Deconstructing Yo Fresh

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This curriculum unit is recommended for:
9th Grade ELA (Special Education), Humanities

Keywords: Media, Minorities, People of color, Minoritization, Consumerism

Teaching Standards: See **Appendix 1** for teaching standards addressed in this unit.

Synopsis: Students will analyze multiple forms of mediums through a critical literacy framework, which focuses on deconstructing power structures and their influences. This lesson will challenge students to unpack socially constructed ideas, their social functionality, and how media shapes individual identity, group perspectives regarding class, gender, and race. This unit will conduct analyzation and research regarding the concept of manufactured consumerism and the manipulation of purchased esteem.

I plan to teach this unit during the coming year to 9th students in a Foundations of English Language special education course.

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Introduction

I must acknowledge that my objective is complex and multifaceted, as I intend to create a comprehensive unit rooted in critical literacy, social justice education, cultural relevance and preservation, and critical thinking. To grasp a deep understanding of these frameworks, I have chosen to review "Is Everyone Really Equal" by Sensoy and DiAngelo (2012)[i], "The Dream Keepers" by Gloria Ladson-Billings (2009)[ii], "Teaching for Diversity and Social Justice by Adams, Bell, Goodman, & Joshi (2016)[iii], "Pedagogy of the Oppressed" by Paulo Freire (2012)[iv], and "Teaching Critical Thinking" by bell hooks (2010)[v].

This unit will focus on minoritized people, stereotypes, symbolism, and the cumulative effect of these ideas with shaping perceptions of identity. Students will be challenged to analyze multiple forms of mediums through a critical literacy framework focusing on identifying and unpacking socially constructed ideas, their functionality regarding the shaping of individual identity, beauty, power structures, social group identity (class, race, gender, etc.), and the ideas that shape consumer driven manufactured self-esteem.

Rationale

Within this unit, I will explore the marginalization of minoritized people by way of stereotypes provided, historically and currently, by the media. In our pluralistic society, students should be consciously aware that a monolithic economically elite minority has garnered the descriptive power of our citizenry through publishing companies, music industries, e-games, and mass media. This ability to broadcast ideas of humanity has proven to be influential both destructively and demonstratively. These mediums stand at the epicenter of our modern-day culture. According to the 2010 Kaiser Family Foundation, students ranging from 8 to 18 spend an average of 7.5 hours a day, seven days a week engaged in forms of media. Sensoy and DiAngelo posit that stereotypical media representations aid our society in social segregation and sculpts our youth's ideological worldview and sense of identity through the power of media (2012).

This 7.5 hours' work-day-like-attention is highly monitored and uses big data (defined as: "extremely large data sets that may be analyzed computationally to reveal patterns, trends, and associations, especially relating to human behavior and interactions.") driven analyzations, which prescribes methods for persuasion to yield specific outcomes. These calculated outcomes effect a cumulative from elections to creating the precarious proletariat; or as Noam Chomsky proposes in the 2015 documentary, "Requiem for The American Dream," the precariat, "The working people of the world who live increasingly precarious lives." Through critical literacy, I plan to have students examine their ideas of reality and how they were formulated.

Socially constructed categories of human existence are scientifically existential relics. However, ideas like race, class, sexuality, gender, age, religion and other social guides are normalized markers of standards. Our epistemological understanding of humanity has often been by intentional manipulation. The Darwinian need for social group survival cultivates within our construction of knowledge. The current modernity in socialized ideas is provided through a barrage of highly sophisticated mediums. Those able to dictate, massively, their ideas of life,

establishes common thought. Creating a common sense of reality is a connotation of power, which usually is relegated to an elite, economically advantaged, minority.

Focusing on 21st century skills, this unit will provide students the opportunity to critically and constructively examine and explore the influence of media and marketing as tools shaping conceptual consumer driven manufactured self-esteem through the corporatization of identity and the addictive need for approval through symbolic logos associated with an elite upper class.

School/Student Demographics

My student population will be, albeit this unit should not be limited to, exceptional child/special education population who are environmentally governed by low socioeconomic status, who deal with the pressing issues of poverty, coupled with stigmas that plague students with special needs, and racial marginalization. The aforementioned description is critical to this unit as it de-euphemizes and contextualizes what is commonly known as a Title 1 school. Therefore, this lesson reflects the imperative nature that all students develop a critical understanding of their societal positionality and the influence of power structures on shaping existential ideas of being human.

Lincoln Heights Academy (LHA) is a K-12 public school servicing students with special needs in a separate educational environment. LHA is unique in that it exclusively provides educational and social support for students dealing with behavioral or emotional disabilities (Exceptional Children, EC) in counties of the Southwest region of North Carolina. The intention of LHA is to provide intellectual engagement and social support for students in need of a structured learning classroom that incorporates positive behavior interventions and individualized educational support. LHA's criteria for student placement is governed by the level of services articulated through a team decision based on the student's individualized educational plan (IEP). Student's fitting the criteria for LHA have displayed needs unmanageable in a socially common educational environment, typically referred to as "home school" or "regular school." While students attend LHA, their needs are met with instruction encompassing social, emotional behavioral, and the need for a small student to teacher ratio. As means of effective support, while at LHA students receive high levels of social services and social skills behavioral intervention through the Boy's Town Specialized Classroom Management Model. The mission of the school is for "students to learn that success is possible through the acquisition of the academic and social skills needed to function independently in society. "The primary goal of LHA is to transition student back to their home school, with the needed skills to maintain functional levels of academic engagement and school appropriate behavior. LHA is a school of transition. Transitions to and from LHA occur year around, which impacts all measures of data, making LHA highly susceptible the negative effects of a transient school population.

Unit Goal/Objective

       Students have an amalgamation of issues to grapple with, especially dealing with identity. These issues are in part due to their dysconscious participation with the juggernaut and influential prowess of media. This unit will focus on minoritized people, media, consumerism, and how corporations manufacture social group's consent of identity. The objectives of this unit are for students to critically engage in the analyzation of media, identity, consumerism, and for students to explore their trends that shape their ideas of what it means to be trendy, fashionable, and market manipulated consumers. The goal of this unit is for students to become conscious of oppression and to develop a sense of agency towards concerted influences on their emergence of self-concept.

