**Lesson Plan # 1**

**Name:** Emma Newton

**Lesson Title:** Identity, Stereotypes, and Society: Pre-Reading of *To Kill a Mockingbird*

**Subject Area and Grade Level:** 11th Grade English

**Introduction**

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| **Overview of Instructional Plan**  | This lesson will focus on examining the role of stereotypes and identity to set the stage before delving into the reading of *To Kill a Mockingbird*. Students will consider their own identity by creating identity charts to explore factors in their lives that have shaped who they are. Students will then do a word association with the word “stereotype” and create a working definition of the term. The instructor will then display an image of an etching entitled “I Feel Most Colored When…” and ask the students to analyze the image first individually and then in small groups. After getting the students comfortable with the concept of stereotypes and identity, the class will then watch a video which discusses the setting and historical context of the novel. Students will make observations about race, class, and poverty in the video and will share their ideas and reactions with the class. The instructor will provide a quick lecture to expand on the historical setting, discussing factors such as Jim Crow Laws, The Great Depression, Civil Rights Movement, Segregation, Poverty, etc. After establishing the setting and historical context, the students will then engage in a comparison exercise in which they use a Venn Diagram to compare and contrast life in the 1930’s with modern day life. The class will culminate in a group reading of the beginning of Chapter 1, where the instructor will model tone, pacing, and annotating.  |
| **Content Standard(s)** **(include NC ELA Standards and NCTE Standards)** | **RL. 11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where the story is set, how the action is ordered, how the characters are introduced and developed). **RL. 11-12.4** Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging. **W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  |
| **Content Objective(s) Based on Content Standard(s)** | Students will create an identity chart to **identify** the aspects that shape who they are and **describe** the factors that influence their identity. Students will compose a written definition of “stereotype” and **explain** in group discussions how it is related to social setting and identity. Students will **examine** the setting and historical context of the novel to **analyze** what Harper Lee is attempting to say about stereotypes, identity, and our need to belong by participating in a written journal activity and **comparing/contrasting** ideas in a Venn Diagram.  |
| **Academic Language Function Objective(s)** | Identify/describeAnalyzeCompare and ContrastExplain |
| **Additional Language Supports****(e.g., vocabulary, discourse, syntax)** | SettingIdentityPerspective |
| **Essential Question(s) for Students to Explore** | Unit Essential Questions: What kinds of experiences influence our identities and the ways we think about others? How do stereotypes and racism impact our willingness or ability to empathize?Lesson Essential Questions:What are stereotypes, and how do they affect how we see ourselves and others see us? How does our need to belong influence our identity? How does it lead to the formation of “in” groups and “out” groups in our society?  |
| **Prior Knowledge** | Students must be familiar with the term “stereotype”. Students must understand what “word associations” are.Students must be familiar with comparing and contrasting through the use of Venn Diagrams.Students must be familiar with analyzing the components of a text, such as setting, context, and the development of characters.  |

**Assessment/Accommodation**

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| **21st Century Skills** | Global Awareness* Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

Creativity and Innovation* Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
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| **Learning Activity Types** | Activating/generating knowledge* Students will make connections with the topic of identity by activating their prior experiences and understandings of their own identity during the bell-ringer activity.

Descriptive analysis* Students will complete a Venn diagram to describe the differences and similarities between life in the 1930’s and modern-day life in a compare/contrast analysis.

Sharing/collaborating* Students will work in pairs, small groups, and participate in collaborative class discussions to answer questions about identity and stereotypes and explore the historical context of the text.

Vocabulary analysis* Students will analyze the word “stereotype” by participating in a word association activity in order to develop a deeper consciousness about the features and connotations of the word, as well as a more sophisticated understanding about what “stereotype” entails.
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| **Formative Assessment****(attach specific instructions and/or examples)** | Students will create an identity chart about themselves illustrating the factors that shape and define who they are. Students will be required to share their identity charts on the wall and participate in a gallery walk in which they observe the factors that their classmates included in their identity charts. Students will create a working definition of “stereotype” and describe, in productive group discussions, what words and ideas are associated with the term and how it is related to the make-up of society and identity. Students will complete a compare/contrast assignment in which they will create a Venn Diagram to organize the differences and similarities of society in the 1930’s and present day.An exit ticket assessing students’ understanding of how identity is shaped will allow the teacher to gauge depth of comprehension and points that might need to be revisited.  |
| **Summative Assessment (attach specific instructions or examples; include connection to content/language objective)** | The summative assessment will be a collection of articles displayed creatively in a magazine format. Throughout the unit, students will work to create a magazine on issues surrounding identity, racism, and empathy linked to *To Kill a Mockingbird*, other texts explored throughout the unit, and current events. Each student will choose a specific topic related to the themes explored in the unit (community, justice system, biases, identity, recognizing similarities, prejudices, then vs. now, etc.). Students will research and explore their topics using a variety of sources and various perspectives. Each student will be responsible for writing at least four articles; however, students are encouraged to go beyond the requirements. Students will write and carefully edit their articles, including images that relate to the topic and enhance the meaning. Students are encouraged to think outside the box and be creative with this assignment. At the end of the unit, each article will be compiled together to form a whole-class magazine that will be posted electronically as a web page.Each student are required to write the following: * An editorial (expresses each student’s informed opinions)
* A feature article (reflects each student’s research, findings, and interpretations of their topic)

