Unit Plan

Sarah Eichler

**Expressions of Discrimination and Resistance**

**Goal:**

To engage my students in discussion about discrimination and how people endure discrimination and rise against the odds; expose my students to a multitude of mediums representing discrimination (including poetry, dance, photography, and nonfiction text) and the response of those discriminated against; teach students about tone and point-of-view and provide them opportunities to discuss them and compare two different approaches to tone and point-of-view in the same content area; the culmination of the unit will be a comparison and contrast essay (choosing 2 mediums that we discussed) focusing on tone and point-of-view in the previously stated mediums as discussed throughout the unit.

**Enduring understandings:**

* Knowledge about historical events can help students recognize current social conditions.
* Discrimination deeply influenced and continues to influence people’s lives.
* Recovering, persevering, and renewing cultural identity is an ongoing process of education, artistic expression, and cultural exchange.
* Reaction and resistance to discrimination is unique per person, culture, subculture, etc. and can be expressed in a variety of equally important mediums.
* Awareness of the oppression and resistance experienced by a group of people can motivate the affected group, and others, to work toward social change.
* Collaboration and cooperation skills in group work.

**Standards**

CCSS.ELA.RL.9.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA.RL.9.7

Analyze the representation of a *subject* (or a key scene) in two different artistic mediums, including what is emphasized or absent in each treatment.

CCSS.ELA.WS.9.6

Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA.RI.9.6

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.

CCSS.ELA.RI.9.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA.RI.9.5

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text

**Objectives**

SW:

* Articulate the impact of discrimination historically and currently on different sub-cultures of people and individuals through classroom discussion around a working definition of discrimination.
* Identify how authors, photographers, poets, and choreographers create tone through word choice, lighting, point-of-view, staging, etc. through classroom discussion, the completion of Venn Diagrams, and summaries of their Venn Diagrams.
* Develop inquiry about discrimination and resistance in quick writes and journal entries.
* Compose a compare and contrast essay to synthesize the concepts they have learned throughout the unit.

The curriculum will:

* Affirm the identity of students of non-dominant culture and families by highlighting their stories.
* Build understanding among all students of all backgrounds by creating a context in which students have opportunities to collaborate and cooperate.
* Provide students opportunities to use technology in producing their work.

**Essential Questions:**

* How does discrimination affect different subcultures?
* What is my definition of discrimination? How am I affected by discrimination? How do I resist discrimination?
* How are different artistic mediums including but not limited to poetry, dance, text, and photography used to express different forms of discrimination and resistance?

School Context:

The school is a diverse population of 9th grade students at a public school. Classes have about 35 students per classroom. There are some students with IEPs and ELLs.

