 minutes</p> <table border="1" data-bbox="467 1312 1416 1753"> <thead> <tr> <th data-bbox="467 1312 782 1375">Podcast Planning</th> <th data-bbox="782 1312 1097 1375">Film Creation</th> <th data-bbox="1097 1312 1416 1375">Gathering Receipts</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1375 782 1753"> 5 minutes: My Purpose Slide 10 minutes: Podcast Tutorial Video 10 minutes: Anchor Tutorial 5 minutes: Creating Anchor Account </td> <td data-bbox="782 1375 1097 1753"> 5 minutes: My Purpose Prompts 25 minutes: Compiling video footage </td> <td data-bbox="1097 1375 1416 1753"> Completing research independently / in small groups. <p style="text-align: center;"><i>1:1 Check ins with facilitator regarding project status</i></p> </td> </tr> </tbody> </table> <p>Facilitator should focus on scholars who are still considering ideas / falling behind during this workshop session.</p>	Podcast Planning	Film Creation	Gathering Receipts	5 minutes: My Purpose Slide 10 minutes: Podcast Tutorial Video 10 minutes: Anchor Tutorial 5 minutes: Creating Anchor Account	5 minutes: My Purpose Prompts 25 minutes: Compiling video footage	Completing research independently / in small groups. <p style="text-align: center;"><i>1:1 Check ins with facilitator regarding project status</i></p>
Podcast Planning	Film Creation	Gathering Receipts					
5 minutes: My Purpose Slide 10 minutes: Podcast Tutorial Video 10 minutes: Anchor Tutorial 5 minutes: Creating Anchor Account	5 minutes: My Purpose Prompts 25 minutes: Compiling video footage	Completing research independently / in small groups. <p style="text-align: center;"><i>1:1 Check ins with facilitator regarding project status</i></p>					

Project Checklist ≈5 minutes	<ul style="list-style-type: none"> ✎ Scholars will review the Project Checklist to identify 1-2 missing aspects that they will work on outside of class. <ul style="list-style-type: none"> ○ It is important to encourage students to have recordings ready for session 9. This way, students will be able to focus on putting the footage together during the final workshop session.
Closing ≈5 minutes	<ul style="list-style-type: none"> <input type="checkbox"/> Provide Q & A Opportunity for scholars <input type="checkbox"/> Review Task Checklist
Homework	Be prepared with a first draft for feedback!

Decade of Fire

Lesson #9: Feedback & Revisions

Focus Question(s)

- How can we use our own neighborhood narratives as a means to “Defend Our Blocks”?

Learning Objectives:

- SWBAT contextualize their neighborhood narratives with a national call for community and people-centered action

Pre-Lesson Prep & Materials:

- [Slides](#) (73-77)
- [Project Hyperdocument](#) - each student should have their own
- [Project Checklist](#) - each student should have their own
- [Podcast Planning Deck](#) - only students who are working on podcasts ; 1 per small group.

Common Core Standards:

- ★ Writing: CCSS.ELA-LITERACY.W.9-10.8 / CCSS.ELA-LITERACY.W.11-12.8
- ★ Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.1.A / CCSS.ELA-LITERACY.SL.11-12.1.

