

## **Lesson Plan 1 (2/20/18)**

### **Lesson Overview**

Students will begin with their routine time of Monitored Independent Reading Practice (MIRP). We will then move on to go over the procedure for an activity focused on stereotyping, during which students will analyze the profiles of real people and explain their reasoning. Finally, students will learn and record the definitions for “bias,” “stereotyping,” and “racism.”

### **Objectives**

Students will engage in a stereotyping activity, analyzing given facts and making and discussing hypotheses with classmates.

Students will create “academic vocabulary slides,” on which they will record given definitions and their own examples of the words “bias,” “stereotyping,” and “racism.”

Students will write a short response to a clip from Zootopia which will demonstrate their understanding of “bias” and intentional word choice.

### **Standards**

CCSS ELA L 7.5c

Distinguish among the connotations (associations) of words with similar denotations (definitions)

CCSS ELA RL 7.4b

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

### **Materials**

-Power point presentation -Slide show -Profile sheets (1 for each student)	-Video from Zootopia (2016) -Student computers -Writing utensils -White board markers
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### **Assessment**

I will be collecting two assignments to formally assess student learning, as well as informally assess students as they participate in the stereotyping activity. The first formal assessment is the profiling sheet, which will be filled out by each individual, but done in a group. These will not be graded, but they will allow for a formal assessment of student engagement. The second formal assessment is a 2-3 sentence exit ticket which will assess their understanding of the word “bias.” They will respond to a short video clip with an explanation of who the society

in the clip is biased against, what words demonstrate and prove that bias, and how exactly one of those chosen words demonstrates a bias. This will be a low-stress assessment worth very few points, but still graded to create incentive to complete their response.

I will also informally assess student learning as they discuss their hypotheses regarding the profiles. If students are disengaged within their table groups, I will ask them direct questions to get thinking started. This informal assessment will allow me to gauge student engagement with the activity, as well as check to see if additional instruction and clarification is necessary.

**Procedure/Timeline**

<b>I will...</b>	<b>Students will...</b>
<p><b>5 minutes</b> Put the day’s slide show up, instruct students to write the agenda in their planners, and start the timer for MIRP time.</p>	<p><b>5 minutes</b> Students will record the agenda in their planners, get their student computers, log into their computers, and begin to read their independent reading book wherever in the room that they prefer.</p>
<p><b>15 minutes</b> I will monitor students as they independently read, look over notes for the lesson, and place a copy of the profile sheet for each student at each table in a pile, face-down.</p>	<p><b>15 minutes</b> Students will read independently wherever they prefer to sit in the room. They will do so silently and completely on their own.</p>
<p><b>5 minutes</b> I will explain the directions for the profiling activity using an example. Once I have read out all of the profile examples, I will ask students to give me their automatic thoughts on the gender, age, occupation, etc. of the example person. Once we have gone through the example, I will ask them to do the same with the profiles on the sheets I have handed out.</p>	<p><b>5 minutes</b> Students will listen to the directions and contribute their own opinions on the gender, age, occupation, etc. of the person in the example.</p>
<p><b>10 minutes</b> I will walk around and listen to student conversations about their thoughts on what kind of person fits each profile. If a student is disengaged from their group, I will ask them a specific question about one element of the profile. I will also take inventory of how well students are following directions so that I can improve on my delivery of the directions for</p>	<p><b>10 minutes</b> Students will talk about the age, gender, occupation, etc. of each of the people belonging to each profile. If they disagree, they will write their own opinion on the sheets.</p>