Lesson Plan 1

Teacher Candidate: Sarah Eichler

Grade: 9th Subject: ELA Lesson Title: Tone and POV in Historical Photography

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| **CCSS and CA SS /Standards:**  CCSS.ELA.WS.9.6  Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  CCSS.ELA.RL.9.4  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone). | | **Agenda:**   * SW complete a quick write about the meaning of discrimination and, as a class, begin a working definition to be continued throughout the unit. * I will give a direct lesson on POV and tone and model the analysis of the Little Rock Nine photograph for point-of-view and tone/mood along with student input. * SW complete Venn Diagrams on two photographs from the Civil Rights Movement. * SW reflect on their learning in their journals | |
| **Lesson Objective:**   * SW contribute to the creation of working definition of discrimination and what it means to them in class discussion. * SW recognize a photographer’s strategies to create point-of-view tone in a photograph by analyzing them as a class and writing notes during group analysis. * SW compare and contrast two photographs from the Civil Rights Movement by creating a Venn Diagram online * SW upload and orally present their Venn Diagram to small groups or the class | | | |
| **Key vocabulary and phrases:**   * Discrimination * Civil Rights * Tone * Point-of-view * Color * Lighting/brightness * Camera angle/focus | | | |
| **Context of Lesson**  Prior to this lesson, the class completed a close reading of an informational text on civil rights, discussing author’s stance and point-of-view. This lesson will focus on images from the Civil Rights Movement and the photographer’s choice of camera angle, lighting, focus, brightness, and color to convey tone/mood and point-of-view. This lesson will most likely take more than one period. | | | |
| **Essential Questions**   * What does discrimination mean, both as a definition and to us personally? * How does a photographer use point-of-view and perspective to emphasize the meaning/idea behind a photograph? * How does a photographer convey the tone of a photograph through lighting, color, and brightness? * How are we, as the viewer, affected by the photographer’s choices (what is the mood)? | | | |
| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** | **Materials/ Technology** |
| 10  min | **Get started/Drill/Do Now/Engage/Motivate:**   * Upon entering the classroom, SW do a quick write on the prompt: “How would you define discrimination? What does it mean to you personally?” * The class will share out and create a working definition of discrimination as a class. | Check for students’ participation in the writing and speaking portion of the warm-up. | Smart board/power point to write down students’ ideas and working definition of discrimination. |
| 15 min | **Whole Group Instruction:**   * I will tell students we will be looking at how photographers create a mood for the viewer through POV and Tone with a PowerPoint presentation   1. Point-of-view (camera angle and focus)?      + We will reference what we discussed about POV in the previous class and apply it to how a photographer can convey the same ideas through camera angle, focus (soft, faded, etc.) and positioning of the people and things in the photograph.   2. Mood/tone (color and brightness)?      + SW be provided with a worksheet with a list of tone words. I will ask them what mood they believe this photograph is portraying. Would the photograph have a different tone if it weren’t black and white? If it were brighter? | Observe classroom discussion. | PowerPoint presentation on point-of-view and tone in photography (attached); tone vocabulary list  (attached) |
| 10  min | **Teacher and Students:**   * I will show the class the Little Rock Nine photograph. We will “read the photograph” and talk about what we think is happening in the photograph and I will jot down students’ ideas. * I will ask the students:   1. Where do you think the photographer is standing?   2. What is in frame? What may be omitted?   3. Showing the same picture from a different angle I will ask: how is the photograph different when a photographer stood at a different angle? Is it? | Listen for participation and write students’ names next to their ideas. | PowerPoint |
| 20-30  min | **Group Practice/Small Group Instruction:**   * In their work groups, students will choose two photographs from the civil rights movement and create a Venn Diagram, comparing and contrasting the two photographs point-of-view and tone, as modeled in the photograph of the Little Rock Nine. They can follow the link provided, or research another photograph online that interests them.   1. <http://www.cnn.com/2014/04/07/us/gallery/iconic-civil-rights/index.html> (pictures)   2. <https://go.gliffy.com/go/html5/launch> (to create a VD) * Students will then present their Venn Diagrams to the class or to small groups dependent on time. Ask that all students voices be heard in both the creation and presentation of the Venn Diagram | Observe participation in group work; review Venn Diagrams as students work and online when completed | Students’ computers; tone vocabulary list  (attached) |
| 10  min | **Independent Practice**: **Closing Activities/Summary:**   * Students will return to their journals and answer the following guiding questions:  1. How did you see discrimination portrayed in the photography? 2. How did the use of point-of-view and tone influence your mood and perception of the photograph? 3. Choose one photographic element and imagine it changed in one of the photographs (i.e. from black and white to color). How would this change the tone/mood/point-of-view/perspective? 4. Are there any lessons you learned from looking at these historical photographs that can be applied to your life today? Or, can you imagine how the photograph may look (i.e. who may be the subject, what may the colors look like…) if it were taken today? | Review student journals for thoughtful completion of the questions. Look closely for understanding of tone/mood to assess for review in future lessons. | Student journals |
|  | **Evaluate Understanding/Assessment:**   * Throughout the class period, I will observe student participation in class discussion as well as in small group work. I will support students while creating the Venn Diagram and check for its completion as well as the student journals. |  |  |

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| **STUDENTS WITH IEP/504 PLANS** | | |
| **IEP/504 PLANS: CLASSIFICATIONS/NEEDS**  **LANGUAGE NEEDS (ELL)**  **OTHER LEARNING NEEDS (High ability, struggling readers)** | **NUMBER OF STUDENTS** | **SUPPORTS, ACCOMODATIONS, MODIFICATIONS, PERTINENT IEP GOALS** |
|  |  | I will be sure students with IEPs and ELLs and struggling readers are in work groups that have students with strong language skills to model. When discussing vocabulary, I will be sure I provide them extra support through conferencing after releasing students to group work. For high ability, I will challenge them to add other tone words than the ones provided on their worksheet and in their Venn Diagram and ask they dive deeper into analysis. |