Preparing for Feedback ≈10 minutes	<p>Greet your scholars and get settled (2 minutes)</p> <p>Frame the Session: <i>Today is all about feedback! We’re going to start with some independent reflections & then reach out to someone in our collective for support.</i></p>
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	<ul style="list-style-type: none"> ✎ Independent Reflections (5 minutes) <ul style="list-style-type: none"> ○ Think about where you are with your project. What do you love about what you have? What else do you need to work on? ○ Think about how you respond to criticism. What do you need from others in order to feel like you're being supported? ✎ Whole Group Share (5 minutes) <ul style="list-style-type: none"> ○ Note to Facilitator: Create a list with students' responses for the second prompt. These will be the norms for today's feedback session* 				
<p>Feedback Stations ≈25 minutes</p>	<p><input type="checkbox"/> Provide transition for folks to move into the appropriate station.</p> <table border="1" data-bbox="469 842 1414 1503"> <thead> <tr> <th data-bbox="469 842 938 911">Still Drafting</th> <th data-bbox="938 842 1414 911">Ready for Feedback</th> </tr> </thead> <tbody> <tr> <td data-bbox="469 911 938 1503"> <p>I'm still working on my draft.</p> <p>Schedule a 1:1 with me!</p> <p>*Have a running list for students to add their names*</p> </td> <td data-bbox="938 911 1414 1503"> <p>Find a partner - someone who completed the same topic / lives in your hood</p> <p>Share your work & Be Prepared for Feedback</p> <ul style="list-style-type: none"> - Glow: What's great about it? - Grow: How can the project be taken to the next level? <ul style="list-style-type: none"> - Are visuals / audio clear? - Is the solution achievable & realistic? - Have they brought in another perspective? </td> </tr> </tbody> </table> <p><input type="checkbox"/> Facilitator should focus on scholars who are still drafting during this workshop session.</p>	Still Drafting	Ready for Feedback	<p>I'm still working on my draft.</p> <p>Schedule a 1:1 with me!</p> <p>*Have a running list for students to add their names*</p>	<p>Find a partner - someone who completed the same topic / lives in your hood</p> <p>Share your work & Be Prepared for Feedback</p> <ul style="list-style-type: none"> - Glow: What's great about it? - Grow: How can the project be taken to the next level? <ul style="list-style-type: none"> - Are visuals / audio clear? - Is the solution achievable & realistic? - Have they brought in another perspective?
Still Drafting	Ready for Feedback				
<p>I'm still working on my draft.</p> <p>Schedule a 1:1 with me!</p> <p>*Have a running list for students to add their names*</p>	<p>Find a partner - someone who completed the same topic / lives in your hood</p> <p>Share your work & Be Prepared for Feedback</p> <ul style="list-style-type: none"> - Glow: What's great about it? - Grow: How can the project be taken to the next level? <ul style="list-style-type: none"> - Are visuals / audio clear? - Is the solution achievable & realistic? - Have they brought in another perspective? 				
<p>Project Checklist ≈5 minutes</p>	<ul style="list-style-type: none"> ✎ Scholars will update their Project Hyperdoc. ✎ Scholars will review the Project Checklist to identify 1-2 missing aspects that they will work on outside of class. 				
<p>Closing ≈5 minutes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Provide Q & A Opportunity for scholars <input type="checkbox"/> Review Task Checklist 				

Homework	Final projects are due!
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Decade of Fire
Lesson #10: Stay. Fight. Build.

Focus Question(s)

- How can we use our own neighborhood narratives as a means to “Defend Our Blocks”?

Learning Objectives:


- SWBAT contextualize their neighborhood narratives with a national call for community and people-centered action





Pre-Lesson Prep & Materials:

- [Slides](#) (78-83)
- [Decade of Fire Program Reflection Survey](#) - for our Curriculum Developers!
- [Project Hyperdocument](#) - each student should have their own
- [Project Checklist](#) - each student should have their own
- Student’s projects!

Common Core Standards:

- ★ Speaking & Listening: CCSS.ELA-LITERACY.SL.9-10.1.A / CCSS.ELA-LITERACY.SL.11-12.1.

Reflection Opening ≈10 minutes	<p>Greet your scholars and get settled (2 minutes)</p> <p>Frame the Session: We made it! Today we are going to reflect on our experiences with the <i>Decade of Fire</i> content and uplift the projects that have been submitted! Jump into our opening reflection & respond:</p> <p> Scholars will share with us how they’re feeling about their <i>Defending Our Blocks</i> project and experiences with the film.</p>
Final Touches ≈10 minutes	<ul style="list-style-type: none"> <input type="checkbox"/> Provide scholars with an opportunity to submit, revise, or support a peer who isn’t quite finished <ul style="list-style-type: none"> - <i>This will also allow you an opportunity to assess how many folks have completed their projects.</i> <input type="checkbox"/> If scholars have submitted their projects, prompt them to

	complete the following task & help another scholar in need if time permits.
Program Feedback ≈10 minutes	<ul style="list-style-type: none">  Scholars will finalize their Project Hyperdoc  Scholars will complete the <i>Decade of Fire</i> program review
Project Publication Celebration! ≈10 minutes	<input type="checkbox"/> Provide space for scholars to share their projects with the group. <i>*We encourage you to collaborate with your scholars to create a community event that allows them to showcase their projects while networking with community advocates & organizers.</i>
Closing ≈5 minutes	<input type="checkbox"/> Invite scholars to reflect on their experiences throughout the program. <ul style="list-style-type: none">  What are you taking with you from the “Decade of Fire” series?  What can you do to move forward on your proposed solution / next step ? <input type="checkbox"/> Thank scholars for committing to their communities!