<p>the next class(es).</p>	
<p><b>5 minutes</b> I will change the slide to the one with four pictures of four different people (myself and three celebrities). I will instruct students to assign one of the people on the slide to each of their profiles.</p> <p>As they work, I will walk around and listen to student observations and thoughts so that I can reference what they have said when explaining the “answer” and the definitions of “stereotyping.”</p>	<p><b>5 minutes</b> Students will listen to instructions and then assign one of the people up on the board to each profile on their sheets. They must come to a conclusion as a group, however.</p>
<p><b>15 minutes</b> I will go over the definition of “stereotyping,” by asking students why they automatically assumed the profiles fit someone other than me.</p> <p>I will then reveal that all of these profiles are describing me. I will then briefly explain how each one describes me.</p>	<p><b>15 minutes</b> Students will offer their reasoning behind their profile selections. Not everyone has to share, but each group does.</p> <p>Students will then listen as I explain how all three profiles describe me.</p>
<p><b>15 minutes</b> I will ask students to create academic vocabulary slides, as they have done before, for each of these three words. I will put the definitions up on the board and then I will go over “stereotyping,” “bias,” and “racism” and how each of these three words is different from the other. As I show each word, I will ask them to copy that definition, then ask them to come up with their own example and put that into their slides.</p> <p>I will then walk around and help students as they finish their slides.</p>	<p><b>15 minutes</b> Students will go to Google Slides on their computers and create academic vocabulary slides which include the word, definition, and their own example of each of the three words from this unit. They will do this independently once each definition has been explained by me.</p>
<p><b>10 minutes</b> I will read out the exit slip question and explain the expectation for the time during which we play the clip. I will then play the clip. Afterwards, I will give students time to write their responses.</p>	<p><b>10 minutes</b> Students will watch the video clip, taking note of the words that show bias. Once the clip is done, they will write their responses on Google Classroom. Once done with that, they will put their computers away and plug them</p>

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\*If students look confused or have shown that they do not fully understand the concept of “bias” throughout the class period, I will go through the answer to the question with them asking the whole class the following questions:

- Who is this society biased against?
- How do you know that they are biased against Predators? What words are used?

I will the instruct them to use what we have just done all together and write their own explanation of how one of the words we have just discussed demonstrates a bias against Predators.

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## **Lesson Plan 2 (2/22/18)**

### **Lesson Overview**

Students will begin with their routine time of Monitored Independent Reading Practice (MIRP). We will then read over biased accounts of a fictional crime scene and analyze the biased word choice of these accounts. We will then go over the graphic organizer and RACECE paragraph that we will be working on for the next lesson and a half. Finally, students will choose the picture that they will base their graphic organizers and RACECE paragraphs on.

### **Objectives**

Students will analyze passages for biased language through independent, group, and whole-class work.

Students will choose pictures from TIME's "The Most Influential Images of All Time" while considering the ways in which pictures can bias a reader's perspective of a story.

Students will begin work on a graphic organizer which outlines the ways in which pictures can bias a reader's perspective of a story or article.

### **Standards**

CCSS RI 7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CCSS SL 7.4a

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples;

CCSS RI 7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **Materials**

<ul style="list-style-type: none"><li>-Power Point</li><li>-Writing utensils</li><li>-Student computers</li><li>-Projector</li></ul>	<ul style="list-style-type: none"><li>-White board markers</li><li>-Laminated TIME pictures with articles on the back</li><li>-A digital copy of the graphic organizer for each student.</li></ul>
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## Assessment

I will assess students using an informal assessment during the bias activity, as well as formally assess students using the Google question following that activity. Students will also begin work on their graphic organizers, which is the formal, summative assessment for these three days. I will assess students as they share their thoughts on the biased language included in the sheet they were given. I will ask that all students have something underlined and I will randomly call on students to share their findings. I will be assessing for their understanding of bias and giving immediate feedback to them regarding the words they have chosen and how well they demonstrate bias.

The Google question will assess student understanding of the concept of “bias.” This will be the second proficiency check for this idea, following the previous class’s answer to the question regarding the Zootopia clip. These assessments will give me a picture of how to improve on instruction regarding bias, as well as give a holistic picture of each class’s understanding. Finally, this will remind them of the concept before they go on to fill out the graphic organizer and write a paragraph about bias.

## Procedure/Timeline

<b>I will...</b>	<b>Students will...</b>
<b>5 minutes</b> Put the day’s slide show up, instruct students to write the agenda in their planners, and start the timer for MIRP time.	<b>5 minutes</b> Students will record the agenda in their planners, get their student computers, log into their computers, and begin to read their independent reading book wherever in the room that they prefer.
<b>15 minutes</b> I will monitor students as they independently read, look over notes for the lesson, and place a copy of the biased accounts for each student at each table in a pile, face-down.	<b>15 minutes</b> Students will read independently wherever they prefer to sit in the room. They will do so silently and completely on their own.
<b>20 minutes</b> I will instruct students to independently read the excerpt that they have been given. Once all students are done, I will take a vote of who they think committed the crime.  I will then instruct students to talk with their tables about why they think it was the person it was. After 3-5 minutes, I will ask them to continue to work with their groups to underline the parts of the excerpts that made them think that it was who they suspect. I will	<b>20 minutes</b> Students will independently read their excerpt and then vote on who they think did it. I will then ask them to raise their hand if they had Kaitlyn Howard (whose testimony is biased toward the mom) and Levi Kinsey (who is biased toward the business man).  Student will the talk with their peers about who they think did it. They will then underline what parts of <i>their</i> excerpt that indicated that.