Lesson Plan 2

Teacher Candidate: Sarah Eichler

Grade: 9th Subject: ELA Lesson Title: Discrimination in the Current Political Climate

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| **CCSS and CA SS /Standards:**  CCSS.ELA.RI.9.1  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  CCSS.ELA.RI.9.5  Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text  CCSS.ELA.RI.9.6  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. | **Agenda:**   * SW write a journal entry on a quote about discrimination in current society. * SW read a current news article in groups regarding discrimination, completing a graphic organizer including a summary of the authors’ POV and tone. * SW participate in a jigsaw, explaining their article to other students. * SW reflect on their learning through discussion and adding to their working definition of discrimination. |
| **Lesson Objective:**   * SWBAT identify an author’s claim in a news article about discrimination in current sociopolitical context by paraphrasing it on a graphic organizer. * SWBAT choose evidence that best supports the claim by quoting it on a graphic organizer. * SWBAT summarize and paraphrase the point-of-view of the text. * SW explain to other students the summary of their article through participation in a jigsaw. | |
| **Key vocabulary and phrases:**   * Stance | |
| **Essential Questions:**   * How does discrimination affect different sub-cultures? * Does discrimination exist today? * How has discrimination developed over time? | |
| **Context of Lesson (what happened previous to lesson and how does this lesson build on that)**  In the first lesson, students participated in a close reading of text about the Civil Rights Movement, discussing author’s claim, identifying evidence, and summarizing point-of-view. In the previous lesson, students examined tone and point-of-view in photography, creating a Venn Diagram to compare and contrast two photographs. This lesson will build off the prior by providing students another opportunity to apply their skills identifying claim and evidence and interpreting that into point-of-view. Further, it will build off the exposure to tone, showing students how tone is used through diction in addition to the previous lesson on photography. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** | **Materials/ Technology** |
| 5  min | **Engage/Motivation:** **Get started/Drill/Do Now:**  On the board will be projected the following quote:   * “As I often say, we have come a long way from the days of slavery, but in 2014, discrimination and inequality still saturate our society in modern ways. Through racism may be less blatant now in many cases, its existence is undeniable”—Al Sharpton   + I will read the quote aloud to the class, define “blatant,” and ask once more for a student to read the quote. * Students will complete a quick write in response to the quote using the following prompt for guidance:   Does discrimination exist today? Against whom? In what way? | Check for engagement in writing. | Projector or Smartboard; student journals |
| 15  min | **Whole Group Instruction:**   * Students will have the opportunity to share out their journal entries or ideas from the journals with the class. I will tell students that today, we are focusing on how discrimination affects people in society today. * I will display the graphic organizer I will be asking students to complete today. I will model the analysis of a short text and answer any questions the students have before beginning in their work groups.   + <https://newsela.com/read/scotus-hijab/id/10449/> | Participation. | Graphic organizer (attached) and article. |
| 30  min | **Group Practice/Small Group Instruction:**   * In their working groups, the students will be provided an article about discrimination in today’s society (based on appropriate text Lexile). Together, they will read the article and complete the graphic organizer which will ask students to provide the title, their predicted meaning from the title, the author’s claim about where discrimination still exists, the evidence the author uses, and to summarize/paraphrase the authors POV. I will work with the lower group, helping them navigate the graphic organizer.   + 1080L: <https://newsela.com/read/women-soccerwages/id/16219>   + 1010L: <https://newsela.com/read/discrimination-muslim-students/id/21552>   + 960L: <https://newsela.com/read/club-inclusion/id/5815>   + 850L: <https://newsela.com/read/female-pilot-arlington/id/21472/>   + 640L: <https://newsela.com/read/federal-transgender-bathroom-guidelines-lifted/id/27341/> * In new groups for a jigsaw, students will teach the others in the group about the article.   **Independent Practice**:   * After they listen to their peers, SW write a summary paraphrasing the article’s POV for each article presented. | Check for participation and completion of graphic organizers. | Graphic organizer (attached) in Chromebooks on google classroom. |
| 5  min | **Closing Activities/Summary:**   * At the end of class, we will revisit our working definition of discrimination from the first lesson. I will ask students if they feel we should add anything else to our definition considering our lesson today. | Participation; completion of homework used to assess students’ understanding of point-of-view. | Document with working definition. |
|  | **Evaluate Understanding/Assessment:**   * As students work in groups, I will check their participation and engagement. I will also check to be sure students have filled out all of the graphic organizers for the other groups in addition to their own. After they have turned in their graphic organizers, I will read them and assess for understanding of those concepts and what I may need to revisit. |  |  |

