

Stereotypes, Labels, and Identity

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Rationale

Unit Context and Background

Though the topic, texts, and activities chosen for this unit are applicable and relevant to ALL types of students regardless of background and educational achievement, it is tailored to 8th grade students in a general English Language Arts class. The specific issues and events discussed in the main text, the novel *The Misfits* by James Howe, are easily relatable to all students, but the supplemental texts are more specifically related to students who are of a minority racial group. The characters and topics of the supplemental texts are mostly based around the stereotypes and labels that African-American and Chinese-American people face, so this unit works well in a class with minority students.

This unit was also intended for a class in a low income or low achieving school. Students attending schools in a low income area may have parents that are working two jobs and may be responsible for taking care of themselves and their siblings. Thus, class time is often devoted to allowing students to start their homework, read, write their narratives, work on their projects, and use the technological resources of the classroom. Since this unit is intended for a class in a low achieving school, the texts, activities, and assignments were chosen and scaffolded to allow them to be accessible to all students. The texts chosen for this 8th grade unit average around a 5th-6th grade reading level. For students reading lower than a 5th-6th grade reading level, comprehension checks and activities are built into the unit. For students reading higher than a 5th-6th grade reading level, activities and discussions have higher-order thinking questions built into them.

Unit Rationale

The overarching academic purpose of this unit is to expand the literature analysis skills of students. As they prepare for high school, 8th grade students will need to be able to read literature and understand more than just the plot of the story. Students entering high school need to be able to make a claim or statement about an element of a piece of literature and provide evidence to support their claim. In this unit, we will be specifically focusing on analyzing characters.

The students will be involved in a myriad of activities that enable and require them to make claims, with textual support, about the character's past experiences and current situations, personality traits, goals and motivation, stereotypes or labels, and what influences the character's self-identity. Some of the Unit activities and projects that allow the students to make a claim about, with support, a character are Reading Logs, Extended Definition Creative Group Project, Character Maps, Character Analysis Assignment, the closing discussion on *The Misfits*, and Unit Text Review activity.

Another central purpose of this unit is to allow students to develop and examine their own personal identity. This unit will help students to understand what stereotypes and labels are and how they affect people's, including their own, identity. The students will deepen their understanding of this topic by analyzing the stereotypes and labels that are placed on certain characters in literature, prevalent in their world, and placed upon them. This unit is tailored for 8th grade students, because they are at a stage in their life in which they are trying to better understand themselves and create their own identity. They will be going into high school, where

they will be faced with a possible fresh start, but also new and harder challenges that may affect their identity. Many of the activities and assignments in this Unit are purposed to give the students opportunities to build their knowledge of stereotypes and reflect upon their identity and what influences it. Activities and projects that lend themselves to these purposes are the Journal Topics, introductory discussion on stereotypes and labels, Name Calling Log and Socratic Seminar, Personal Narrative, and Extended Definition Creative Group Project.

The two large assignments associated with this Unit are the Personal Narrative and Extended Definition Creative Group Project. Both of these assignments help to achieve the purposes of the Unit. The Personal Narrative allows the students to explore an experience they had with being stereotyped. Writing this narrative will better prepare students to understand and analyze the effects of stereotypes by allowing them to connect personally to the topic. Also, this assignment involves the students in, elbows deep, into the writing process. They will be given ample time in class and outside of class to brainstorm, draft, write, revise, edit, and present their narrative. With this structure, they will receive plenty of guidance and help in writing their personal narratives and learn, firsthand, that writing is a process.

The Extended Definition Creative Group Project allows for students to apply and combine everything they have learned into one project. In the activities and assignments prior to this assignment, the students worked collaboratively in groups, discussed the definition and examples of stereotypes, identified characters who are dealing with stereotypes, and analyzed the effects of stereotypes. This project is an integration of all these separate items into one project. Also, the students are able to

utilize and grow their creativity and knowledge of technology. This is important for low-achieving, low-income students. This assignment is perfect for low-achieving students because it is fun and relevant, and allows students to think creatively and have autonomy—all things that increase motivation. This project allows for low-income students to gain access and use technology that they may not be familiar with or have access to at home. This Unit can be adapted in a variety of ways to serve the purposes of different classroom contexts.

Goals and Objectives

Goals

This Unit is created to enable students to...