<p>instruct them to especially focus on biased language.</p>	
<p><b>10 minutes</b>  Once every student has something underlined, I will lead a discussion revolving around the role that biased language played in these scenes.</p> <p>I will ask the following questions in order to point students toward the idea of bias and biased language.</p> <ul style="list-style-type: none"> <li>-What words did you pick out that influenced you?</li> <li>-What is their connotation?</li> <li>-What does that word imply?</li> </ul> <p>After revealing the words that I had highlighted which reveal bias, I will continue the discussion with questions about bias itself:</p> <ul style="list-style-type: none"> <li>-What can create bias?</li> <li>-What could Levi or Kaitlyn have been biased against or toward?</li> <li>-What are you biased toward?</li> </ul>	<p><b>10 minutes</b>  Students will either engage in discussion by raising their hands and sharing their findings or they will give the words that they underlined when called on.</p> <p>Once the words are revealed, students will share their thoughts on bias in preparation for the Google question.</p>
<p><b>10 minutes</b>  I will ask students to go to Google Classroom and answer the question about bias. I will walk around and assist students, when necessary.</p>	<p><b>10 minutes</b>  Students will answer the Google question which asks “Why did you think it was the person that you suspected? What evidence was present to prove this?” When done, they will close their computers and read their MIRP books.</p>
<p><b>20 minutes</b>  I will lead students in a discussion about the picture, “The Valley of the Shadow of Death.” I will ask them to pull up the graphic organizer on their computers and then to follow along as we fill it out. I will ask the following questions to get students thinking about the different elements of the picture:</p> <ul style="list-style-type: none"> <li>-What is your initial reaction to the photo?</li> <li>-How does this make you feel?</li> <li>-What do you think is the tone of the picture? Why?</li> <li>-What is in the background?</li> <li>-What is in the foreground?</li> </ul>	<p><b>15 minutes</b>  Students will look over the graphic organizer and then follow along as we fill it out. They will answer questions when their table is called on or raise their hands to respond. Then, they will write the answer into the graphic organizer.</p>

Once we have gone through these questions, I will share the story behind the picture, pass out a sheet of paper with a question to each table, and then ask students to look at the sheets on their tables and answer their question for that picture in their group. The questions for the four tables are:

-What is the central idea of the photo? (x2)

-How does this make you feel about the subject?

-Who is the tone of the photo? What indicates this tone?

While they discuss at their tables, I will hang up the remaining pictures on the front board.

I will then call on each table to share their answers and type their answers into the graphic organizer being projected on the board.

Then, students will listen as I tell them the story behind the picture. They will then discuss one of the “big picture” questions about the picture (found on the paper on their tables) with their table groups and then share their answer with the whole class.

**10 minutes**

I will instruct students to get up and spend a few minutes looking at all the pictures on the board. If I notice that some students are “hogging” the board, I will ask them to step back and look at one of the other boards filled with pictures.

I will then instruct students to sit down. Using an already-prepared list of students’ names which has been randomized, I will go down the list and ask each student which picture they would like to study for their own individually filled out graphic organizer. Pictures may only be chosen once.

**10 minutes**

Students will look at all of the pictures available. They will choose their top three. They may write them down or remember them.

When their name is called, they will tell me the number of the picture they have chosen.



### **Lesson Plan 3 (2/26/18)**

#### **Lesson Overview**

Students will begin with their routine time of Monitored Independent Reading Practice (MIRP). We will then go over how to begin filling out the graphic organizer together, as I do an example up on the board and students do their own on their graphic organizers. Students will then work independently to complete the first part of the graphic organizer. After that, we will guide them as they write their own RACECE paragraph at the end of the graphic organizer. Students will be expected to turn this in at the end of class.

