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## Lesson Plan: Black Culture and 'DNA after Kendrick Lamar'

**School type:** AHS, Lower Austria

**Class:** 7th form/11. Schulstufe

**Level according to CEFR:** B1-B2

**Number of students:** 16

**Date & time of lesson:** Dec. 2025

### RATIONALE

#### Contextualization

1 *How does this lesson fit into the broader teaching module (preceding & subsequent lessons)?*

This lesson fits neatly into the broader context of the topic: politics and public life in the UK and US in their coursebook: English in Context 7. In the preceding lesson, the students were introduced to the topic of POC's struggle in the United States in the context of the Black Lives Matter movement. This lesson was the last lesson held in school before winter break and was followed by an excursion to the cinema to watch Avatar 3: Fire and Ash, which includes themes such as colonialism, resistance and the racialized marginalisation of indigenous communities. The students' understanding of these themes may have benefited from an increased understanding of black struggle facilitated by this lesson.

2 *Which language skills and systems previously acquired are necessary to participate successfully in the lesson?*

Students are able to articulate assumptions about the content of a text based on a title.  
Students can express their feelings about a poem in spoken interaction.  
Students can identify unfamiliar vocabulary from a short transcript.

#### Topic appropriateness and relevance

This lesson is based on self-designed materials on Boris Rogers' 2025 poem: "DNA after Kendrick Lamar". The poem's content and themes closely relate to the coursebook topic politics and public life in the UK and US, which includes a focus on Black culture in the United States. The title of the poem and its content tie poetry as an artform to hip-hop and political developments regarding Black struggle. By thematizing this struggle in school, students benefit from an increased understanding of racialized marginalization and inequality in western countries leading to an increased cross-cultural understanding. Additionally, the heavily politicised nature of this struggle as well as the historical

references employed in the poem convey how contemporary social justice movements have been influenced by historical oppression as well as how contemporary societal structures are a product of a long history of political engagement by individuals. This increases the learners' ability to analyse current social dynamics and may increase their own political participation. This poem helps address students' possible negative bias towards poetry that results in poetry being perceived as irrelevant or uninteresting through its content and connection to hip-hop culture and students' interests and tastes. Furthermore, after the first listening exercise the students will receive a vocabulary list as well as the transcript from which they can gather additional vocabulary in order to understand aforementioned metaphors or historical events. This can be omitted or expanded upon based on the students' established knowledge of these concepts.

### Reference to curriculum

Durch interkulturelle Themenstellungen ist die Sensibilisierung der Schülerinnen und Schüler für die Sprachenvielfalt Europas und der Welt zu verstärken, Aufgeschlossenheit gegenüber Nachbarsprachen – bzw. gegenüber Sprachen von autochthonen Minderheiten und Arbeitsmigrantinnen und -migranten des eigenen Landes – zu fördern und insgesamt das Verständnis für andere Kulturen und Lebensweisen zu vertiefen. Die vorurteilsfreie Beleuchtung kultureller Stereotypen und Klischees, die bewusste Wahrnehmung von Gemeinsamkeiten und Verschiedenheiten sowie die kritische Auseinandersetzung mit eigenen Erfahrungen bzw. mit österreichischen Gegebenheiten sind dabei anzustreben.

Durch Einblicke in Gesellschaft, Zivilisation, Politik, Medien, Wirtschaft, Kultur und Kunst der betreffenden Sprachräume soll ein grundlegendes inter- und transkulturelles Verständnis geschaffen werden. (Lehrplan AHS, 2023, pp. 174-176).

### Focus on the following competences

- Can understand the point of view expressed on topics that are of current interest or that relate to their specialised field, provided the talk is delivered in standard language or a familiar variety (CEFR Comp. Vol. 2020 Understanding as a member of a live audience, B2.2)
- Can understand simple poems and song lyrics provided these employ straightforward language and style (CEFR Comp. Vol. 2020 Reading as a leisure activity, B1.2.)
- Can give accounts of experiences, describing feelings and reactions in simple, connected text language and style (CEFR Comp. Vol. 2020 Creative writing, B1.4.)