- Understand the prevalence of stereotypes and labeling in literature, their world, and their lives.
- Understand the influence and impact that stereotypes and labels can have upon an individual, group, or society.
- Think about and discuss how stereotypes and labels affect their own identity
- Talk about their own experiences and connect their experience to the texts
- Discover that they have common struggles and desires as their classmates
- Learn to look past stereotypes of others and view them as unique people
- Collaborate with classmates
- Learn that stereotypical jokes and name-calling, even jokingly, are not funny and can offend and/or hurt someone.
- Recognize and overcome negative stereotypes or labels that have been placed on them.
- Come up with solutions to address name-calling problems in their school

Objectives

Students will be able to...

- Define stereotypes and labels
- Give examples of labeling and stereotyping
- Read *The Misfits* and discuss its plot, characters, and themes
- Discuss topics and texts in a variety of contexts and ways, whole class discussion, small group discussion, with a partner, and through writing
- Analyze a character by identifying the character's past experiences and current situations, personality traits, goals and motivation, stereotypes or labels, and how the character's self-identity is affected.
- Dramatize scenes from a text
- Observe and record name-calling instances in their school
- Participate in a Socratic Seminar discussing their observations of name-calling in their school and possible solutions to help prevent name-calling
- Identify correct subject/verb agreement and be able to repair incorrect subject/verb agreement
- Create compound sentences using commas and coordinating conjunctions
- Analyze character development throughout a novel
- Identify cause-effect relationships in literature
- Brainstorm for ideas for a personal narrative about an experience they had being stereotyped or labeled
- Write a personal narrative about an experience they had being stereotyped or labeled that includes the circumstances that caused or lead up to the event,

how you felt about it, how everyone else involved felt or reacted, and how it affected you and your self-identity.

- Read their classmates' personal narratives and provide constructive feedback
- Revise their narrative by adding, changing, deleting, or reorganizing the elements or events of their story.
- Use Editor's Checklist to edit narrative for grammar, usage, and spelling errors.
- Analyze the poetic devices and figurative language used in songs and poetry to determine the message of a particular poem or song.
- Describe stereotypes that are portrayed in popular culture and media and what their effects are.
- Connect, compare, and contrast the themes, characters, and elements of two different texts (novel, graphic novel, passage, song, poem, etc).
- Create a project that depicts or explains the definition of stereotypes, set criteria that designate stereotypes, examples of stereotypes from a text, and the influence or effect stereotypes have.
- Work collaboratively with classmates to complete a finished project
- Present and explain their projects to the class

Grade Distribution

Due Date: Week.Day	Assignment	Points Possible
Check, Due	Journals: use Journal Entry Checklist & Assessment	50
1.2, 1.4	Journal One	10
1.4, 1.4	Journal Two	10
2.4, 4.5	Journal Three	10
3.2, 4.5	Journal Four	10
4.5, 4.5	Journal Five	10
	Reading Logs: use Reading Log Checklist	30
1.4	Reading Log #1	10
2.1	Reading Log #2	10
3.3	Reading Log #3	10
	Name Calling Log and Socratic Seminar: use B7	60
2.3	Name Calling Log Observation Sheet	30
2.3	Socratic Seminar Participation	30
4.1	Personal Narrative: use B9 Rubric	125
5.2	Extended Definition Creative Group Project: D4	80
	Small Group Participation: use E2 checklist	15
1.2	Novel Preview Activity	2
1.3	Character Map Activity	2
2.4	Think, Pair, Share	2
3.1	Character Analysis Activity	3
4.2	<i>Bronx Masquerade</i> Discussion	3
4.5	Review Activity	3
	Classwork: graded for completion	40
1.5	Comic Strip Scenes	10
2.2	The Case of the Missing Verb	5
3.1	Character Analysis Assignment	10
4.5	Unit Texts Review Handout	15
Total		400

Standards

Common Core State Standards for English Language Arts

Reading

8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.2: Determine a theme or central idea of a text and analyze its development over the course of the text including its relationship to the characters, setting, and plot; provide an objective summary of the text.

8.3: Analyze how particular lines of dialogue or incidents in the story or drama propel the action, reveal aspects of character, or provoke a decision.

8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone including analogies or allusions to other texts.

8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Writing

8.1: Write arguments to support claims with clear reasons and relevant evidence.

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

8.2: Write narratives to develop real or imagined experiences of events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and a point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.

c. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

d. Provide a conclusion that follows from and reflects on the narrated experiences or events.