Learning Activities Glossary		
Activity	Purpose	Method
Stop & Jot	This quick write activity allows students to pause and reflect on information in real time.	Pause instruction and allow students 3-5 minutes to respond to a question or writing prompt.
Turn & Talk	This discussion technique allows brief peer to peer discourse.	Ask your students to turn to the person next to them and share their responses. <ul style="list-style-type: none"> - Option to use a discussion facilitation move here. See the “Habits of Discourse/ Discussion Moves” activity for a list.
Gallery Walk	This discussion technique allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, documents,	1. Write <ul style="list-style-type: none"> - Create questions or prompts about the current topic of study, and write each one on a piece of chart paper or on a white board. Hang or place the questions or prompts in various places around the classroom to create six stations. Images, documents,

	<p>images, problem-solving situations or texts.</p>	<p>problems, or quotes may also be used.</p> <p>2. Group</p> <ul style="list-style-type: none"> - Group students into teams of three to five students, depending on the size of the class. Each group should start at a different station. <p>3. Begin</p> <ul style="list-style-type: none"> - At their first station, groups will read what is posted and one recorder should write the group's responses, thoughts, and comments on the chart paper or white board. For individual student accountability, you may also have the students record their own responses on a worksheet (see template below), or put their initials below what they wrote. Having different colored markers for each student is also an option. <p>4. Rotate</p> <ul style="list-style-type: none"> - After three to five minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, you can have groups switch recorders at each station. <p>5. Monitor</p> <ul style="list-style-type: none"> - As the teacher, it is important to monitor the stations while the students participate. You may also need to clarify or provide hints if students don't understand or misinterpret what is posted at their station. <p>6. Reflect</p> <ul style="list-style-type: none"> - Have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.
<p>Fishbowl discussion</p>	<p>A strategy for organizing medium- to large-group discussions with the goal of observing strategies and evaluating the quality of the discussion. Students are separated into an inner and outer circle. In the inner circle, or fishbowl, students have a discussion; students in the outer circle listen to the discussion and take notes.</p>	<ol style="list-style-type: none"> 1. Begin by selecting four or five students to join the fishbowl group. Only students in the fishbowl are allowed to talk. 2. Instruct the outer circle to remain quiet, observe and take notes on the content and process of the inner circle's discussion. The first few times, play the role of the facilitator yourself. Once the process is familiar, select a student facilitator. <i>The facilitator does not participate in the discussion, but poses questions along the way to prompt deeper discussion and to make sure everyone inside the fishbowl has a chance</i>

		<p><i>to talk.</i></p> <ol style="list-style-type: none"> 3. Identify the focus of the discussion and provide text-dependent questions for students to answer during the fishbowl discussion. 4. Allow the conversation to progress where students take it. You can also rotate students in and out of the fishbowl throughout the course of the discussion. Set up a procedure ahead of time so students know to expect this rotation. You can allow the fishbowl discussion to continue for at least 15-20 minutes. 5. After all students have rotated through the fishbowl, divide the class into small groups and invite students to debrief. Students can use their observations from the outer circle to highlight strengths of the discussion and make suggestions for ways to engage each other more meaningfully. These discussion starters can facilitate the conversations: <ol style="list-style-type: none"> a. <i>What did you observe during the discussion of the text?</i> b. <i>What is one thing you heard that you agree with?</i> c. <i>What is one thing you heard that you disagree with?</i> d. <i>How did you feel while on the outside of the fishbowl?</i> e. <i>How did you feel while on the inside of the fishbowl?</i> 6. Wrap up the process with a full class discussion about the discussion. Pose a final question and give everyone an opportunity to respond by turning and talking with a partner or doing a quick write: What is one thing you have learned from the fishbowl process about discussing texts?
<p>Discussion Facilitation Moves</p>	<p>To create structure and allow for equity of voice when teaching discussion protocols. Modified based off of principles learned through the Hollyhock Discussion Protocols.</p> <ul style="list-style-type: none"> ● Revoice ● Press ● Post & Connect ● Give Think Time 	<p>Discuss: Facilitator will launch the discussion with one of the prompts. Student or Teacher facilitators: pause discussion only to push connection, depth and responsiveness among students. Example:</p> <ul style="list-style-type: none"> ● Post & Connect: <i>How does that connect, enhance, challenge what _____ said?</i> ● Think Time: <i>Before we shift gears, can we come to a consensus on? Summarize? Go deeper with the concept of?</i> ● Press: <i>Can I push you on that point, where do we see that in the evidence?</i> ● Revoice: <i>Can someone restate what _____ said?</i>