Other suggested components students may consider writing for their articles:* An original poem
* Original drawings or cartoons
* Recommended movies about the topic
* Recommended songs about the topic
* Recommended paintings about the topic
* Recommended poems about the topic
* A top ten list relating to the topic
* An interview with a fictional character, historical figure, author, etc.
* Ads relating to the topic
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| **Accommodations****(specific to this lesson and based on specific students: Drew, Paul, & Susana)** | **Drew:** During the activities when students are asked to write responses to questions and prompts, Drew will be encouraged to supplement his answers and ideas with illustrations and drawings. For example, for the identity chart activity, he can draw images to describe how he thinks about his identity. Also, he will be permitted to be creative with the layout of his identity chart rather than having to abide by the format provided. This will optimize on Drew’s creative interests and allow him to stay engaged in the discussions and activities. **Susana:**For the individual portion of the word association activity, Susana will be permitted to work with a partner or with the teacher. While students view the video about the 1930’s, students will do journaling exercise about their responses/thoughts/questions about the video. For this exercise, Susana will be permitted to write one paragraph prior to teacher feedback, so that she can get guidance and assistance before writing further. Also, for all written activities, Susana will have the option to articulate her thoughts orally to the teacher rather than writing them down completely. This will allow Susana to stay engaged with the lesson and give her the opportunity for her thoughts to be heard. **Paul:**Paul will have access to a computer during class to complete written responses and reflections. He will also have the option to record his answers verbally on the computer if he prefers to do so or if time is running short in class. Also, the teacher will provide Paul with printed copies of notes from the discussions and lecture so that he can follow along with the class and highlight important points rather than having to write it all out himself. These accommodations will allow him to keep up with the rest of the class during the lesson and stay engaged. |

**Lesson Plan**

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| **Materials** | *To Kill a Mockingbird*Crayons/markers/colored pencilsConstruction paperWhite board markerHandout of questions for “I feel most colored when…”Venn Diagram handout Journals |
| **Organizational Structures** **(e.g., lecture, whole-class discussion, group work, individual work)** | Individual work: identity chart, word association, Venn Diagram, exit slipGroup work: creating definitions, analyzing an image, Class discussion: stereotypes, analyzing an image, race and poverty observations in the videoLecture: historical context/events, group reading |
| **Bell Ringer/Review Activity** | What makes you, you?: Students will create an identity chart in which they brainstorm experiences, events, likes, dislikes, people, places, etc. that have shaped their identity.  |
| **Detailed Activities and Procedures** **(include transitions, time allocations, & supporting theories/principles)** | **Bell Ringer Activity** (15 minutes)What makes you, you?: Students will create an identity chart in which they brainstorm experiences, events, likes, dislikes, people, places, etc. that have shaped their identity. Each student’s chart should be colorful, fun, and creative. It should be in the form of a “spider web” brainstorming chart, but students are encouraged to make it unique by including elements such as illustrations. Students will hang their charts on the walls around the room and participate in a brief gallery walk to view their classmates’ work. **Activity 1: Word Association and Definitions** (20 minutes)Before delving into the discussion on the history and background of *To Kill a Mockingbird*, students will be asked to do a word association for the words “stereotype” and “identity.” Students will be given a few minutes to brainstorm words and ideas they associate with each word. Then, the instructor will call on students one at a time and ask them to share at least one word. The instructor will record each word on the board and students will be asked to write down the list in their notebooks. Then, working with a partner or individually, students will take a few minutes to write a working definition in their journals for the word “stereotype” based on the list of words made with the class. The class will then engage in a discussion of the definitions, connotations, and ideas surrounding the word “stereotype.” **Activity 2: “I Feel Most Colored When…”** (20 minutes)The teacher will display an etching by Glenn Ligon that was inspired by Zora Neal Hurston’s *How it Feels to be Colored Me*. The students will be given a few minutes to think about the image individually. Then, working in groups of 2-3, students will consider the following questions (Given to students in a handout):* How does the way that we blend in or stand out among those around us change how we define ourselves? How does it change how others define us?
* How does it feel to be the “different” one and how does it influence the choices we make?
* Is our identity influenced more greatly by our similarities to other people or by our differences?