8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

8.9: Draw evidence from literary or informational text to support analysis, reflection, and research.

8.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

8.1: Engage effectively in a range of collaborative discussions (one-one-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on each others ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own view in light of the evidence presented.

8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, clear pronunciation.

8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Language

8.3: Use knowledge of language and its conventions when writing, speaking, or listening.

8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Anticipatory Set/Introductory Activity

“Cafeteria Tribes”

Materials:

- Mean Girls “Cafeteria Tribes” video
(http://www.youtube.com/watch?v=gZ_qXmxdgGM)
- Student Journals
- White/Chalk board
- Projector/Computer

Activity:

The teacher will play the video and the students will watch. Once the video is over, the teacher will ask students to get out their journals. While students are getting out their journals, the teacher will write “Do you feel like people label others like this at your school? Has someone ever labeled you in this way?” on the board.

The teacher will state that the girl in the video used a few words or phrases to describe whole groups of people, such as such as ‘preps,’ ‘jocks,’ ‘nerds.’ Write a response to this video based upon the questions on the board. The teacher will read the questions and the students will write a response.

Daily Lessons

Week One

Day 1

Materials:

- Projector, projector screen, computer
- YouTube video clip: http://www.youtube.com/watch?v=gZ_qXmxdgGM
- White/chalk board, markers/chalk
- Student's Journals (composition notebooks)
- Student's Notebooks (3 prong paper folder, with pockets)
- 'Stereotypes' Powerpoint

Time	The teacher will...	The students will...
15 minutes	Anticipatory Set: Play the <i>Mean Girls</i> video on the projector screen. Write the response topic on the board. Read the response topic to the students. Explain that it is a free write based upon the topic and video.	Watch the video. Read the response topic and listen to the teacher's instructions. Get out their journals and free write on the topic.
5 minutes	Inform the students that for the next six weeks they are going to be talking about something that has affected and will affect everyone. Explain the need, requirement, expectation of showing respect and understanding to their classmates. Inform the students that disrespect and denigration of ANY person or people will not be tolerated.	Listen to the teacher. Ask questions that they have about how to behave in class.
15 minutes	Introduction to Stereotypes: Pull up the 'Stereotypes' Powerpoint. Pass out two-column notes template. Slide Two: pose the question and allow students to answer aloud. Explain the rest of the bullet points. Slide Three: pose the question, and give students time to write a response to the first question: "What is a stereotype?" before showing the definition. The teacher will ask for volunteers to share their ideas. The teacher will put up and explain	Get out their notebooks, put the handout in their notebook, and prepare to take notes & discuss. The students will write a response to questions in the right-hand column. The students will share their definition of stereotype and their thoughts on why stereotypes are bad. Some of their responses may include examples. The students will write the teacher's definition, explanation,

	<p>the definition on the slide. <u>Slide Four:</u> Explain additional definition and examples. <u>Slide Five:</u> Give students time to write an answer the title question. Ask for students to volunteer their ideas. Go through bullet points.</p>	<p>and examples of stereotypes in the left-hand column of their notes. The students will ask questions to further their understanding. Students will write questions and reflections in the right-hand column of their notes.</p>
10 minutes	<p>Journal 1 Topic: <u>Slide Six:</u> Explain to students the journal assignment. Walk around the room, answer questions, and prompt idle students' thinking.</p>	<p>Get out their notebook. Write the title 'Journal 1' in their journal and then write or draw a response to the journal topic.</p>
5 minutes	<p>Summary/Closure: Tell the students to finish their Journal Entry for homework. Let them know it will be graded for a full attempt and if they don't want the teacher to read it word-for-word to put an 'X' mark at the top.</p>	<p>Listen to the teacher's instructions. Write their homework in their agenda. Pack up their items.</p>

Resources: See APPENDIX A

- A1: Anticipatory Set Teachers' Guide
- A2: Stereotypes Powerpoint
- A3: Two-column Reflective Notes Template

Homework:

JOURNAL ENTRY:

Create a journal entry about an experience you have had with stereotypes.

—The journal entry can be a written response, drawing, comic strip, poem, song lyrics, etc.

Pick ONE of the following:

- Has someone ever judged you or treated you a particular way because of a stereotype they had? How did or does this make you feel?
- Have you ever judged or treated someone a certain way because of a stereotype you had (or have)?