- Establish a critical consciousness
- Evaluate created wants and targeted media
- Explore fabricated consumerism through manipulated and constructed ideas of perception
- Analyze media's power and control on identity
- Establish an opportunity to explore self-driven agency through positionality
- Assess informed understanding

Content Research

Identity is a complex paradigmatic theme. It is that of constant struggle. A crucible laden with induced expectation for humans looking to effectively function in a society. It is governed by what we are called, what we are born into, who we are born to, the sounds we use to describe that world, and the analytical skill we develop to live in it. The phenomenality of scientific birth choice, in its relatively infancy, provides controls of possible genetic organizations for people seeking a genealogical manipulation through a scientifically based construction of human existence. Although conception can be controlled with the latest high-tech designer genome handling, it is a societal need to tell you who you are or can be.

       Sylvia Wynter, in Katherine McKittrick's "Sylvia Wynter On Being Human as Praxis" (2015)[vi], posits the notion of human development for the enslaved diasporic African to the United States, as a constructed existence homogenized through the deletion of the African by way of tongue, culture, and land. This deleterious stratified triadic event, dealt by a hand distributing trepidation and human domination, allowed the very people ostensibly finding solace, while participating in brutal human bondage, to write the identifying narrative of a type of people dehumanized by political intentionality, economic functionality, and moral and religious security.

       Joyce DeGruy-Leary (2005)[vii] contextualizes how otherwise good people can participate in systems of cruelty and not feel morally bankrupt, as cognitive dissonance. DeGruy postulates acts of genocide to the indigenous people of the land now known as the United States of America, and the unrelenting chattel enslavement of the African, while espousing ideas of

freedom and democracy, as conflicting and needing to be dealt with internally. DeGruy-Leary operationalizes cognitive dissonance as the function of two conflicting ideas.

In order to develop a critical understanding in regard to answering the question of -- what is that a part of -- when developing content for critical thought, it is important to include historical references, as root examinations are vital to establishing understanding of the existential threat to authentic identity when the oppressed are explained by the oppressor.

Paulo Freire, in his seminal work, "The Pedagogy of the Oppressed" (2000)[viii] promotes literacy as an act of ontological engagement; an engagement of existence. Freire's theoretical frame transcribes his critical consciousness and emancipatory educational practices into a critical pedagogy, which can be used to not only read the word, but to read the world. It is the ability to read and comprehend the characters of the written word, coupled with the confidence to read experiences truthfully, in which an emergence towards humanization can take place. In a society, willing to relegate dehumanizing marginalization based on skin type, and maintain it through current and historical policy--as Ta-Nehisi Coates (2017)[ix] encapsulates as the "plunder" of the African American--it is beyond a necessity, that students born into plunder, are taught about and within their societal positionality. With understanding positionality, students will be equipped to critically engage with specific positions and structures, drawing attention to conditions that allowed their positions to arise.

The minoritization of people of color, particularly African Americans, is entrenched in the repression of literacy. In 1818, North Carolina's General Assembly became the first to prohibit enslaved Africans to read. If a White person was found guilty of educating an enslaved African, the fine could be up to two hundred dollars. If an enslaved African was caught reading, the act was punishable by whipping, at the discretion of the court, but should not exceed thirty-nine lashes[x]. It is historic repressive government (the controlling of what people do), and policies prohibiting literacy, which place value on Paulo Freire's concept of conscientization, also stated as critical consciousness (Freire, 2000). Freire elicits critical consciousness as the connecting factor between practice and theory. It is with the development of a critical consciousness where students' epistemological curiosity and exuberance for knowledge, by way of study, will yield the needed tools of agency and the necessarily dispositions to perceive social, political, and economic contradictions, and to enter into agency against an oppressive reality. Students will be better equipped to explore the function of media on their lives, if they first develop a critical lens when viewing their reality.

To be critical is to be willing to give or to express an analysis of value or flaw. It is the art of actively engaging in life, analytically. Literacy is associated with the ability to read, write, use language, use and interpret images, and to establish an understanding of the dominant culture's symbols and systems regarding the episteme towards knowledge. Critical literacy examines power. According to Freire (2000), critical literacy allows the reader to take an active role in the reading process, which takes them beyond passive acceptance of knowledge, or allows for reading to find answers to inquisitions, arming students with abilities to examine, or dispute power relations between the reader and the author, relative to students lives. By focusing on power, critical literacy garners reflection, transformation, and action (Freire, 2000). Critical

literacy is key to this curriculum unit. It is the driving force behind questioning who determines reality.

It is no small quest to ask students to question what makes them, them. The very notion would likely be greeted with emphatic pleas denouncing any influence other than intrinsic motivation, or a simple, "I don't know." Even for professionals, questioning is a function many fear. It can be disconcerting for an adult to question the responsibilities of their job, even if they morally and politically object to the practices and outcomes. Job responsibilities are often connected to our daily expense of living. Our employment is how we care for ourselves and our family. Questioning, especially with a critical stance, can lead to scrutiny and job uncertainty for professionals. Jeff Schmidt, a PhD physicists and author of "Disciplined Minds" (2000)[xi] espoused conflict with questioning as a societal need for "disciplined minds." Schmidt expresses discipline, as questioning the willingness to forgo self-interest. Schmidt poses questions for reflection regarding the immense cognitive dissonance experienced by environmental physicists whose job responsibility is to create energy that can be used as weapons of mass destruction. He posits this conundrum as: What does it take to get a person to create something that has the possibility to destroy themselves, their entire family, and their family for years to come? It is the critical scouring through questions that examines willingness to participate in ideas that are destructive to humanity, but constructive to a financial elite few. The willingness to explore the controls of power is the development of a critical consciousness. To be critical of power is to ask who has the power, and how and who is it imposed on?

Throughout the "Media and Minorities: Unpacking Stereotypes" seminar, the concept of identity remained a staple of intellectual discourse between the Fellows. Jeff Schmidt's analysis of a disciplined mind assisted with unpacking media's bombardment and imposition of identity advertisement, the intrinsic struggle of knowing media's influence, and being a consumer. It is the abovementioned level of critical awareness and intellectual critique, which I will attempt to guide students to Paulo Freire's critical consciousness and activism (2000).

Yvette Jackson, author of the "Pedagogy of Confidence" (2011) posits a need for students to establish an internalization of confidence as a critical component for student success. Jackson proscribes to the intrinsic motivation for learning as a strength for all students. Jackson's belief in all student's ability to attain high intellectual performance sits at the pinnacle of her "Pedagogy of Confidence. Similar to the focus of the seminar, "Media and Minorities: Unpacking Stereotypes", Jackson focuses her attention on minoritized people of color, particularly "school dependent students" in underperforming schools. This curriculum unit will be done in an underperforming school, according to Charlotte-Mecklenburg School's standards, with a 100% student population considered to have special needs. The majority of the student population are minoritized students, racially and intellectually. In order to engage students, this curriculum unit will be arranged to bestowal a sociocultural influence to learning. By using a combination of social and cultural factors, Jackson (2011) posits that being educated within one's own culture will grant opportunity for increased engagement. According to Jackson, teachers will be empowered by tapping into student's culture. Jackson describes the benefits of sociocultural instruction as creating a space allowing students to be more apt at understanding perceptions, obtaining information, showing compassion to problems, and constructing rational

and grounded choices. Educating within the culture of students will be critical to this curriculum unit as students will be asked to explore their identity and how it is shaped.

