Langston Hughes Literature Study With AI

Total Number of Lessons: 5
Total Estimated Time for Module: 300 minutes

Section 1: Module Overview and Curricular Connections – Required

- **Module goal**: At the end of this module, students will be able to analyze and discuss various texts by Langston Hughes using AI platforms to build and solidify their understanding.

- **Connection to standards**:
  - 4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
  - 4.RL.2.3 Describe a character, setting, or event in a story, drawing on specific details in the text, and how that impacts the plot.
  - 4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- **RET materials/ideas to be leveraged**: Parlay and ChatGPT

Section 2: Overview of Module Framework – Required

- **Real-world context**: In this module, we will study a short story by Langston Hughes, titled "Thank You Ma'am". We will also read two of his poems, titled "Dreams" and "The Dream Keeper". Langston Hughes was a famous American poet and storyteller. He was born on February 1, 1902. Langston loved words and started writing poems when he was just a kid! He became very well known during a time called the Harlem Renaissance, a time in the 1920s and 1930s when African American music, art, and writing became super popular. His writing was special because he often wrote about dreams, hope, and equality. He passed away in 1967, but his words are still loved today. Hughes showed the world that poetry can be powerful, and that everyone's story matters.

  - **Possible Lesson Ideas**: For the final project, students will write a letter to Langston Hughes where they can reflect on his short story and poems and ask him questions about his writing or life in general. We will discuss how writing letters is something people do in the real world and how the rise of new technology has affected this craft to some degree. I will show a picture of my

daughter mailing letters to her family and ask about their experiences with mailing or receiving letters. I will show an example of a letter (email) that someone has written to my stepfather, who is an author, after reading one of his books. Because Langston Hughes is no longer living, we can use AI to generate a letter of response. AI is a fascinating and complex tool that people have started using for various purposes as its development progresses.

- Day 1:
  - Introduce Langston Hughes with planned background knowledge, pictures, and this video.
  - Read, analyze, and discuss the poem "Dreams" by Langston Hughes. Annotate where helpful. (Poem Links)
    - What do you think Langston Hughes means by 'life is a broken-winged bird that cannot fly'?
    - How does the imagery of a 'barren field frozen with snow' help us understand the impact of losing dreams?
    - Think of the two images the author uses to show what life is like without dreams. Sketch what you visualize.
    - Why do you think the author says 'hold fast to dreams'?
    - How can we apply the message of this poem into our everyday lives?
  - Preview target vocabulary words with slides.
  - Read "Thank You Ma'am" aloud while students mark spots they have a question about with a question mark.
  - Record each question as a class.
- Day 2:
  - Students will take turns partner-reading the poem "Dreams" with fluency.
  - As a group, we will pull up the list of questions from yesterday and go over basic-level comprehension questions.
  - Read "Thank You Ma'am" aloud while students circle unknown words. Go over and annotate the meaning of each word circled.
  - Students will log into Parlay and answer a selection of mid-level questions from yesterday's list. They will receive feedback from Parlay's AI assistant before submitting. After they submit their response, they will be able to see their classmate's anonymous answers and initiate discussions with them on the platform.
- Day 3:

- Read, analyze, and discuss the poem "The Dream Keeper" by Langston Hughes. Annotate where helpful.
    - Why do you think the author asks dreamers to bring him their dreams in the poem?
    - How does the imagery of 'blue cloud-cloth' and 'heart melodies' make you feel, and what do you think they symbolize?
    - Why might Langston Hughes want to protect dreams and heart melodies from the 'too rough fingers of the world'?
    - What can sometimes happen to dreams if they come into contact with the 'too rough fingers of the world'? Sketch or write an example.
    - Why do you think Langston Hughes chose to write about dreams? How do you think dreams can influence our future?
- Discuss notable responses to yesterday's Parlay's questions. Look at the word cloud Parlay generated from their writing.
- Students will partner-read the story and follow an annotation prompt as they go: label E next to events in the story you expect and label S next to parts of the story that surprise you.
- Discuss annotations, making a list for E's and S's as a class.
- Students will work on targeted vocabulary slides.

▪ Day 4:
- Students will take turns partner-reading the poem "The Dream Keeper" with fluency.
- Pass out 1-2 final high-level, theme-connected discussion questions. Students will complete the written discussion prompt and circle for verbal class discussion.
- Go over the letter-writing project to Langston Hughes with ChatGPT. Give students time to plan and write.
    - Second option: choose a writing prompt.

▪ Day 5:
- Students will choose their favorite of the two poems and spend time memorizing and rehearsing. The principal will be invited as a special guest to listen to the class perform the poems in two groups.
- Students will read the AI-generated letter from Langston Hughes in response to their original letter. They will summarize the mock response. They will then get together with a partner,

read their original letter, and read their summary of Langston's response.
- Students will take a vocabulary and comprehension quiz.
- Students will be given words from "Thank You Ma'am" and create a refrigerator poem that connects to the story, poems, or the voice of Langston Hughes. This could be slides or paper-based.
    - Second option: do blackout poetry.

- **Background STEM content**: Students should be given a basic understanding of how AI works.

    - **Possible Lesson Ideas**: I will try to find a video for kids on how ChaptGPT works.

- **Description of Main Activity/Project**: After students have typed their letter, they will have a link to ChatGPT and will copy and paste the prompt: I am a 4th grader who has studied Langston Hughes. I learned a little bit about his life and read his short story "Thank You Ma'am" along with his poems "Dreams" and "The Dream Keeper". I wrote a letter to Langston Hughes reflecting on what I read and asking him questions. After I copy and paste my letter here, can you respond to my letter as Langston Hughes? They will then copy and paste their letter into ChatGPT to get a response. Finally, they will write a written summary of ChatGPT's mock reply letter.

    - **Possible Activity/Project Ideas**: After students have written their letter, gotten a response from ChatGPT, and summarized it, they will get together with a partner and share their work. This collaboration should allow students to share their final thoughts and understanding of the life and works of Langston Hughes.

Section 3: Module Sequencing and Assessment – Required

- **Brief description of sequenced learning objectives**: When referring to specific details in the text to draw inferences or describing how a character, event, or setting affects the plot: we start out answering basic comprehension questions that may just require more background knowledge. For example, what is a ten cent cake? What is a kitchenette? Students will then be required to answer slightly more advanced questions about the story using textual evidence. Finally, students will answer and discuss 1-2 high-level, open-ended questions that lead to the theme of the text using

multiple pieces of text evidence. They will explain how the characters or events in the story influenced one another. Laying the groundwork for how class discussions should operate and giving students time to practice in Parlay should help this final discussion be more productive.

- **Brief description of formative and summative assessment approaches**: I will assess their answers on Parlay, their letter to Langston Hughes along with the summary of his response, and will give them a comprehension and vocabulary quiz at the end.

- **Recommendations for implementation**: Students should be given limits/guidelines for using AI. Students should only use AI in the classroom if they are instructed to by a teacher on a given assignment.

Section 4: Module Files – Optional

- **List of attached files**: [should include any lesson plans and handouts relevant to the Module, if you have them ready]
    - [File name 1 and one line description]
    - [File name 2 and one line description]
    - [File name 3 and one line description]
    - [File name 4 and one line description]
    - [File name 5 and one line description]