Day 2

Materials:

- *The Misfits* Novel
- Student's Journals
- Book Signup Handouts
- Journal Entry Checklist and Assessment
- *The Misfits* Powerpoint

Time	The teacher will...	The students will...
Before class	Arrange desks into groups of 3-4. (If needed put name signs on desks for assigned seating). Place a copy of <i>The Misfits</i> on each desk. Place one 'Book Signup Handout' on each desk.	
5 minutes	<p>As students file in, the teacher will stand by the door informing them they need their journal (with the HW) and notebook. Tell students to have their Journals out on their desk for the teacher to check.</p> <p>Teacher will explain that they are beginning a new novel! "We are going to take some time to preview the novel before we begin reading and talking about it. The novels are not yours to keep and you will be held accountable for its condition. Sign up next to the book number of your book on the SignUp list."</p>	<p>Quickly go to their lockers to get their lockers if they forgot their journals. Come in and sit in the desk assigned to them. Get out their Journals and place them on their desks.</p> <p>Sign their name by the number of their novel.</p>
15 minutes	<p>Novel Preview: <u>Slide Two:</u> Explain activity. Tell the students that they have about 10 minutes to discuss the questions. "Each group member will need to share at least once during the group discussion. Make sure to pick a person to write what everyone says and a person to present your group's thoughts to the class." While the students are working, the teacher will walk around the room and check students' journals for an attempt. At the end of their time, the teacher will tell the students that each presentation needs to include: -Expression of agreement/disagreement and why. -One example of how name-calling affected someone.</p>	<p>Listen to and read the instructions for the activity. Pick one 'Scribe' and one 'Presenter' from their group. Discuss the questions on the slides and come to a consensus about what they will present.</p>
20 minutes	Short Group Presentations: The teacher will gain the students'	Turn to face the front of the room. A group of students will volunteer

	<p>attention and remind them that they need to respect their classmates when they are speaking. “That means: no talking and eye contact on the speaker.”</p> <p>The teacher will ask for a volunteer group to talk about their thoughts first.</p> <p>The teacher will either call on volunteer groups or choose groups to present their thoughts until all the groups have shared.</p>	<p>to present first.</p> <p>The students will listen to their classmate speak.</p>
10 minutes	<p>Summarize the group presentations and highlight important issues brought up in the presentations.</p> <p>The teacher will inform the students of their homework reading page assignment. Give the students the rest of the period to begin reading <i>The Misfits</i>.</p>	<p>Listen to the teacher and ask any questions they may have.</p> <p>Begin reading <i>The Misfits</i>.</p>

Resources: APPENDIX A

- A4: Book Signup Handouts
- A5: Journal Entry Checklist and Assessment
- A6: *The Misfits* Powerpoint

Homework:

- Read *The Misfits* page 1-21

Day 3

Materials:

- Student Journals
- Student Notebooks
- Cut copies of the “Fill-in-the-Blank Personal Activity” Slip
- Bucket, jar, or container of some sort
- Character Maps copies, 24 copies labeled with a number 1-4.
- Reading Log #1 Handout

Time	The teacher will...	The students will...
9 minutes	<p>Pass out a copy of the “Fill-in-the-Blank Personal Activity” slip to each student. Explain that they will fill this slip out honestly WITHOUT writing their name on it. “You may use the incident you wrote about or drew in your last Journal Entry as inspiration.</p>	<p>Listen to instructions and ask any questions they may have.</p> <p>Think about what they have been stereotyped or labeled as. Read or look at their last journal entry about an experience being stereotyped.</p>