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| **STUDENTS WITH IEP/504 PLANS** | | |
| **IEP/504 PLANS: CLASSIFICATIONS/NEEDS LANGUAGE NEEDS (ELL)**  **OTHER LEARNING NEEDS (High ability, struggling readers)** | **NUMBER OF STUDENTS** | **SUPPORTS, ACCOMODATIONS, MODIFICATIONS, PERTINENT IEP GOALS** |
|  |  | Students will be assigned an article appropriate to their text Lexile. If necessary, I will group all ELL, struggling reader, and IEP students in a group and work with them while the other students work in small groups. I may also be able group them with other students who can work as MKOs. |

Lesson Plan 3

Teacher Candidate: Sarah Eichler

Grade: 9th Subject: ELA

Lesson Title: Resistance Through Poetry: “Still I Rise” by Maya Angelou

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| **CCSS and CA SS /Standards:**  CCSS.ELA.RI.9.7  Analyze various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), determining which details are emphasized in each account  CCSS.ELA.RL.9.4  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).  CCSS.ELA.WS.9.6  Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | **Agenda:**   * SW review poetic devices and identify them by highlighting them after reading “Still I Rise” by Maya Angelou. * SW reproduce the tasks from “Still I Rise” in “I’ve Been Buked” * SW listen to the music accompanying the poem and discuss any differences or similarities. * SW watch the dance performance of the song and write notes about the tone of the piece. * SW independently create a Venn Diagram comparing the poem and the dance. * SW summarize their Venn Diagram in a compare and contrast paragraph. |
| **Lesson Objective:**   * SW read and analyze “Still I Rise” by Maya Angelou’s for poetic devices by underlining, circling, and squaring. * SW describe their interpretation of the authors’ theme by writing it on their copies of the poem. * SW describe how diction influences the tone of the poem in a think-pair-share. * SW demonstrate and apply the skills described above by independently analyzing the poem “I’ve Been Buked” in written form (underlining, circling, and squaring) * SW judge if musical accompaniment changes the overall mood/message of a poem in discussion. * SW write notes about the tone used in the dance interpretation of the poem, as performed by Alvin Ailey Dance Theater. * SW complete a Venn Diagram to compare and contrast the two representations of “rising against discrimination” (“Still I Rise” poem and “I’ve Been Buked” performance) * SW synthesize their learning into a summarizing paragraph comparing and contrasting the methods used. | |
| **Key vocabulary and phrases:**   * Rhetorical Question * Staging | |
| **Essential Questions:**   * How do people resist discrimination? * How are different artistic mediums used to express discrimination and the resistance to discrimination? | |
| **Context of Lesson (what happened previous to lesson and how does this lesson build on that)**  In the first lesson, students participated in a close reading of an informational text about the Civil Rights Movement, discussing author’s claim, identifying evidence, and summarizing point-of-view. In the next lesson, students examined tone/mood and point-of-view in photography, creating a Venn Diagram to compare and contrast two photographs. The previous lesson provided students another opportunity to identify claim and evidence and interpret that into point-of-view, as well as interpret diction into mood. This lesson will once more address tone by examining diction in poetry and staging and lighting in dance performance. It also shifts the unit’s purpose from forms of discrimination to forms of resistance. This lesson may take more than 1 period. | |

