

# A JOURNEY AWAY FROM HATE

POEM AUTHOR: BATSHEVA BARABAN | EDUCATOR RESOURCE: ADRIANA CORTEZ

Age Range: 14–18 years (High School)

<b>Objectives</b> <ul style="list-style-type: none"><li>• Learners will analyze the text by identifying and discussing 1-2 main ideas from a spoken word poem.</li><li>• Learners will make connections to their own lived experiences.</li><li>• Students will brainstorm ideas, characters, or experiences that will support their creative writing process.</li></ul>	<b>Materials</b> <ul style="list-style-type: none"><li>• Device with internet and speakers</li><li>• Paper or notebook</li><li>• Pens or pencils</li><li>• <u>Protocol Chart</u> displayed (below)</li><li>• Optional add-on activity: Journal prompt <u>displayed</u> or <u>distributed</u> to class</li></ul>
<b>Duration:</b> 40–45 minutes	
<b>Common Core Standards (US)</b>	
CCSS.ELA-LITERACY.RL.9-10.1 CCSS.ELA-LITERACY.RL.9-10.2	CCSS.ELA-LITERACY.W.9-10.3.A CCSS.ELA-LITERACY.RL.11-12.6

## Rapid Writing

This resource has been adapted from the Facing History and Ourselves Rapid Writing teaching strategy on the [facinghistory.org](https://www.facinghistory.org) website. The Rapid Writing strategy, protocol, and debrief are from this [webpage](#). Adaptations include pre-reading the Author’s Notes for the “Journey Away from Hate” poem and a journal entry activity as an optional extension.


## Instructions

1. Prior to this lesson, we recommend that teachers read the Author's Notes for "Journey Away From Hate." The topics covered in this poem include themes around violence, death, and trauma from armed conflict.
2. Have students get out paper and pens before they start listening so that they can immediately begin the rapid writing process. Let students know that they will be following a structured protocol to guide their writing so that they aren't surprised when you ask them to stop writing.
3. Have students listen to the spoken word poem "Journey Away From Hate" by clicking on the play button on the REACH site. If needed, students can follow along by reading the script (scroll down below Author's Notes). (7 mins).
4. Post the protocol chart (on the next page) in the classroom for students to follow along more easily. Using a timer, lead students through this series of steps: (10 mins.)
  - o 1 minute: Quiet thought; no writing.
  - o 3 minutes: Write (try not to stop writing the entire time).
  - o 1 minute: Read and circle three main ideas (words or phrases) from what you have written. No writing during this time. You can read, reread, and think, but do not start writing again.
  - o 2 minutes: Write.
  - o 30 seconds: Read and put a rectangle around one word or phrase.
  - o 1 minute: Write.
5. After the quiet, reflective time of rapid writing, the resulting clarity of thought can be powerful in conversation. Depending on the size of the group, this could be done in small groups or as a whole class. Here are some questions to help facilitate discussion:
  - o What feelings came up for you as you were writing?
  - o What part of this poem resonated with you?
  - o Which part of this activity did you enjoy? Why?
  - o Which parts did you not enjoy? Why?
  - o Why might it be important to talk about these things in school?

# RAPID WRITE PROTOCOL

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 1 minute: **Read** and **circle** three main ideas (words or phrases) from what you have written. No writing during this time. You can read, reread, and think, but do not start writing again.

 2 minutes: WRITE.

 30 seconds: **Read** and put a **rectangle** around one word or phrase.

 1 minute: WRITE.

## Optional Add-On Activity: Journal Entry

If you would like your students to write their own spoken word poems, you might ask them to write a journal entry that responds to a question or line in the poem.

1. Use the following prompt to have students explore the questions that Batsheva writes in "A Journey Away from Hate." You can display the Journal Prompt Chart (on the next page) to help guide students' thinking. As an optional scaffold, you can print the last page and cut it into strips with this prompt for students to paste into their journals.

"Until this day, my older cousin doesn't know he is the reason for my change of season."

- What do you think the author meant by this?
- Is there someone in your life who doesn't know they are the reason for your change of season? Who?

2. Students can then use their journal entries as a starting place for their poems. You might include mini-lessons about literary devices such as imagery, figurative language, alliteration, consonance, dissonance, assonance, and repetition.

3. After students have written, workshopped, and revised their poems, celebrate with an "author's chair," where students share their poems with the class or publish them in a class book.

# JOURNAL PROMPT

*"Until this day, my older cousin doesn't know he is the reason for my change of season."*

- What do you think the author meant by this?
- Is there someone in your life who doesn't know they are the reason for your change of season? Who?

## **Journal Prompt**

Read the following quote from the poem "A Journey from Hate" by Batsheva Baraban:

"Until this day, my older cousin doesn't know he is the reason for my change of season."

Respond to the following questions:

1. What do you think the author meant by this?
2. Is there someone in your life who doesn't know they are the reason for your change of season? Who?

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