	<p>Make sure to keep it school appropriate. No foul language or insults. When you are done quietly walk up to the bucket up front, tear off the name/label/stereotype off your piece of paper (the last answer), tear up the name, and put the pieces into the bucket.”</p>	<p>Fill in the blank with a name/stereotype. Tear up their slip and place the pieces in the bucket.</p>
1 minute	<p>Hold the bucket/container. “You have written about what people stereotype/label you as and put them in this bucket. This bucket contains a lot of mean names and hurt that you all have faced. It’s not easy and people can be mean, I understand that. But in this class, this bucket is where the names are going to stay. We will refuse to go along with the crowd to name-call and stereotype each other. ” Throw the pieces of paper or whole container into the trashcan.</p>	<p>Listen to and watch the teacher.</p>
5 minutes	<p>Ask students about the definition of ‘stereotype.’ Call on students with their hands raised to explain the definition. Ask students for examples of groups of people that are typically stereotyped. (For ex: African-Americans, Muslims, People who are overweight, lawyers, etc).</p>	<p>Look at their notes from Day One on stereotypes. Raise their hands to volunteer an answer.</p>
20 minutes	<p>Character Maps: Pass out character map. Explain each section of the handout. Use well known movie/TV show character as a model of a character. The teacher will explain that they will be getting into 8 groups of 3 and filling out the character maps based upon what we know about the four main characters so far. The groups are pre-decided and notated by a number and certain character. “Group 1 and 2 have Bobby. Group 3 and 4 have Skeezie. Group 5 and 6</p>	<p>Listen to the teacher’s directions and ask questions about the activity. The students will get their Notebooks and novel, and move to sit with their group. As a group and using the novel, the students will fill out the character map for their assigned character.</p>

	<p>have Joe. Group 7 and 8 have Addie. Each group member is responsible for filling out their own character map and keeping it in their Notebook. Don't completely fill up each entire circle, because we will be adding to these maps as we get to know the characters better."</p> <p>The teacher will direct each group where to sit.</p> <p>"Make sure to bring your notebook and novel with you to your group."</p>	
10 minutes	<p>Explain homework reading assignment. Pass out Reading Log#1 Handout. Explain Reading Logs.</p>	<p>Place Reading Log #1 Handout in their notebooks. Clear their notebooks off their desks.</p>
5 minutes	<p>Summary/Closure: Exit slip: With their notes put away answer: "What is a stereotype?" The teacher will collect the students' exit slips as the exit the room.</p>	<p>Write a short response to the exit slip question on a scrap piece of paper. Turn in their exit slip on their way out.</p>

Resources: APPENDIX A

- A7: Fill-in-the-Blank Personal Activity
- A8: Character Maps
- A9: Reading Log #1 Handout

Homework:

- Read *The Misfits* page 22-46

Day 4

Materials:

- Student Journals
- Student Notebooks
- *The Misfits* Powerpoint
- Reading Log Checklist and Assessment
- *The Misfits* Novel
- Handouts of Blank Comic Strips
- Markers, colored pencils, crayons

Time	The teacher will...	The students will...
5 minutes	<p>Have <i>The Misfits</i> Powerpoint pulled up to slide three. Instruct students to have their homework out on their desks.</p>	<p>Turn in their notebooks to the Reading Log Handout and keep the notebook open on their desks.</p>
15	<p>Journal 2 Topic:</p>	<p>Get out their Journals, label the</p>

minutes	<p>Slide Three: <i>Misfits</i> Powerpoint</p> <p>The teacher will walk around to check the students' homework for completion.</p>	<p>top of the page 'Journal 2', and write a response to the topic.</p>
20 minutes	<p>Comic Strip Scenes:</p> <p>Slide Four: <i>Misfits</i> Powerpoint</p> <p>The teacher will explain to the students that they will be drawing comic strips depicting an important scene from page 1-46 of <i>The Misfits</i> novel.</p> <p>“Find a scene or event in the novel that you think is important. Use the comic strip to depict the action (what the characters did) and the dialogue (what the characters say). You might want to write or draw a draft of what you want to have in your comic strip before you begin. You will have 20 minutes to work on your comic strips.”</p>	<p>The students will use their novels to pick an important scene. Get copies of blank pieces of paper or comic strips and art supplies from the front of the room.</p> <p>Draw a depiction of the scene they chose from <i>The Misfits</i>.</p>
10 minutes	<p>Summary/Closure:</p> <p>Give student volunteers a chance to present their comic strips. Ask presenting students why their scene is important in the novel.</p> <p>Explain that they can finish their comic strips for homework or turn them in now.</p>	<p>Volunteer to share their comic strip. Will show the comic to their classmates and explain the scene they depicted.</p> <p>Turn in or put away their comic strips.</p> <p>Write their homework in their agenda/planner.</p>

Resources:

- A6: *The Misfits* Powerpoint
- A10: Blank Comic Strip Handouts

Homework:

- Comic Strip Scene

Day 5

Materials:

- *The Misfits* Novel
- Student Journals
- Student Notebooks
- Blank Pieces of Paper

Time	The teacher will...	The students will...
5	Instruct students to turn in comic	Turn in their comic strips.

