

Freedom at All Costs
Essential Question: Can Each of Us Find Freedom?
What freedoms can governments give people – or take away from them?

Kacey K. Riley, Top of the Mitt Writing Project
Designed for Students in Grade 9

My demonstration is meant to support my contentions that:

1. Students are aware of and concerned by current events.
2. Essential questions can help students process their world and their world view.
3. Essential questions must be open-ended in order to engage students' critical thinking.
4. Essential questions allow students to explore the development of their own questions regarding social justice and action.
5. Best practice instruction includes creating a collaborative classroom community where students have numerous opportunities to engage in student talk and reflection.
6. Reading/viewing multiple genres on a shared subject inspires and engages our students.
7. Students can synthesize information to reach conclusions.
8. Social and religious histories are often complex and confusing.
9. Student conversation is a method of discovery and further inquiry.
10. Students need time to analyze the text with scaffolded strategies in order to reach higher level thinking and insight.
11. Learning is social and we must facilitate writing invitations and genres that support collaborative thinking, learning, and sharing.
12. A reminder about Affect: Create a calm physical presence to honor individual thinking and curiosity.

Procedures:

1. To launch this lesson, the students will be given an invitation to write on the Essential Question: Can Each of Us Find Freedom? After four minutes of writing, students will pair and share with an elbow partner.
2. Following this, students will view three specific images and choose one to critically analyze using targeted questions including:
 - What's going on in this picture?*
 - What makes you say that?*
 - Why does it matter?*

3. After taking notes on these questions in their journals, students will pair/share, and share out as a whole class.
4. After the discussion, students will be given an opportunity to share what they think they know about Iranian culture, and what they want to know about Iranian culture. This background knowledge will be displayed on an easel in the front of the room.
5. Possible adaptation based on feedback from colleagues: share interviews with community members about their interpretations of the Iranian Revolution in the 70s.
6. Following this schema, students will be assigned a portion of a graphic text from *Persepolis: The Story of a Childhood & Persepolis 2: The Story of a Return*. Students will consider the following questions during their reading of the text:
 - *Who was the text written/created for?*
 - *What are the cultural meanings or conclusions that can be constructed from the text?*
 - *What are you wondering?*
7. Students will read their assigned portion and write a 1-2 sentence summary on chart paper, along with a lingering question. Presenter will share out to the entire class.
8. Students will view a video and take notes on the double entry chart. *Opportunity to use a timeline to support understanding.
9. Students will discuss their observations from their double entry charts for 5-10 minutes.
10. Students will revisit the essential question (if time permits):
 - *Reflect on the restrictions placed on women in Iran. From this perspective, think about conditions in the United States. Can each of us find freedom? Compare and contrast freedoms in Iran with freedoms in America.*
11. Students will discuss and share with the class.
12. Students will read tweets: #Mahsa Amini
Students will have 10 minutes to write.
 Invitations to write include but are not limited to:
 - Found poem (**strongly encouraged**)
 - Letter to the morality police
 - Freewrite
 - Op-Ed

13. Closing video for further reflection
14. Questions Arisen: What other current/global events can we connect to this text? What can we learn from Iranian's history?
15. Outcomes: Students will engage in an investigative research project to discover more about the initial Essential Question: Can Each of Us Find Freedom.

Invitations to Write:

- Respond to the Essential Question.
- Revisit the Essential Question.
- Found poem or Free write opportunity.

Extensions and Adaptations:

- Opinion: "Women are leading a revolution in Iran. When will Western feminists help? (Washington Post)
<https://www.washingtonpost.com/opinions/2022/09/27/masih-alinejad-west-feminists-support-iranian-women/>
- Research Iran and American relations
- Research Iranian women attend soccer games in disguise.
- Read an excerpt from "Reading Lolita in Tehran." Compare and contrast with panels from Persepolis & Persepolis 2.
<https://www.penguinrandomhouse.com/books/119522/reading-lolita-in-tehran-by-azarnafisi/9780812979305/teachersguide/#:~:text=Reading%20Lolita%20in%20Tehran%20chronicles,in%20a%20myriad%20of%20ways.>

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