Music/ Class playlist	The facilitator will need an account on any musical platform. Possible platforms include: Spotify, Tidal, and Apple Music.	Create a playlist for your sessions! Include their songs from HW 1. Play it while students are working independently or in small groups as background music.
Student Shout-out	Response to exit reflections and exit tickets should go on a shout-out slide. This helps to build community through positive reinforcement.	Take pictures of / type up student responses and post them in the Slide Deck. This can happen after a session and be highlighted at the beginning of the next session.
Padlet	<p>Padlet is a canvas to create beautiful projects that are easy to share and collaborate on.</p> <p>It works like a piece of paper. You get an empty page - a padlet - and you can put whatever you like on it. Drag in a video, record an interview, snap a selfie, write your own text posts or upload some documents, and voilà! A padlet is born. Make it even more beautiful by choosing custom wallpapers and themes.</p>	<ol style="list-style-type: none"> 1. Create an account 2. Make your Padlet 3. Share it with your students!
Poll Ev	An online service for classroom response and audience response systems. A great tool for surveys.	<ol style="list-style-type: none"> 1. Create an account 2. In the top right corner, click the tab and click on "become a presenter". 3. From there you'll be able to create your own polls.

Common Core Standards

Reading	Writing	Speaking & Listening
★ CCSS.ELA-LITERACY.RI.7.1 CCSS.ELA-LITERACY.RI.8.1	★ CCSS.ELA-LITERACY.W.7.1 CCSS.ELA-LITERACY.W.8.1	★ CCSS.ELA-LITERACY.SL.7.1 CCSS.ELA-LITERACY.SL.8.1
★ CCSS.ELA-LITERACY.RI.7.3 CCSS.ELA-LITERACY.RI.8.2	★ CCSS.ELA-LITERACY.W.7.2 CCSS.ELA-LITERACY.W.8.2	★ CCSS.ELA-LITERACY.SL.7.4 CCSS.ELA-LITERACY.SL.8.4
★ CCSS.ELA-LITERACY.RI.8.4	★ CCSS.ELA-LITERACY.W.7.3	★ CCSS.ELA-LITERACY.SL.9-10.4
★ CCSS.ELA-LITERACY.RI.7.6 CCSS.ELA-LITERACY.RI.8.6	CCSS.ELA-LITERACY.W.8.3	CCSS.ELA-LITERACY.SL.11-12.4
★ CCSS.ELA-LITERACY.RI.7.7 CCSS.ELA-LITERACY.RI.8.7	★ CCSS.ELA-LITERACY.W.7.4 CCSS.ELA-LITERACY.W.8.4	★ CCSS.ELA-LITERACY.SL.11-12.1
	★ CCSS.ELA-LITERACY.W.7.5	

<ul style="list-style-type: none"> ★ CCSS.ELA-LITERACY.RI.7.8 ★ CCSS.ELA-LITERACY.RI.7.9 ★ CCSS.ELA-LITERACY.RI.9-10.6 CCSS.ELA-LITERACY.RI.11-12.6 ★ CCSS.ELA-LITERACY.RI.9-10.3 CCSS.ELA-LITERACY.RI.11-12.3 	<ul style="list-style-type: none"> CCSS.ELA-LITERACY.W.8.5 ★ CCSS.ELA-LITERACY.W.7.6 CCSS.ELA-LITERACY.W.8.6 ★ CCSS.ELA-LITERACY.W.7.8 CCSS.ELA-LITERACY.W.8.8 ★ CCSS.ELA-LITERACY.W.7.10 CCSS.ELA-LITERACY.W.8.10 ★ CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.11-12.4 ★ CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.11-12.7 ★ CSS.ELA-LITERACY.W.9-10.3 	
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