minutes	strips. Collect student journals.	Prepare their journal to be collected by ensuring each journal entry is labeled clearly.
35 minutes	<p>Read Novel in Class: Explain that they will be given time to read the novel in class. Explain the homework assignments to the students. “You will all need to read to page 75 by Monday. Also, you will need to create a Character Map for each of the Gang of Five members. So begin reading and I will give you a ten-minute warning. At that time, you can stop reading and work on your Character Maps if you would like. If you finish reading early, begin working on your Character Maps.” While the students are reading the teacher will alternate between walking around the room to make certain that students are on task, and reading and assessing the students’ journal entries.</p>	Read <i>The Misfits</i> in class.
During Reading	<p>Get the students attention. Tell them it is ten minutes until the bell rings if they want to begin on their character maps. “You have already created a map for one of the characters, so use that map as a model. You will need to create a map for the characters you haven’t described yet. For example, if you were in Group One and have a map for Bobby, these three blank maps will be for Joe, Skeezie, and Addie. There are blank pieces of paper on the art supply table if you would like to use that.”</p>	Create and add to character maps for each main character.
5 minutes	<p>Summary/Closure Remind students about homework assignments. Put students’ journals into secure storage place.</p>	Clean up their books and materials to prepare to leave.

Resources:

- A8: Character Map Handout

Homework:

- Read *The Misfits* pg. 47-75
- Reading Log #2: Completed Character Maps for the Gang of Five

Week Two

Day 1

Materials:

- Student Notebooks
- Student Journals
- Subject/Verb Agreement Chart
- Name-Calling Log
- Print-out copies of celebrities' stories
- Stereotypes Powerpoint

Time	The teacher will...	The students will...
5 minutes	Greet the class and collect students' character maps. Pass back Student Journals.	Turn in their Character Maps (Reading Log #3).
5 minutes	<p>Subject/Verb Agreement Mini Lesson:</p> <p>The teacher will pass out the subject-verb agreement chart to each student.</p> <p>The teacher will state to the students that subjects need to 'agree' or 'match' with the verbs.</p> <p>The teacher will point out that subject and verbs need to agree in two categories: Number and Person. Review the differences between 'singular' and 'plural.' Review the different point of views (1st, 2nd, 3rd).</p>	<p>The students will get out their Notebooks to take notes. Put the subject verb agreement chart into their notebooks.</p> <p>The students will ask questions about subject-verb agreement.</p>
5 minutes	The teacher will explain each part of the handout to the students. Focus the discussion more on the way to write verbs that agree with number and point of view, instead of focusing on the tense of the verb.	The students will write additional notes or examples alongside their handout in Notebook.
5 minutes	The teacher will instruct the students to use the chart to create twelve sentences with four different verbs. Tell the students to write in present tense. "Make sure you practice	The students will pick one active verb and write a sentence for three different POV's. Create three different sentences all in present tense for that particular

	<p>writing with 3rd person singular subjects.”</p> <p>The teacher will walk around the room to observe the students and answer questions.</p>	<p>verb. Create three sentences for three more verbs.</p>
15 minutes	<p>Real World Connections:</p> <p>Pass out celebrity bullying stories (one story per two people). Explain that they will be reading and discussing these stories with a partner.</p> <p><u>Slide Seven: Celebrity Stories</u></p> <p>Explain and read activity and questions.</p>	<p>Arrange their desks to face their partner.</p> <p>Read the celebrity story they were given. Discuss the questions with their partner.</p> <p>Write a summary of their answers in the Journals.</p>
10 minutes	<p>Name-Calling Log Activity Intro:</p> <p>“Many of you, just like these celebrities and the Gang of Five in the novel, are getting called names here at this school. Many of you know people or have seen people in this school getting called names or calling people names. People can be judgmental and mean. Over the next few days, we are going to observe the name-calling atmosphere of our school.”</p> <p>The teacher will pass out the name-calling log.</p> <p><u>Slide Eight: Name Calling in Our School</u></p> <p>Explain activity via information on slide.</p> <p>“You will have today, Tuesday, and Wednesday before class to make observations. Keep this handout in your notebook and your notebook close by. This activity will help us to see that name-calling and bullying does happen in our school and make us more aware. Be ready to discuss your observations on Wednesday.”</p>	<p>Listen to the teacher explain the activity and assignment. Look over handout. Ask questions concerning the assignment and handout.</p> <p>The students will put the handout in their notebook.</p>
5 minutes	<p>Summary/Closure: Clarify homework activity. Tell them reading assignment.</p>	

Resources:

- B1: Subject/Verb Agreement Chart, pg. 173 of *Mechanically Inclined*
- B2: Celebrity stories from (<http://www.onlinecolleges.net/2011/11/02/15-famous-successful-people-bullied-school/>)
- A2: Stereotypes Powerpoint
- B3: Name-Calling Log

Homework:

- Name-Calling Log Observation
- *The Misfits* page 76-87.