Culture is the social behaviors, belief systems, and the norms of thinking and being in a society. The United States of America is an amalgamation of cultures. James Banks, the Kerry and Linda Killinger Endowed Chair of Diversity Studies and the director of Multicultural Education for the University of Washington, advocates for all students to be multicultural. Multicultural education attempts to engage students personally, socially, and through civic action. Multicultural education aim is to evoke thought of a more socially just and egalitarian society, which actualizes the ideals of the United States of America's founding documents, the Bill of Rights, the Constitution, and The Declaration of Independence. Through ethnic studies, or multicultural education, students are reported to establish the knowledge, skills, and behaviors needed to become effective citizens able to make well informed decisions regarding their communities (Banks, 2017).

Culturally relevant Pedagogy, developed by Gloria Ladson-Billings, a pedagogical theorist at the University of Wisconsin-Madison in 1995, will be used to identify the relevance of student culture. Within this curriculum unit, teachers will need to allow students to have creative autonomy, without bemusing students for their ideas and ways of thinking. Formatively, education is standardized based on the white dominant culture. In order to allow students to confidently explore their identity and its cultivation through media, teachers have to be knowledgeable and understand that student's ideas of identity might challenge their ideologies and views of common sense. Ladson-Billings focused on the African American community and practical improvement of the system educating and facilitating intellectual derision. This curriculum unit focuses on the African American community, but uses the national phenomena of hip hop and its cultural influences to connect to all students. By targeting the student's culture, Ladson-Billings gives reverence to the positive components of the students' culture and the knowledge students bring with them into the academic environment. Ladson-Billings works through three domains which are a staple need for teachers to be culturally relevant practitioners: Academic success, which refers to student intellectual growth experienced as a result of classroom experiences and instruction. Cultural competence, which refers to helping students appreciate and celebrate their culture as they gain knowledge and fluency of one or more cultures. Sociopolitical consciousness, which refers to creating a platform for students to take their learning beyond the classroom, using the knowledge and skills obtained in the classroom to identify, analyze and solve real-world problems.

Within this curriculum unit, students will need to understand stereotypes and the construction of stereotypes. Minoritized students are often viewed through the lens of stereotypes. Stereotypes are widely viewed assumptions and generalizations of a particular type of person, group, or thing. Students of color, particularly African American students, are reported to perform lower on standard academic assessments, and are subjected to contend with economic barriers at a greater rated than their White counterparts (Davis & Simmons, 2009)[xii]. Students of color are aware that they are not outside the realm of the above noted purported deficiencies and social positionality. Not only are students of color aware of their supposed achievement gap, many students of color buy into stereotypes, damaging their psyche, while injecting deficiencies in confidence, expectation, and establishing ideations of self-loath (Steele, 2010)[xiii]. In "The

Souls of Black Folk", W. E. B. Du Bois (2017)[xiv] explicate a reality of being Black in America as one who has to live in a world consistently viewing themselves through the eyes of others. A consequence of living within double consciousness can be a distortive reality. Living an existence through a perceptive otherness can lead to presenting oneself inside the limits of stereotypes, and either becoming the stereotype or fearing the assumption of being viewed, with validity or not, a stereotype associated with a particular social group. Claude Steele expressed this fear as a "stereotype threat." Teachers are powerful. They have the ability to shape lives and the responsibility to see students beyond stereotypes, instilling confidence and exposing negative presumptions to enact reprieve, so students can be reflective of their reality and its authenticity.

Media has the ability to shape narratives. It is a potent force of socialization yielding descriptions of reality and how that reality is viewed. The constructive ability and the homogenization of thought by the media ostensibly perpetuates and sustains stereotypes, even when they are negative (Ramasubramanian, 2016)[xv]. Minoritized people generally and historically have lacked the power to construct their own identity. The inability of description, by minoritized groups, has to be combated and met with strategies to develop critical awareness. This curriculum unit attempts to provide students with tools of resistance to media stereotypes and the tools to construct alternative spheres of influence through identifying and deconstructing their own "fresh."

Instructional Implementation

This unit will allow students to explore how the purview of the elite, economically advantaged minority has produced narratives (that are often false) and has reduced culturally and linguistically non-dominate people to operationalized stereotypes. To investigate the power dynamics of the elite economically advantaged on our socialization through media influence, I will start by introducing topics like, 'What is media and the multiple forms of media?', and 'Who owns the media?' The goal of questions like the ones aforementioned are to prompt inquiry and foster dialogue and research. To better understand critical dialogue and its function in education regarding minoritized people, I will use Paulo Freire's "Pedagogy of the Oppressed" (1979; 2012). In addition to Paulo Freire's seminal work, I will incorporate Doug Buehl's "Classroom Strategies for Interactive Learning" (2014). I plan to use Buehl's strategic graphic organizers to incite inquiry among students from which they will conduct further research, discern main ideas, summarize their research, identify author's' purpose and perspective, use multiple texts, and draw evidence from the text for analysis and reflection. To further guide my pedagogical intent, I will use McLaughlin and DeVoogd's "Critical Literacy, Enhancing Students' Comprehension of Text" (2004), along with Duncan-Andrade and Morrell's "The Art of Critical Pedagogy" (2008), and Yvette Jackson's "The Pedagogy of Confidence" (2011) as she and I believe the most critical element in formal schooling is to increase students' academic confidence by acknowledging the relevance of their existing funds of knowledge.

Students will need to understand stereotypes. As Chimamanda Adichie asserts (2009)[xvi], "The problem with stereotypes is that they are not untrue, but that they are incomplete; they make one story become the only story." Thus, to give students a thorough understanding of stereotypes, I will use an excerpt from "Blind Spot" written by BanajI and Greenwald (2002).

Students will also learn about and unpack concepts like "stereotype threat" and explore the hidden cost of stereotypes by taking introspective discourse, critically analyzing videos, read short stories like "Goodwill Jay" (2009) by Chrysanthius Lathan. To increase rigor, additional resources, like the nonfiction prose "Just Walk on By" (1986) written by Brent Staples, and excerpts from Ibram X. Kendi's "Stamped From the Beginning" (2016), could be used to critique racist ideas, and to identify the social and political effects of stereotypes.

