

Socratic Lesson Outline

- I. Teacher will begin by showing 2 videos:
 - a. Madonna's "Vogue" music video:
<https://www.youtube.com/watch?v=GuJQSAiODqI>
 - b. Clip from FX's *Pose*: <https://www.youtube.com/watch?v=WCf0ZA1fhzc&t=38s>
- II. Teacher will ask students a series of questions that progressively increase in complexity & level of higher cognition:
 - a. How would you generally describe the dancing/movements in these videos?
 - i. Teachers will allow for student responses and will encourage building upon peers' comments to construct a class-wide list of characteristics of voguing
 - ii. Aim is that students will begin to be able to visually identify the defining characteristics of voguing as a dance style
 - b. In what ways were the dancing in each video the same, and in what ways were they different?
 - i. Here we are looking to emphasize the subtle differences between the "Old Way" of vogue seen in *Pose* season 1, verses the "Vogue Femme" style exhibited in Madonna's "Vogue" video
 - ii. Teacher will allow for student responses, and will tailor the conversation around a specific goal: Were the movements in one video sharper than the others'? Which video involved more stationary posing in the voguing?
 - c. Which video do you think took place first?
 - i. Students will be allowed to response by taking guesses, and may be asked to provide logic or justification for why they guessed what they did
 - ii. This is worded this way because although Madonna's "Vogue" video was made before *Pose*, the events that take place in the clip from *Pose* occur earlier than those taking place in Madonna's video
 - iii. Students may assume that, since "Vogue" video is in black and white, that it is older
- III. At this point, teacher will reveal that the events of the first video take place after that of the second video, and that the first video is Madonna's "Vogue" music video, while the second video is a portrayal of the Ballroom scene in the 1980s by the show *Pose*.
- IV. Teacher will elude to, if he has not already, the important historical elements surrounding Ballroom, including: its inception by Trans woman of color Crystal LaBeija; the way in which voguing was used in the Ballroom, the way vogue is linked intrinsically to the culture of queer people of color; the way the Ballrooms were considered taboo and were shunned, forcing the scene to go underground
- V. Teacher will venture further into the historical details by asking more critical thinking prompts:
 - a. What do you notice about the focal point, or the "stars" of each video?

- i. Leading students to recognize that Madonna is a white woman voguing for the world, while those who are voguing in the place of the dance's origin are all people of color
 - ii. Teacher may remind students that, while Madonna was paid to vogue, Queer and Trans People of Color were ridiculed and even arrested for doing so
 - b. Who do you suppose benefitted from this ["Vogue" music] video, and why?
 - i. Teacher will allow for student responses and will further specify this question tailored to said responses: who do you suppose benefitted financially? Who do you suppose benefitted in terms of media representation? Etc.
- VI. Teacher will reveal to students that while some members of the Ballroom community were excited to see their culture portrayed in popular culture, some were frustrated with Madonna and felt like she took credit for a cultural phenomenon that she did not create
- VII. Teacher will then synthesize all of these questions into an Essential Consideration for students to ponder:
 - a. Generally, can art, such as a dance form like Vogue, be "stolen", or can anyone participate in all forms of art without repercussions?
 - i. Students will be invited to respond to this cumulative prompt and discuss with and respond to each other, moderated and guided by teacher; students will be prompted to consider evidence presented to them throughout the lecture and will be encouraged to be open to other students' viewpoints