Day 2

Materials:

- Student Journals
- Student Notebook
- Students' Character Maps
- Be/Do/Have Verb Agreement Charts: Present Tense
- The Case of the Missing Verb Handout
- Glue Sticks
- 4 Copies of B6, with each verb cut-out onto a separate slip of paper and each verb set organized into a separate envelope
- Rewards for The Case of the Missing Verb Activity winners

Time	The teacher will...	The students will...
10 minutes	Pass back Students' Character Maps (Reading Log #3). Ask students to share how observing their schoolmates is going and what they are learning.	Raise their hands to share their experience with the observation activity.
10 minutes	Subject/Verb Agreement Mini Lesson: Pass out be/do/have Verb Charts. Go through the charts and explain them. Emphasize that 3 rd person singular is the only exception and that it will be the only one in present tense with a different verb form. Instruct the students to get into pairs or partners. "Once you have found a partner and arranged your desks together, look up at me." Pass out a stick of glue to each of the pairs, a copy of The Case of the Missing Verb Handout, an envelope with the verb slips. "The handout should be upside-down	Put the Verb Charts in their Notebooks. Choose a classmate as a partner and arrange desks close together. Once they have found a partner they will look at the teacher. Listen to directions for the activity. Ask any questions they have about the activity.

	<p>on your desk and all the pieces of paper should be in the envelope. Because this is going to be a race and there will be a prize to the 1st, 2nd, and 3rd place team. You will use the slips of paper in the envelope to fill in the blanks on the handout. On your handout will be sentences missing forms of the verbs be, do, and have. You can use your charts to help you figure out the answers. You cannot use the novel. Once you think you have completed the whole 'Case' correctly, have one person from your team up to the front so I can check it. No running up to the front and form a line if there is more than one person. Make sure you read the directions on the paper before you start. Don't glue until you are sure of your answers. You may begin."</p>	
10 minutes	<p>The teacher will stand at the front of the room, ready to check the students' completed work. Check the students' handouts and designate winners.</p>	<p>Work to fill the blanks in the sentences in with the correct verb form. Bring their handout up to the front if they completed and think it is correct.</p>
10 minutes	<p>Instruct the students to read through their past Journal Entries for this Unit. "Look at and maybe write a response to what I wrote back to you. -How can these lyrics function as advice? It is all right to make mistakes and write how you talk in your journals. But, we will be writing a narrative story soon and I'll expect you to use correct form of the verb. So, just observe if you have any patterns of misuse with these verbs. When you are done, you may look over what you have written on your name-calling log so far."</p>	<p>Listen to directions. Get out their Journals and read through them. Write responses to the teacher's comments. Look at their use of the verbs 'do' 'be' and 'have.'</p>
10 minutes	<p>Summary/Closure: Remind students of their name-calling logs. Inform them that they will need to be ready to discuss the questions</p>	<p>Write the questions on the slide into their Notebooks.</p>

	<p>on <u>Slide Nine</u>. Explain that they must come with a written response to three of the six questions, and that they need to write down all the questions right now into their Notebook.</p>	
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Resources:

- B4: Be/Do/Have Verb Charts: Present Tense
- B5: The Case of the Missing Verb Handout
- B6: Variations of have/be/do to cut out for activity
- A2: Stereotypes Powerpoint

Homework:

- Name-Calling Observation Log
- A written response to three of the six Discussion Questions

Day 3

Materials:

- Stereotypes Powerpoint
- Student Notebooks
- Socratic Seminar Participation Checklist

Time	The teacher will...	The students will...
Before Class	Arrange the desks into a circle.	
5 minutes	<p>Socratic Seminar Rules: <u>Slide 10</u>: Explain rules and expectations.</p>	Get out their written responses to three of the discussion questions. Listen to the rules and ask questions.
40 minutes	<p>Socratic Seminar: The teacher will pose the discussion question. Allow the students to lead the discussion and speak as little as possible. Ensure that all students are participating. Asking prompting questions or for clarification, only when needed. Taking notes on students' ideas and marking off who is participating on the Participation Checklist. When discussion tapers off, summarize students' discussion of that particular question or ask a student to summarize it. Pose the next question.</p>	Discuss the question with their classmates based upon what they experienced in this activity and wrote in response. Respond to each other's ideas with agreement or asking for clarification. Provide examples to back up their ideas based upon their observations during the activity.