The goal I would like to come to fruition is twofold. One is for my students to understand how the media imposes control, positions, and shapes others' perceptions of themselves and their self-concept. The second is for students to critically analyze their hyper-materialistic consumerism that is driven by the pop culture, which is driven and super imposed on them by the economically elite minority. To assist me with demystifying stereotypes in pop culture, we will watch excerpts of the 2015 documentary "Fresh Dressed", and have critical dialogue around excerpts from "The Tanning of America: One Nation Under Hip Hop" and attempt to contextualize visual images by Hank Willis Thomas.

Sylvia Wynter, a writer, cultural theorist, and an emeritus faculty of Stanford University, life's work explores the ontology of the colonized human. Simplistically, or as well as I can describe, Wynter questioned the effects of colonization and studied the human modernity of the colonized based on their inability to write their own narrative. Similar to Wynter, this unit's objective is to establish a critical awareness within my students, which I hope promotes them to question everything, and work to change, individually and collectively, what they object or find as an unauthentic representation of them.

Teaching Strategies (Additional resources Appendix 3)

This curriculum unit will be done in ninth grade English Language Arts special education setting. The unit can be done in five 90-minute block class periods, but should allow flexibility as weekly lesson plans often take on the form of an inverted S due to needed differentiation, assessing understanding and reflection, and issues with attendance. The class will consist of students with cognitive disabilities and students on the general educational track with emotional behavioral disabilities. The makeup of the class can present to be difficult to engage students. As a teaching strategy to get students involved with the content I find storytelling to be a useful tool. With this unit, I will use the hip hop culture to influence engagement. I will introduce a question about the rap group from the 1980's, RUN-DMC. I will tell students about RUN-DMC, and let them know about the group being the first rap group to sign a shoe endorsement. The endorsement was with the German Adidas shoe company who were in financial trouble and noticed their shoe sales increased in the United States of America. Russell Simmons, the manager of the rap group contacted the Adidas company and invited the company to view a performance at the Madison Square Garden. According to lore, when RUN-DMC nervously went on stage at the Madison Square Garden where crowd was well known to be fickle to artist performances. RUN-DMC needed to engage the crowd, they had a lot riding on the crowd's response. When the group took center stage, they stood still with their arms folded and waited for the roar of the crowd to come to a murmur. RUN then yelled in the microphone, with the enthusiasm of the American Dream riding on his next move, saying—MYYYYYYYYY

AAAAAAAAA-DIDAS! —he took off a shoe and held it in the air. The crowd went wild holding up their shoes creating a sea of Adidas, screaming and solidifying the rap group's influence on culture and commerce. The story can be found in Steve Stoute's Book "The Tanning of America: How Hip-Hop Created a Culture That Rewrote the Rules of the New Economy" in the overture section page xvii (2012)[xvii].

This curriculum unit will use a variety of video clips. Using video media can be used to engage students and provide a differentiation tool for students with comprehension difficulties. Video media can also be used to deepen and drive meaningful discussion. Video clips will be used to build bridges between students' funds of knowledge and the learning objectives. Using video clips can increase student retention to the subject matter and offers a format to be exposed to multiple perspectives.

Students come to school with a wealth of knowledge and experiences that have shaped their ways of knowing. In the 9th grade students have more than likely mastered their cultural norms. Using a culturally responsive pedagogical approach in this unit will give students the opportunity to unite their real-world experiences with school based learning. Culturally responsiveness put students in the position of being knowledgeable of the content as it is presented, while using other academic strategies challenging them to explore how, why, and what created their positionality. This unit will challenge students to take a critical look at what shapes their self-concept and identity.

Dialogue is one of the best forms of creating a collective understanding among my students. Through dialogue students will be able to explore a collective consciousness, and tap into other students' funds of knowledge. I will use Paulo Freire's cultural circle to create an environment for students to engage in critical pedagogy, which allows students to develop their voice in an environment that yields respect and affirmation.

I will use direct instruction to demonstrate and model learning objectives, learning intentions, and success criteria. Providing an example and modeling in real time allows students to see that literacy can be a struggle, and the processes to perform academic literacy envelopes practice, process, and edits. Modeling through direct instructions in real time teaches students that writing and other forms of literacy are and can be a constant work in progress.

Although critical literacy is more of a way of thinking than an instructional strategy, I will use this pedagogical approach to lead students to examine how discrimination is produced and reproduced in media and text (Boute, 2016)[xviii]. Critical literacy focuses on understanding power dynamics and voice as they relate to students lives within their society. The use of critical literacy within this curriculum will provide guidance for recognizing and questioning dominant values and culture. It is imperative that burgeoning students, minoritized or of the dominant culture, analyze normative ideologies of being, along the lines of class, race, gender, and ability (Boute, 2016). The objective of critical literacy within this curriculum unit is to promote reflection, transformation, and action (McLaughlin & DeVoogd, 2004)[xix].

The Frayer model for vocabulary will be used to develop a deep understanding of words and their meanings. The Frayer vocabulary model creates a platform for students to define

words, describe essential characteristics of words, and give examples and non-examples. Using the Frayer model for vocabulary provides opportunity for students to use words in a greater context than the assigned text by having them analyze and synthesize words within their own understanding. The Frayer vocabulary model is a four-square graphic organizer that prompts students to interact with words.

Classroom Lesson/activities

Day 1-*Deconstruct*

Purpose: Engaging students' autonomous thinking

Objective: Watch the video clip of "Fresh Dressed" to analyze influences of fashion and identity.

Procedure: Inform students that they will explore media and the influences on fashion and identity. Use the CareerBuilder's survey to create discussion. According to CareerBuilder[xx]'s survey, 78% of US workers live paycheck to paycheck. However, minoritized students in impoverished communities dress lavishly to attend school each day. To keep track of student growth, students will write in their journal for approximately five minutes at the beginning of class. The first question stem for the daily journal should promote students to think about the importance of fashion or dressing fresh. i.e. Explain a time when you stepped out of the house feeling clean. What was the biggest influence on your feeling fresh (You might need to explain that the terms "clean and fresh" are colloquialisms for being fashionably dressed)? After students finish their journal, start a dialogic circle to prompt students to think critically about who makes money from fashion. Have students watch the "Fresh Dressed[xxi]" ($3.99 on YouTube or Netflix) documentary and answer the questions on the viewing guide . After all of the questions are answered, have students pair and discuss their answers for about five minutes. Have students return to their seats and engage in a group discussion. The teacher might have to use prompts to facilitate discussion.