#### **Objectives**

Students will fill out a graphic organizer, answering questions about how their picture biases the observer.

Students will complete a RACECE paragraph which explains how their picture biases the observer, using at least two citations from either the picture or the article in their responses.

Students will correctly cite the picture and article using the appropriate authors and in-text citation formatting.

#### **Standards**

CCSS Literacy.W.7.1.B

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS Literacy.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### **Materials**

<ul style="list-style-type: none"><li>-Power Point</li><li>-Writing utensils</li><li>-Student computers</li><li>-Projector</li></ul>	<ul style="list-style-type: none"><li>-White board markers</li><li>-Laminated TIME pictures with articles on the back</li><li>-A digital copy of the graphic organizer for each student.</li></ul>
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## Assessment

The assessment for today will include the graphic organizer and accompanying RACECE paragraph, as well as an informal assessment of students as they work and follow along with my example on the board. The graphic organizer will be graded based on completion, while the RACECE paragraph at the end will be graded based on the student's ability to make a claim and support that claim with information in both the picture and the article. This assessment will provide information for myself and my mentor regarding how students are progressing in the improvement of their RACECE paragraphs (making a claim, providing evidence, and explaining that evidence), as well as their understanding of "bias."

The informal assessment I will take will occur as they work. I will look at their progress and provide pointed questions for students who are off-track. I will be assessing their understanding of "bias," and using that information to improve on instruction in future classes and in the next lessons. If students appear confused or have numerous questions regarding the instructions, I will clarify instructions and/or provide additional written instructions for future classes so that more time can be spent on the content.

## Procedure/Timeline

I will...	Students will...
<b>5 minutes</b> Put the day's slide show up, instruct students to write the agenda in their planners, and start the timer for MIRP time.	<b>5 minutes</b> Students will record the agenda in their planners, get their student computers, log into their computers, and begin to read their independent reading book wherever in the room that they prefer.
<b>15 minutes</b> I will monitor students as they independently read, look over notes for the lesson, and place the students' selected pictures at their desks. If time allows, I will conference with students about their MIRP books using CC Pensieve.	<b>15 minutes</b> Students will read independently wherever they prefer to sit in the room. They will do so silently and completely on their own. If I approach them to conference, they will tell me about their book and work with me to make a goal regarding the completion of their book.
<b>30 minutes</b> Throughout this time, I will go through the graphic organizer and model how students are to fill out their own graphic organizers. Using "Surfing Hippos," I will address each question and demonstrate what an appropriate response looks like. Once I have gone over each section, I will give students time to complete	<b>30 minutes</b> Students will fill out the graphic organizer, answering questions regarding the picture that they have chosen. If they finish a section before we are ready to go on as a class, they may move forward on their own. Once I instruct them to do so, they may read the article on the backside of the picture that

<p>the next portion of the graphic organizer on their own, using the example that I have given them, but applying what they observe of their own picture and article. Once they have done the first two questions, I will also give them time to read their articles and learn about the subjects in their pictures.</p> <p>*The first two questions will be completed before they read the article. They will base their responses on the picture alone.</p>	<p>they have chosen.</p>
<p><b>30 minutes</b> I will instruct students to stop where they are and complete the RACECE paragraph at the bottom of the graphic organizer. I will tell them that they may go back and finish the other questions only if they complete the RACECE paragraph first.</p> <p>I will then model the RACECE paragraph using the “Surfing Hippos” picture and the accompanying article. I will walk students through RACE and then allow them to finish the paragraph.</p> <p>I will walk around and observe and aid students as they need.</p> <hr/> <p>*If students demonstrate understanding of the RACECE paragraph, by moving onto the next step without scaffolding, I will allow students to finish on their own and just use the posters in the room as an aid. I will work one-on-one with students after the demonstration if they are not able to write the pieces of the paragraph independently.</p>	<p><b>30 minutes</b> Students will complete their RACECE paragraph (a minimum of 9 sentences) which explains how the picture they chose biases a reader. They should use at least two sources in order to support their argument.</p>
<p><b>End of Class</b> I will instruct students to turn their work in and dismiss them.</p>	<p><b>End of Class</b> Students will turn their work in, shut down and plug in their computers, and wait for the bell to ring.</p>