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| **TIME** | **INSTRUCTIONAL SEQUENCE** | **FORMATIVE ASSESSMENT** | **Materials/ Technology** |
| 3  min | **Get started/Drill/Do Now:**   * SW read the poem “Still I Rise” by, Maya Angelou once to themselves silently. <https://www.poetryfoundation.org/poems/46446/still-i-rise> | N/A | Printed poems. |
| 15-20  min | **Whole Group Instruction:** **Engage/Motivation:**   * I will review what vocabulary the students have learned previously regarding poetry (e.g. metaphor/simile, end-rhymes…) * First we will focus on point-of-view. As a student volunteer reads the poem, the students will circle words that represent the authors’ POV. Then we will repeat the process again for underlining tone words and squaring rhetorical questions. We will share out a few student samples and I will add them to the poem on the docu-cam or smart board. * I will do a final read aloud asking the students finally to begin to listen for the message/theme the author is trying to portray. * SW share out their findings on tone: what words evoke feeling in the poem? What overall mood does the poem evoke? What is the theme/message we can infer? After Think-Pair-Share, we will reconvene as a class and discuss so I can assess for understanding. | Participation in discussion. | Printed poems; Poetic Devices in “Still I Rise” PP (attached) |
| 7  min | **Group Practice/Small Group Instruction:**   * In their groups, SW read the poem “I’ve been buked” by Mahalia Jackson and analyze for the same rhetorical devices as in “Still I Rise” (completing the underlining, circling, and squaring)   + <https://www.lyrics.com/lyric/842538/Mahalia+Jackson/I%27ve+Been+%27Buked> * After, I will play the song for the students. We will discuss:   + Does the tone/mood changed when we hear the music accompanying the lyrics?   + What is different or the same in the song? | Participation | Printed poem; Song; smartboard to write down questions and student responses |
| 10-15 min | **Whole Class Instruction:**   * Review the PowerPoint from photography * I will show students the video of Alvin Ailey Dance Theater performing a dance to the poem we read.   + <https://www.youtube.com/watch?v=8RnT19pEnCc> * As they watch the dance for the first time, I will ask that students focus on lighting/brightness and color (costumes and lights) * The second watch, I will ask students to write about focus (staging/grouping of dancers). | Check to ensure students are writing notes while watching | Student journals; smartboard |
| 7  min | **Small Group Practice:**   * In small groups, students will compare notes and discuss what they believe to be the message of the dance. The will individually write down their summary of the theme of the dance. We will watch the video as many times as necessary.   + I will point out to students that this is being performed at a LOGO event. | Check for comprehension of the task and objective in writing. | Student journals |
| 20-30 min | **Independent Practice**:   * Students will create a Venn Diagram independently (using the same website as in Lesson 1), comparing and contrasting the POV and tone/mood of the dance piece to the poem, focusing on theme, tone, and POV. * After creating the Venn Diagram, they will write a paragraph summary comparing and contrasting the two mediums. I will review compare/contrast formats as necessary.   + Anything incomplete will be finished as homework. | Check for completion and comprehension in both the Venn Diagram and summary | Student journals; chromebooks |
|  | **Evaluate Understanding/Assessment:**   * I will walk around and be sure that students are completing the work and understand it well, stopping as necessary to address any confusion. I will check for participation in discussions, as well as activities like the circling and writing down of verbs, the completion of the Venn Diagram, and the summaries. |  |  |
|  | **Closing Activities/Summary:**   * To end this unit, before the students begin their writing workshop, I will ask students once more to revisit our definition of discrimination: are there any final ideas to add? Can resistance fit in to this definition? |  |  |

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| **STUDENTS WITH IEP/504 PLANS** | | |
| **IEP/504 PLANS: CLASSIFICATIONS/NEEDS**  **LANGUAGE NEEDS (ELL)**  **OTHER LEARNING NEEDS (High ability, struggling readers)** | **NUMBER OF STUDENTS** | **SUPPORTS, ACCOMODATIONS, MODIFICATIONS, PERTINENT IEP GOALS** |
|  |  | As students work independently, I will conference with students who need more support in completing the Venn Diagram and the summaries. |

In the following lesson, I will begin with a direct lesson about the two format options of a compare/contrast essay (subject by subject or point by point). This may need to happen before the final paragraph written in Lesson 3 if my students have not learned this prior. They will choose any two options from the list of texts and other mediums we have observed: the historical informational text, news article, photographs, poem(s), or dance and compose a compare and contrast essay (one of their choices must be a written piece). Their essay should include points about the POV and tone/mood and how they convey a message about discrimination and/or resistance. Students will have time in class for writing workshops.