Then, the class will come together and each group will have a chance to share a few of the things they discussed. **Activity 3: Video of Setting and Historical Context of the Novel** (10 minutes) The instructor will project a YouTube video about the setting and historical context of *To Kill a Mockingbird*. The class will watch the entire video (1:55 long). Before viewing, students will be asked to pay attention to the state of poverty and race relations in the 1930’s south. After the video, the teacher will ask the class what they observed about race and poverty. The teacher will highlight key points on the historical context (e.g. Jim Crow Laws, The Great Depression, Segregation, Poverty, Civil Rights Movement, etc.). Then, the students will be asked how factors, such as Jim Crow Laws, The Great Depression, Poverty, etc., play a role in shaping stereotypes and identity. They will record their thoughts in a short paragraph or two in their journals. **Activity 4: Then vs. Now** (10 minutes)Students will be asked to think about the historical setting of the novel, and compare the life of a person in the 1930’s to the life of a person now. Based on what they observed in the video and what was discussed with the class, students will write down what they think life was like in the 1930’s and explain the differences in modern day life. They should consider factors such as poverty, racism, family, technology, etc. The instructor should remind students to keep in mind that some themes, ideas, beliefs, problems, etc. might have changed very little or not at all since the 1930’s. Students should organize their thoughts in a Venn Diagram that will be given to them as a handout. **Activity 4: Group Reading** (10 minutes)The instructor will begin reading the first few paragraphs of the novel, modeling tone and pacing for the students. The instructor will routinely stop for comprehension checks and highlighting important lines.* How does the first paragraph set the stage for the rest of the novel?
* In the second paragraph, Scout says the events leading up to Jem’s broken arm started with the Ewells, but Jem “said it started long before that.” How does Jem’s comment relate to family history that Scout describes in the following pages?
* What is Harper Lee suggesting about the influence of the past on the events that take place in the novel?

During this time, students will be expected to follow along in their books and make annotations/comments/questions in their books or journals.**Closure** (5 minutes)Students will answer a questions concerning the concepts of stereotypes and identity:In 1-2 sentences, summarize your definition of stereotype and explain how stereotypes are linked to history and our present-day identity. This will be their exit ticket and the instructor will collect them as the students leave the classroom. |
| **Closure (include review/reflection and independent practice)** | Students will answer a questions concerning the concepts of stereotypes and identity:In 1-2 sentences, summarize your definition of stereotype and explain how stereotypes are linked to history and our present-day identity. This will be their exit ticket and the instructor will collect them as the students leave the classroom.Assign Homework:Students will read chapters 2-5 for homework and begin writing entries for the Encyclopedia Memoir journal assignment.  |
| **Alternate Strategies for Re-teaching Material**  | Instead of re-watching the video about the historical context of the 1930’s, the students will divide into groups and pick one topic (e.g. the Jim Crow Laws, The Great Depression, Segregation, Poverty, or the Civil Rights Movement) to briefly research and present to the class. Each group will be provided with a jumbo Post-it note on which the students will compile their facts and use to present to the class. They can organize their points on the Post-it note in any format they choose (sentences, bullets, drawings/illustrations, charts, color-coding, etc.), as long as it is legible and comprehensive. This activity will give them a sense of ownership with the background information of the text and allows for the opportunity to explore a topic they are curious about/interested in, practice research skills, use creative modes of compiling/organizing their facts, and practice public speaking skills. Also, being presented with the material by their classmates rather than the teacher or a video might encourage a greater depth of interaction and engagement among the students.  |
| **References (within this lesson)** | Glenn Ligon Etching taken from:<http://collection.whitney.org/object/8363> Setting and Historical Context Video taken from: <https://youtu.be/VhAT_2v6VAQ> |

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**Creating an Identity Chart**

Use the following steps to create an identity chart for yourself:

1. Draw a circle in the middle of a blank piece of paper.
2. Begin with the words or phrases that describe the way you see yourself. Add those words and phrases to your chart.
3. Most people define themselves by using categories important to their culture or community. You might want to include simple characteristics such as: gender, age, and physical characteristics. You also might want to consider personal ties to a particular religion, class, neighborhood, school, and nation.
4. You may wish to add new categories to your identity chart. How much of your identity do you create and how much of it is determined by things beyond your control? What other factors influence your identity? What can you add that does not fall into any of the categories listed above?
5. How does the way that other people think about you impact your identity? Consider multiple perspectives. Think about these questions as you think about what else to add to your chart:
	* What labels would others attach to you?
	* Do they see you as a leader or a follower? A conformist or a rebel?
	* Are you a peacemaker, a bully, or a bystander?
	* How do society’s labels influence the way you see yourself? The kinds of choices you and others make each day? For example, if a person is known as a bully, how likely is he or she to live up to that label?

**Identity Chart Example**

**Name: ­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**“I Feel Most Colored When…”**

Artist Glenn Ligon created this etching using a quotation from writer Zora Neale Hurston’s essay, “How It Feels to Be Colored Me.”



**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**“I Feel Most Colored When…” Discussion Questions**

1. How does the way that we blend in or stand out among those around us change how we define ourselves? How does it change how others define us?
2. How does it feel to be the “different” one and how does it influence the choices we make?
3. Is our identity influenced more greatly by our similarities to other people or by our differences?