Day 2- *Inform*

Purpose: Increase comprehension of text and complex ideas through vocabulary, questioning text, and reflection. Understanding author's craft and experiential inferences/interpretations of a text.

Objective: Close reading and engaging with text, Guiding students' autonomous thinking

Process: Start the class with the Martin Lawrence YouTube video[xxii] as the journal prompt. Ask students if they have experienced an outfit faux pas. To relieve pressure of embarrassment, tell students that the faux pas does not have to be personally experienced (This will need to be reinforced when responding to questions to the short story). After journaling, assign the vocabulary words. As a vocabulary strategy, I use the Frayer model. The Frayer model is a vocabulary strategy graphic organizer used to increase comprehension of complex ideas and

logical thinking. This unit consist of vocabulary with complex meaning. In order to cover all of the vocabulary in the unit, assign or have students choose a few words to complete using the Frayer graphic organizer. After students have completed their vocabulary words, collect the vocabulary and make a copy to distribute to each student. Go over the words to ensure comprehension. It is important for teachers to read the story before students, to assist with deepening thinking. Read "Goodwill Jay[xxiii]", a short story by Chrysanthius Lathan as a group for the first read. I like to have students number the paragraphs to assist with close reading. Have students read the text independently and answer the questions on the Deconstructing Yo Fresh handout. Students may need intellectual prodding to push them with describing, explaining, and interpreting the text and answering the questions through their experiential funds of knowledge and cultural capital.

Day 3-*Inform/Explain/Independent Research*

Purpose: Help establish a critical stance by engaging in critical discussions based on their ideas of self-concept and identity.

Objective: Extending students' thinking. Encourage students to explore aspects of their lives that shapes their identity.

Process: To start the lesson students will need to watch the TedTalk by Julian Baggini: Is There a Real You?[xxiv] There will be a quote in the video at approximately 11:23. Stop the video at the quote, have students do a think-write-pair-share for five minutes. Have students return to whole group and discuss the quote. During the whole group discussion, lead students to the word "fashion" in the quote. Guide students to fashion as a form of identity through clothing. Have students make a list of fashionable name brand clothes. Ask students what are the most "lit" (lit means the hottest fashion) name brands out, and why are they lit?

Activity

- Complete Outfit Handout 1 Outfit
- Complete Outfit Handout 2 Outfit Research

Day 4-*Reconstruct*

Purpose: Students will make use of information to explore and evaluate

Objective: Create an outfit on poster board indicating, symbols, cost, imagery, and social significance relative to student's identity.

Process: Students will need access to the internet, personal technology (Chromebook, IPad, etc.) and a color printer. Have students us their handouts as a resource to construct their outfit project. Students will need to print images of each item of their outfit, assemble their outfit, indicate their

researched information from the handouts, and create billboard presentation following the [rubric](). See [outfit example]().

Day 5-*Assess Informed Interpretation*

Purpose: Demonstration content knowledge

Objective: Assessment

Process: Students will need to write about the journal prompt: Explain who dictates your fresh? This writing prompt should have an extended time, and can be used as data to assess students understanding. Student will more than likely need to continue working on their project. Assist with extending students' thinking and research. Assess the project according to the rubric.

Teaching Standards Appendix 1

Key Ideas and Details

CCR.ELA.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

This standard is used throughout the lesson during reading, assessing and constructing the project.

CCR.ELA.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences from text.

This standard is used during research for student's project.

Interrogations of Knowledge and Ideas

CCR.ELA.RL.9-10.7
Integrate information presented in different media or formats.

Multiple forms of media was used, providing students the opportunity to integrate information for their projects.

Craft and Structure

CCR.ELA.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

This standard is used to analyze research and discuss journal prompts.

Text Types and Purpose

CCR.ELA.W.9
10.2.a.b - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

This standard is used during the development, research, and construction of the final project.

Production and Distribution of Writing

CCR.ELA.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

This standard is used during student's evaluation of their research and written reflection on their final project.

Research to Build and Present Knowledge

CCR.ELA.W.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

This standard is used during the research phase of the project based learning activity.

CCR.ELA.W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

This standard is used while students read the provided text, and completed the worksheets that supports close reading skills.

Comprehension and Collaboration

CCR.ELA.SL.9-10.1.a.c
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

This standard is used during the think-write-pair-share discussions when analyzing the multiple forms of media in this unit.

CCR.ELA.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

This is used during the research activity while investigating clothing companies.

Instructional Strategies-Appendix 3 (Differentiation Strategies)

Instructional Strategy	Approach
Academic Vocabulary and language	a. Close reading b. Word wall
Accountable talk	a. Cooperative learning b. Discovery/Inquiry - based learning c. Socratic Seminar d. Paulo Freire - Cultural Circle
Adapting to learning styles/multiple intelligences (might not use this one)	a. Hands-on learning b. Music and songs c. Role play (option for students)
Analysis of student work	a. Conferencing b. Student self - assessment
Critical literacy	a. Power analysis b. Examine social issues
Cooperative learning	a. Group instruction b. Team building
Cues, questions, activating prior knowledge	a. Effective questioning
Direct instruction	a. Lecture b. Modeling
Identifying similarities and differences	a. Discovery/inquiry - based learning
Formative assessment	a. Self-assessment b. Reflection c. Target goals d. Teacher assessment
Graphic organizers	a. Direct instruction

Homework and practice	a. Direct instruction
Integration of content areas	a. Reading and writing across the curriculum
Mastery learning	a. Assessments

Vocabulary		
Stereotype Stereotype threat Media Fresh (use most relevant colloquialism) Consumerism Corporatization Constructed identity Culture	Hip Hop Culture Social influence Celebrity promotion Marketing Advertisement Social value Positionality	Identity Targeted market Minorities Marginalized Self-concept Self esteem Brands

Deconstructing Yo Fresh

Viewing Guide
"Fresh Dressed"

Name: _____

Date: _____

Directions: Respond to the questions as you watch "Fresh Dressed." As you respond to the questions, keep the question--What is that a part of--in mind.

Preview question: What does fashion mean to you?

While you view

1. What does it mean to be "fresh?" What are the current terms used to express this sentiment?

2. Do you agree with Kanye West when he said that "Being fresh is worth more than money?" Explain your answer. You might want to come back to this question after the video.

3. What influences does music have on the fashion culture? List at least three song that talk about fashion or advertise fashion.

4. "If you look good you feel good?" Why do name brands matter to your fresh?

5. What is the importance of how you dress on an average day.

6. Who set the trends for the current fashion? Do you agree that name brands are targeted to specific social groups? Explain.

