

Pro-Vision Academy Charter School
High School English Language Arts I-IV
Distance Learning Plan

Week of April 6- April 10, 2020

English I-V
(Suggested: 90 minutes of off-line activities)

Note: You do not have to write the questions when completing assignments, just write the answers. You may also take a picture of your assignments with your cellphone and email them to your teachers. Please email completed assignments to: kwhitten@pvacademy.org

English I- II

Monday: Reading Objectives

Analyzing Themes Across Multiple Texts

Reading Support

This week in class, we're reading "Process" by Teri Ellen Cross Davis. In Teri Ellen Cross Davis' poem "Process," a woman describes learning to accept her natural hair.

As we read, we will be discussing the themes of Identity and Prejudice & Discrimination as they relate to the text. We are trying to answer these big questions: "What are the effects of prejudice?" and "Can you change your identity?"

Reading Practice

Directions: Read the passage "PROCESS", to practice this week's skill.

Teri Ellen Cross Davis is an American poet based in the D.C. metropolitan area. Her work often focuses on her life experiences as a woman of color. In this poem, a speaker describes her feelings about her natural hair over the years. As you read, take notes on how the speaker's feelings about her hair change.

Kitchen

Mommy would warm press my hair
if I begged and pleaded. When I got older,
I bought an electric hot comb¹ and thought I was free,
locking myself in the bathroom so my white roommates
wouldn't smell my burning hair.

She got Indian in her

My fingers glide through
my aunt's wavy black ink;
it spills, loving her shoulders:
Deb, you got such good hair.

She slaps my hand hard, demanding,
What does that mean?

Afro picks

My father's was bleached wood, could pull apart
leaving a sheath with tiny holes, a home for the straightened
metal wires. It was a stamp of pride, like the African figurine
bookends with their tight carved coils, supporting my parents'
favorite books: Giovanni, Angelou, Castañeda.

Jigaboo

The back of the bus was reserved,
like the boys' affections,
for light-skinned girls with straight or wavy hair.
Dark-skinned and nappy girls need not apply.

Mixed

I marvel over my husband's hair—
the lapping curl is his black father's,
the fineness is his white mom's.
His hair tells his story, if it can't be read from his skin.

Aunt Jemima blues

What black woman doesn't hate to lay a freshly greased head
on a cotton pillowcase?
What black woman doesn't hesitate to explain her hairscarf
to his white relatives?
What black woman doesn't hate defining the particulars of herself?

Soul Sister fro

When the beautician cut out my relaxer,⁶ I wasn't afraid
of who greeted me in the mirror: I see a snapshot of my mother
a 1967 teenager in Little Rock; in the next one, she's a new mother,
a dusky⁷ angel in a bikini with a charcoal halo, honeymooning in Miami, 1973.

Crowned

Sometimes I wrap my hair. The fabric
gives me a silhouette, a bun
fastened tightly in the back,
tempted my fingers want to spring
what's bound underneath:
the kinked curls and the complicated naps.

You tenderheaded?

I am teaching my husband
how the first tooth of a comb
defines the line, how to grease
the exposed scalp, how to massage
thru the kink in each curl.

I am relearning how to cornrow:
knuckles kneading the tender,
separating the rough.

Like I did, he has to learn
to love the plait,
to love the part.

Directions: After reading the passage, choose the best answer for the following questions.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement identifies the main theme of the poem?

- A. It can take a long time to learn to love and accept certain parts of oneself.
- B. People often value an individual's physical traits over what's on the inside.
- C. It's a parent's job to instill a sense of self-confidence in their children.
- D. Presenting a certain image to the world can be time consuming and frustrating.

2. PART B: Which detail from the text best supports the answer to Part A?

- A. "Mommy would warm press my hair / if I begged and pleaded." (Lines 2-3)
- B. "The back of the bus was reserved, / like the boys' affections" (Lines 21-22)
- C. "What black woman doesn't hate to lay a freshly greased head / on a cotton pillowcase?" (Lines 31-32)
- D. "Like I did, he has to learn / to love the plait" (Lines 57-58)

3. How does the poet develop the speaker's point of view throughout the poem?

- A. They share how the speaker's family positively impacted her perspective on her hair.
- B. They focus on the positive experiences that encouraged the speaker to love her hair.
- C. They share the speaker's experiences with her hair and her changing feelings about it.
- D. They reveal how meeting her husband changed the speaker's perspective on her hair.

4. Why does the speaker in the poem choose to straighten her hair?

- A. She suffers a lot of verbal abuse because of her natural hair.
- B. She feels pressure to conform to white standards of beauty.
- C. She is encouraged by her friends and family to straighten her hair.
- D. She is the only one in her family who doesn't have naturally straight hair.

Tuesday: Writing Objectives

This week's writing focus skill is tied to the analysis of themes. To support this skill, work with your student on:

- supporting their answers with evidence from the text.
- writing in complete sentences.
- fully explaining their thinking (why they stated that answer, what led them to that idea).

Discussion Questions:

1. How do the speaker's feelings about her hair change over the course of the poem?

Wednesday: Writing Objectives

Discussion Questions:

2. In the context of the poem, how does the speaker try to change the way people see her? How do you think this reflects how the speaker feels about herself? Do you think changing your appearance changes who you are? Why or why not?

Thursday: Writing Objectives

Discussion Questions:

3. In the context of the poem, how is beauty defined? How does the speaker attempt to embody a certain standard of beauty? Who do you think develops beauty standards? Have you ever felt pressured to adhere to a certain standard of beauty? If so, describe the experience.

Friday: Writing Objectives

Discussion Questions:

4. "What are the effects of prejudice?" and "Can you change your identity?"

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Please email completed assignments to: kwhitten@pvacademy.org

English III and IV

Submit Eng. III assignments to erem@pvacademy.org
Submit Eng. IV assignments to rcourtney@pvacademy.org

Monday: April 13, 2020

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NOTE

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English III: erem@pvacademy.org

English IV: rcourtney@pvacademy.org

