

**“The Revolution Will Not Be Televised” – Poetry as Art & Activism**

**Unit:** Poetry

**Time:** 90 minutes

**Materials:**

- Projector
- Gil Scott Heron video clip ([http://www.dailymotion.com/video/x28ijn\\_the-revolution-will-not-be-televised\\_music](http://www.dailymotion.com/video/x28ijn_the-revolution-will-not-be-televised_music))
- Talib Kweli “Beautiful Struggle” MP3
- Jazz music
- Speakers
- Floor lamps, posters, tablecloths etc. to create “coffee house” atmosphere
- Newsprint, crayons/markers
- Tacks/tape for displaying student poems
- Student handouts:
  - **Handout 1:** The Revolution will not be Televised
  - **Handout 2:** Gil Scott-Heron Bio
  - **Handout 3:** "My Revolution" template
  - **Handout 4:** Examples of the poem’s influence

**Learning Activities (details below):**

1. Think-Pair-Share: Interpreting “The Revolution will not be Televised”
2. Music Video screening
3. Class discussion – Socratic questioning
4. Mini-Lecture: Gil Scott-Heron’s life & legacy; devices and conventions of spoken word poetry
5. “My Revolution” writing exercise
6. Debrief & Coffee House

**Overall Expectations:**

**Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;

**Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning;

**Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;

**Reading With Fluency:** use knowledge of words and cueing systems to read fluently;

**Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;

## Emily Rose Antflick - Poetry Lesson Plan

**Using Knowledge of Form and Style:** draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;

**Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Time	Activity	Materials/resources
Prep	Arrange class in ‘coffee house’ style seating (small clusters of desks like tables in a café)	Computer & speakers Floor lamps Tablecloths Screen Posters – civil rights, social revolution etc.
Prep	Place sufficient copies of Handout 1 “The Revolution will not be Televised,” as well as art supplies on each table	<b>Handout 1:</b> The Revolution will not be Televised  Newsprint, crayons/markers
3 min	Students enter class to the music of Talib Kweli’s “Beautiful Struggle” and are instructed to sit at any table they choose	Speakers & computer with MP3 of “Beautiful Struggle”

<p>10-15 min</p>	<p><b>1. Think-Pair-Share</b>                  Students read the poem silently and fill in interpretation chart, then discuss questions with one or two partners.</p> <p>TPS questions:</p> <ul style="list-style-type: none"> <li>• Why do you think there were so many references that you did not understand? Why would the poet include all of these references?</li> <li>• When do you think this poem was written?</li> <li>• What revolution could the poet talking about?</li> <li>• Did you “get” the poem? Is it still possible to understand and appreciate the poem without understanding all of the words?</li> </ul> <p>Once students have completed the TPS, tell them to hold their questions and comments until after they have seen the video.</p>	<p><b>Handout 1:</b> The Revolution will not be Televised (already on tables)</p>
<p>3 min</p>	<p><b>2. Music Video</b>                  Project video of GSH’s poem and allow students to take notes or doodle their reactions to the video while they watch</p>	<p>Projector &amp; screen, clip from <a href="http://www.dailymotion.com/video/x28ijn_the-revolution-will-not-be-televisе_music">http://www.dailymotion.com/video/x28ijn_the-revolution-will-not-be-televisе_music</a></p> <p>Art supplies (already on tables)</p>
<p>15 min</p>	<p><b>3. Class discussion - Socratic questioning</b></p> <ul style="list-style-type: none"> <li>• Take up questions from the TPS activity</li> <li>• Ask students how their experience of the poem changed after hearing the music and seeing the video</li> <li>• How are the messages in this poem applicable today, even if the pop-cultural references are dated?</li> <li>• How does this poem make you feel?</li> <li>• How is this different from other poems you have heard?</li> <li>• Does this type of poetry reading remind you of anything?</li> </ul>	
<p>5 min.</p>	<p><b>4. Mini-Lecture</b></p> <ul style="list-style-type: none"> <li>• Distribute <b>Handout 2:</b> GSH Bio and discuss the song – both content and style.</li> <li>• Explain that this is spoken word poetry. What do you think defines Spoken Word?</li> </ul>	<p><b>Handout 2:</b> Gil Scott-Heron Bio</p>

<p>3 min</p> <p>30 min</p>	<p><b>5. My Revolution</b>                  What revolution is GSH talking about? Has it happened?                  Brainstorm:</p> <ul style="list-style-type: none"> <li>• Generate list of possible “revolutions” on the board</li> </ul> <p>Distribute <b>Handout 4:</b> “My Revolution” Poem Template and explain the activity.</p> <ul style="list-style-type: none"> <li>• Students will write a poem based on the template</li> <li>• Play jazz recordings while students write</li> <li>• When they are done writing, students will post poems around the class and then return to their seats for instructions</li> </ul>	<p><b>Handout 3:</b> “My Revolution” Poem template</p> <p>Speakers &amp; Jazz music</p> <p>Tacks and/or tape</p>
<p>10 min</p> <p>10 min</p>	<p><b>6. Debrief &amp; Coffee House:</b></p> <ul style="list-style-type: none"> <li>• How did it feel to write these poems?</li> <li>• Distribute <b>Handout 4:</b> “The Revolution” in popular culture</li> <li>• Why do you think so many people have parodied Gil Scott Heron’s poem?</li> </ul> <p>Play Jazz music while students wander around and read their classmates’ poems</p> <ul style="list-style-type: none"> <li>• If they wish, students can perform their poems for peers</li> <li>• No need to regroup when class ends , informal wrap-up</li> </ul>	<p><b>Handout 4:</b> examples of the poem’s influence – samples</p> <p>Speakers &amp; Jazz music</p>