7. Damon Dash expressed the importance of dressing fresh for people in poverty. Do you agree that dressing fresh for people in poverty is a status symbol "based on insecurity?" Explain.

8. Dapper Dan's fashion influence is still around in today's fashion. Why do you think he was raided and shut down versus being hired by an elite fashion company?

9. What is the importance of shoes to today's fashion culture? Do you think the symbol on the shoe is more important than the comfort or function of the shoe? Explain.

8. Why do you think people buy clothes to make themselves fresh?

Post view: You're going to an event. Make a list of the brands and types of clothes you would need to be your freshest. (Go for the secret best dressed award. Even if nobody else knows you're playing.) **Use additional paper if needed**.

Deconstructing Yo Fresh
Goodwill Jay
Close Read Questions

Name: _____

Date: _____

Directions: Answer question based on your personal experiences as they relate to the text. If you do not feel comfortable or cannot relate to the questions, use inferences and creativity to formulate responses. If you need more space to answer your questions, put your answers on a different piece of paper.

1. What would make someone wear dingy or old clothes specifically because the name brand?

2. In what context does the author use the word "virginity?" (3rd paragraph) How does this differ from how you know the word to be used? What word could you use as a substitution?

3. What is a saying your parents/guardian use when asked for something in the store? If can't relate, what would you say if you took a younger sibling to the store?

4. Use inferencing to describe why the narrator would lead the reader to believe that Emanuel and Chris did not like the goodwill initially. What did the narrator say that might have changed the reader's mind?

5. In the story, Chris was embarrassed to be seen in the goodwill. Have you ever been somewhere that would embarrass you if you were seen there? What was the place, and why were you embarrassed? If you've never experienced this type of embarrassment, how do you think it would feel?

6. In the 14th paragraph, the dialogue between Chris and Jay could be perceived as bullying. Is this bullying or normal behavior between peers? Explain your answer.

7. What conclusions can you draw from "Goodwill Jay" and not having name brand clothes and being considered fresh in school. Think about who determines yo fresh? Honestly.

Deconstructing Yo Fresh
Project Based Activity-Outfit

Name_____   Date_____

Directions: Think of an event that you really want to go to. Make sure the event prompts a desire to get fresh (vacation outfit, concert, church, club/party, date, etc.). You've decided to purchase a new outfit for the event. To purchase this outfit, you've saved for a while, so you can afford whatever you want; head to toe. Create a list of items you will need to be your freshest. Use the internet to search for the items to insure accuracy of price, brand(s), and manufacturing company.

Event:

Why is it important to be fresh for this event?

Outfit Construction			
Clothing Article	Brand	Price	Company
i.e. Socks	Polo	$35	Ralph Lauren Corporation

Deconstructing Yo Fresh
Project Based Activity-Outfit Research
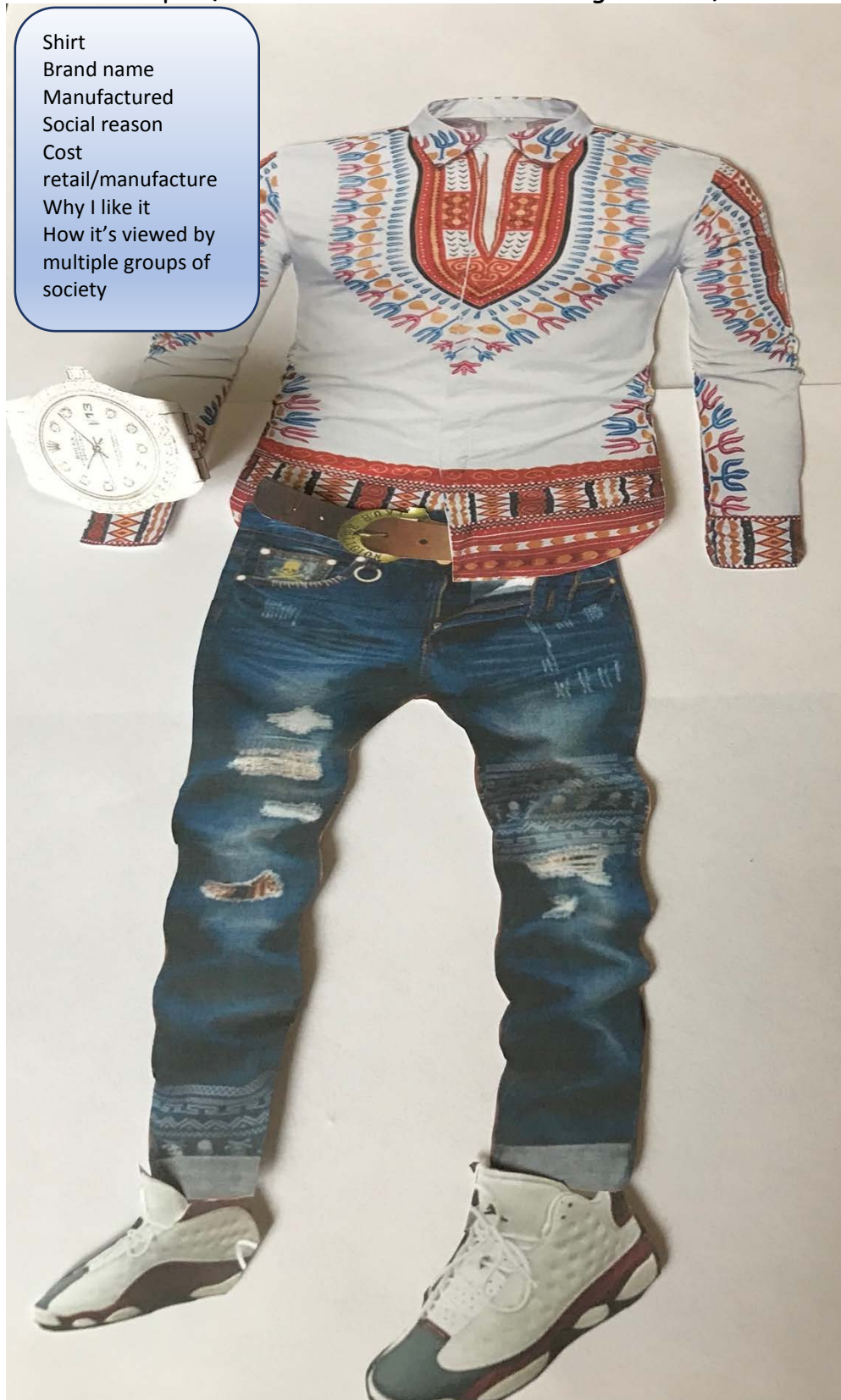
Name_____   Date_____

Pre-research: You've created your outfit! Now explain if your feelings about the outfit are intrinsic (self-motivated) or learned (influenced by media, i.e. celebrities). Justify your choice.