### Precise learning outcomes formulated as *can-do* statements

Learners can explain some aspects of how poems may convey identity.  
Learners can write a short reflective poem about themselves.  
Learners can categorize words and ideas from a poem into four given identity categories.

**Relevant EPOSTL descriptors**

- I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture etc. (EPOSTL 2007, Spoken interaction, pp. 21)
- I can encourage learners to use their knowledge of a topic and their expectations about a text when listening. (EPOSTL 2007, Listening, pp. 25)

**STEP-BY-STEP PROCEDURE**

| rough time frame | procedure  | interaction format | skills / systems   | materials             | notes |
|------------------|--|--------------------|--|-----------------------|-------|
| 5 min            | 1 Pre-Listen: Teacher writes the title of the poem: "DNA after Kendrick Lamar" on the board. Students give suggestions of what they think the poem is about based on the title.  | T-S                | Speaking: expressing predictions based on previous knowledge | Board                 |       |
| 3 min            | First Listen:<br>Students are asked to think about <ul style="list-style-type: none"> <li>• What is this poem about?</li> <li>• How does this poem make you feel?</li> </ul>   | S                  | Listening: identifying main idea and topic of a poem.        | YouTube video poem    |       |
| 5 min            | Post first listen discussion: of two questions   | T-S                | Speaking: expressing personal reactions/emotions             |                       |       |
| 12 min           | Teacher provides vocabulary sheet and transcript of the poem. Students read the transcript and mark vocabulary that they are not familiar with (vocabulary already in the vocabulary list is emboldened in the transcript). They use their phones to type the unfamiliar vocabulary into a Mentimeter. The teacher explains vocabulary and they write it into the empty spaces below the vocabulary list | S                  | Reading: skimming for unfamiliar vocabulary                  | Worksheet: Vocabulary |       |
| 7 min            | Pre-second listen: Partner discussion: What is DNA in the context of the poem? Short plenary reflection  | S-S<br>T-S         | Speaking: sharing interpretation                             |                       |       |

|        |  |   |   |  |  |
|--------|--|---|---|--|--|
| 3 min  | Second listen: Students receive worksheet “DNA” and are tasked with writing down terms that would fit into one of the four categories on the worksheet   | S | Listening: listening for specific information for categorization. | YouTube video poem<br><br>Worksheet: “DNA” |  |
| 15 min | Students reflect on their own “DNA”. What affects them and their identity? They write it down on the worksheet. Afterwards: Students try to write a five-line poem expressing at least one part of their “DNA” | S | Writing: reflective/creative writing                              | Worksheet “DNA”                            | The five-line poem may be used as a supplementary task at the end of the lesson. |

## LIST OF SOURCES INCL. TEACHING MATERIALS

Abram, J., & Williams, S. (2025). *English in Context 7*. Veritas.

Bundesministerium für Bildung. (2025). *Lehrpläne- allgemeinbildende höhere Schulen*.  
[https://www.bmbwf.gv.at/Themen/schule/schulpraxis/lp/lp\\_ahs.html](https://www.bmbwf.gv.at/Themen/schule/schulpraxis/lp/lp_ahs.html)

Button Poetry. (01.11.2025). *Boris Rogers – DNA after Kendrick Lamar*. [Video]. YouTube. <https://www.youtube.com/watch?v=MrjkNpbVu00>

Council of Europe. (2020). *Common European framework of reference for languages: Learning, teaching, assessment*. Companion volume.  
<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

Newby, D., Allan, R., Fenner, A.-B., Jones, B., Komorowska, H., & Soghikyan, K. (2007). *European portfolio for student teachers of languages*. European Centre for Modern Languages. <https://www.ecml.at/Portals/1/documents/ECML-resources/EPOSTL-EN.pdf?ver=2018-03-22-164301-450>