Directions: Research every article of clothing and accessories to your outfit. Indicate the financial components and social influence contributing to manufacturing cost and sales price.

Outfit Research	
Limit this section to all items you want to be seen. i.e. belt, pants, skirt, shirt, shoes, etc.	
Financial	Social Influence Inference
Chief Financial Officer (CEO)	Symbol of identification
Item and brand	Valued for price
Manufacture location	Attracts attention
Advertisement budget	Targeted Audience (Race/Gender, etc.)
Cost per unit production	Celebrity model
Retail price	Socioeconomic
Sources	

Outfit example (list information for all clothing articles)

Shirt
Brand name
Manufactured
Social reason
Cost
retail/manufacture
Why I like it
How it's viewed by
multiple groups of
society

Deconstructing Yo Fresh: Project Rubric

Teacher Name:

Student Name: _____

CATEGORY	4	3	2	1
Clarity of Topic/Organization	Information is very organized with clear topic and specific information about the topic.	Information is organized with topic and clear information about the topic.	Information is organized, but topic and information are not well-constructed.	The information appears to be disorganized. 8)
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Diagrams & Illustrations	Diagrams and illustrations are neat, accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are accurate and add to the reader's understanding of the topic.	Diagrams and illustrations are neat and accurate and sometimes add to the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic.
Details of Research	All topics are addressed and all categories are addressed and thoroughly researched with at least 5 sentences about each.	All topics are addressed and most categories are well researched with at least 5 sentences about each.	All topics are addressed, and most categories are researched with 2 sentences about each.	One or more topics were not addressed.

Student Resources

Baggini, Julian. "Is there a real you?" Julian Baggini: Is there a real you? | TED Talk.
Accessed November 25, 2017.
https://www.ted.com/talks/julian_baggini_is_there_a_real_you?utm_campaign=teds
pread--b&utm_medium=referral&utm_source=tedcomshare.
*This recourse asks questions of the construction of identity. The resource will be used as
a tool for critical thinking and student engagement.*

Christensen, Linda. *Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom.*
Rethinking Schools, 2009. Pages 82-84
This resource is the assigned reading dealing with identity and consumerism.

"Fresh Dressed." YouTube. July 08, 2015. Accessed November 25, 2017.
https://youtu.be/kNrJHAtby74.
*A documentary that looks at the history of African American fashion and why
looking good is important. This resource will be used as a tool to analyze poverty
and consumerism.*

Teacher Resources

Adams, Maurianne, Lee Anne Bell, Diane J. Goodman, and Khyati Y. Joshi.
2016. *Teaching for diversity and social justice*. New York: Routledge. This resource
can be used for strategies and reasoning for teaching through questioning power
dynamics.
This resource can be used to increase an understanding for teaching for justice.

Alemán, Sonya M., and Enrique Alemán. 2016. "Critical Race Media Projects." *Urban
Education* 51, no. 3: 287-314. *Education Research Complete*,
EBSCO*host* (accessed June 4, 2017). This reference can be used for insight on how
media upholds marginalization of people of color.
*This resource can be used to gain an understanding of critical approaches for
teaching media and racialized issues.*

Baggini, Julian. "Is there a real you?" Julian Baggini: Is there a real you? | TED Talk.
Accessed November 25, 2017.
https://www.ted.com/talks/julian_baggini_is_there_a_real_you?utm_campaign=teds
pread--b&utm_medium=referral&utm_source=tedcomshare.
*This recourse asks questions of the construction of identity. The resource will be
used as a tool for critical thinking and student engagement.*

Banaji, Mahzarin R., and Eric Martin. 2016. *Blindspot*.
*This reference can be used to gain a better understanding of how stereotypes effect
the totality of society.*

Christensen, Linda. *Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom*.
Rethinking Schools, 2009. Pages 82-84
This resource is the assigned reading dealing with identity and consumerism.

Hazell, Vanessa, and Juanne Clarke. "Race and Gender in the Media." *Journal of Black
Studies*39, no. 1 (2007): 5-21. doi:10.1177/0021934706291402.
*This reference can be used to gain understanding on how race and gender are used
in media.*

Gorski, Paul C. 2013. *Reaching and teaching students in poverty: strategies for erasing the
opportunity gap*.
This resource can be used to again insight of the issues of poverty and education.

Marshall, Elizabeth, and Özlem Sensoy. 2016. *Rethinking popular culture and media*.
A compellation of ideas for teaching critical pedagogy, popular culture, and media.
This is a resource for practical approaches to teaching power dynamics and media.

Watson, Stevie, Penelope F. DeJong, and Jennifer L. Slack. 2009. "*Impact of Racial
Attitudes on Consumers' Evaluations of Black Character Advertisements: Does
Spokesperson Skin Color Make a Difference*?." *Communication Research
Reports* 26, no. 2: 91-104.

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"1.9 Black codes." Black codes - North Carolina Digital History. Accessed November 10, 2017.
http://www.learnnc.org/lp/editions/nchist-antebellum/5328.
This resource was used to gain background information regarding North Carolina and the mistreatment of the African for engaging in literacy

Adichie, Chimamanda Ngozi. "The danger of a single story." Chimamanda Ngozi Adichie: The danger of a single story
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.
This recourse gives an example of how stereotypes work against perceptions of individualism and identity.

B., Du Bois W. E., Vann R. Newkirk, and Steve A. Prince. *The souls of black folk.* Brooklyn, NY: Restless Books, 2017. *A historic reference to the double consciousness Black Americans live in. This gives reverence to living in a world where Blacks are marginalized.*

Baggini, Julian. "Is there a real you?" Julian Baggini: Is there a real you? | TED Talk. Accessed November 25, 2017.
https://www.ted.com/talks/julian_baggini_is_there_a_real_you?utm_campaign=tedspread--b&utm_medium=referral&utm_source=tedcomshare.
This recourse asks questions of the construction of identity. The resource will be used as a tool for critical thinking and student engagement.

Boutte, Gloria. 2016. *Educating African American students: and how are the children?* *This resource is used as a reference tool for understanding educating African American students dealing with oppression and repression.*

Christensen, Linda. *Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom.* Rethinking Schools, 2009. Pages 82-84
This resource is the assigned reading dealing with identity and consumerism.

Coates, Ta-Nehisi. *We were eight years in power. An american tragedy.* Lake Bluff: One World, 2017.
A historical tell of the African American experience during the Obama era. This resource is used to assist with understanding the power dynamics of the African American living as a dominated subgroup in America.

Duncan-Andrade, Jeffrey M. R., and Ernest Morrell. 2008. *The art of critical pedagogy: possibilities for moving from theory to practice in urban schools.* New York: Peter Lang.
A pedagogical approach to teaching minoritized students. This resource is used to gain insight on multicultural approaches to teaching in an English Language Arts class.

Freire, Paulo. 2000. *Pedagogy of the oppressed*. New York: Continuum.
 A reference to critical literacy and critical pedagogy. This resource is used to strengthen the pedagogical approach to teaching, and instructing what to consider when engaging in critical awareness with students.

"Fresh Dressed." YouTube. July 08, 2015. Accessed November 25, 2017.
 https://youtu.be/kNrJHAtby74.
 A documentary that looks at the history of African American fashion and why looking good is important. This resource will be used as a tool to analyze poverty and consumerism.

Jackson, Yvette. 2015. *Pedagogy of confidence: inspiring high intellectual performance in urban schools*. [Place of publication not identified]: Hawker Brownlow Education.
 A pedagogical approach to teaching African American students. This resource gives a detailed approach and applications for teaching towards confidence.

Katherine McKittrick, ed. *Sylvia Wynter: On Being Human as Praxis*. Durham: Duke University Press, 2015.
 An antology of research and insight from Sylvia Wynter on the diaspora and African American identity. This is a detailed look at what it means to be human and African American, and the historic inability for a group to write their own narrative.

Ladson-Billings, Gloria. 2013. *The Dreamkeepers Successful Teachers of African American Children*. New York, NY: John Wiley & Sons.
 A guide to using multicultural and culturally responsive pedagogy. This is a gives examples of pedagogical approaches to teaching through a culturally responsive lens.

Leary, Joy DeGruy. Post Traumatic Slave Syndrome : America's Legacy of Enduring Injury and Healing. Milwaukie, Oregon :Uptone Press, 2005.
 Explores trauma and slavery, with assumptions of African American social behavior within an oppressive society. This resource yields thought provoking narratives of how and why African Americans respond to societal stimuli.

"Living Paycheck to Paycheck is a Way of Life for Majority of U.S. Workers, According to New CareerBuilder Survey." Press Room | Career Builder. Accessed November 25, 2017.
 http://press.careerbuilder.com/2017 08-24-Living-Paycheck-to-Paycheck-is-a-Way-of-Life-for-Majority-of-U-S-Workers-According-to-New-CareerBuilder-Survey.
 A resource for statistic on working families and income. This resource is used to scaffold understanding regarding appropriate and responsible consumerism.

McLaughlin, Maureen, and Glenn L. DeVoogd. 2004. *Critical literacy: enhancing students' comprehension of text*. New York: Scholastic.
 A detailed approach to critical literacy. This resource increase pedagogy towards critical literacy.

Neville, Helen A., Brendesha M. Tynes, and Shawn O. Utsey. *Handbook of African American psychology*. Thousand Oaks, CA: SAGE, 2009.
A compilation of articles on African American psychology. Provides a detailed look at the effects of stereotypes, racism, and media's influence on the human psyche.

Ramasubramanian, Srividya. "Racial/ethnic identity, community-oriented media initiatives, and transmedia storytelling." *The Information Society* 32, no. 5 (2016): 333-42. doi:10.1080/01972243.2016.1212618.
A detailed look at race, media, and initiatives combating historical and current negative issues experienced by people of color. This is used to increase knowledge regarding the effects of media on race.

Schmidt, Jeff. 2000. *Disciplined minds: a critical look at salaried professionals and the soul-battering system that shapes their lives*. Lanham, Md: Rowman & Littlefield.
An insightful and thought-provoking explanation of the willingness to work in a job that is in direct contrast to how one lives their daily lives. This is used for strengthening discussion regarding the shaping of consciousness.

SENSOY, OZLEM. 2017. *IS EVERYONE REALLY EQUAL?: an introduction to key concepts in social justice education*. [S.l.]: Teachers College Press.
An approach to education though a social justice lens. Provides detailed and easy to use explanations of complex concepts like socialization, stereotypes and racialized power dynamics.

Steele, Claude. *Whistling Vivaldi: and other clues to how stereotypes affect us*. New York: W.W. Norton & Company, 2011.
Provides an explanation of stereotype threat. Steele is noted to be the developer of the concept of a stereotype threat.

Stoute, Steve. *The tanning of america: how hip-hop created a culture that rewrote the rules of the new economy.* New York: Gotham Books, 2012.
An informational text explaining the effects of the hip-hop cultural on the dominate culture. Provided stories detailing how fashion is associated with the African American culture, advertisement, and product placement.

Notes

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[iii] Adams, Maurianne, Lee Anne Bell, Diane J. Goodman, and Khyati Y. Joshi. 2016. *Teaching for diversity and social justice*. New York: Routledge.

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[v] Hooks, Bell. *Teaching critical thinking: practical wisdom*. New York: Routledge, 2010.

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[xii] Neville, Helen A., Brendesha M. Tynes, and Shawn O. Utsey. *Handbook of African American psychology*. Thousand Oaks, CA: SAGE, 2009.

[xiii] Steele, Claude. *Whistling Vivaldi: and other clues to how stereotypes affect us*. New York: W.W. Norton & Company, 2011.

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[xv] Ramasubramanian, Srividya. "*Racial/ethnic identity, community-oriented media initiatives, and transmedia storytelling.*" The Information Society 32, no. 5 (2016): 333-42. doi:10.1080/01972243.2016.1212618.

[xvi] Adichie, Chimamanda Ngozi. "The danger of a single story." Chimamanda Ngozi Adichie: The danger of a single story | TED Talk. Accessed November 25, 2017. http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.

[xvii] Stoute, Steve. *The tanning of america: how hip-hop created a culture that rewrote the rules of the new economy*. New York: Gotham Books, 2012.

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[xxi] "Fresh Dressed." YouTube. July 08, 2015. Accessed November 25, 2017. https://youtu.be/kNrJHAtby74.

[xxii] "Martin Lawrence Def Comedy Jam." YouTube. February 07, 2011. Accessed November 25, 2017. https://youtu.be/VTlbYY1F704.

[xxiii] Christensen, Linda. *Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom*. Rethinking Schools, 2009. Pages 82-84

[xxiv] Baggini, Julian. "Is there a real you?" Julian Baggini: Is there a real you? | TED Talk. Accessed November 25, 2017. https://www.ted.com/talks/julian_baggini_is_there_a_real_you?utm_campaign=tedspread--b&utm_medium=referral&utm_source=tedcomshare.