5 minutes	<p>Summary/Closure: Ask for closing thoughts. Share an evaluation of their participation and ideas during the discussion. Collect the homework (written responses to three discussion questions).</p>	Put their name on and turn in their homework.
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Resources:

- A2: Stereotypes Powerpoint
- B7: Socratic Seminar Participation Checklist

Homework:

- Read *The Misfits* page 88-104

Day 4

Materials:

- *The Misfits* Novel
- Student Journals
- *The Misfits* Powerpoint
- Student Notebooks
- Computer/Projector/Speakers
- Song Audio: *Brother (Watching)* by Shad
<http://www.youtube.com/watch?v=4Jhn3X8gGEA>
- Copies of the song lyrics
- Stereotypes Powerpoint

Time	The teacher will...	The students will...
10 minutes	<p>Journal 3 Topic: <u>Slide Five:</u> Misfits Powerpoint Read Journal topic</p>	Get out their journals and write a response to the Journal Topic.
10 minutes	<p>Song Commentary on Stereotypes: Pull up music video for <i>Brother (Watching)</i> and play it on the projector. Stop the video around minute 2:55. Probe students' thoughts about the song. Pass out a copy of the lyrics. Play the song again, without showing the video on the projector. Stop the song around minute 2:55.</p>	<p>Watch video and listen to the song. Express their ideas or like/dislike of the song. Listen to the song and read along with the lyrics.</p>
10 minutes	<p>Think, Pair, Share with Song: The teacher will instruct the students to find a partner (or will pair students himself or herself). <u>Slide Eleven:</u> Instruct the students to</p>	<p>Find a partner. Discuss their thoughts and ideas about the message of the song and the meaning of the specific lyric.</p>

	<p>talk about:</p> <ul style="list-style-type: none"> -The main message of the song using specific evidence in the lyrics. -What does this lyric mean: “Not confined by a sense that you have to disprove Any stereotypes, so called facts to refute Or match any image of blackness they’ve established as true... Grow to smash the mold that they’ve casted of you.” -How can these lyrics function as advice? 	
10 minutes	<p>Group Discussion: Facilitates discussion about students’ thoughts and ideas about the song and questions.</p>	Volunteer to share their thoughts on the song and what its message about stereotypes is.
10 minutes	Inform the students of their reading assignment in <i>The Misfits</i> .	Read <i>The Misfits</i>
3 minutes	<p>Summary/Closure: Make sure students know the reading assignment and bring Journals to class.</p>	Write reading assignment in agenda.

Resources:

- A6: *The Misfits* Powerpoint
- B8: *Brother (Watching)* by Shad, lyrics

Homework:

- Read *The Misfits* page 105-149

Day 5

Materials:

- copies of the Personal Narrative Handout and Rubric
- copies of Brainstorming Graphic Organizers
- Personal Narrative Writing Process Checklist

Time	The teacher will...	The students will...
7 minutes	Anticipatory Set: Ask students to share what has been their favorite scene or character in <i>The Misfits</i> thus far.	Talk about their favorite parts of characters in <i>The Misfits</i> .
10 minutes	Pass out a Personal Narrative Handout and Rubric to each student.	Ask questions about the assignment.

	Explain the handout and rubric. Field any questions about the assignment.	
30 minutes	Explain to the students that they will have the rest of the period to begin working on their personal narrative. Inform students of the homework assignment for Monday pertaining to the personal narrative. Walk around the classroom. Answer questions. Prompt students thinking or help them brainstorm. Keep students on task. Keep track of who is using the time given to brainstorming and work on narrative. Use the Personal Narrative Writing Process Checklist to make a note of this.	Brainstorm for ideas to write their story about. Plan and organize their story and thoughts. The students may use the graphic organizers the teacher provides. Begin writing their personal narrative. They may expand upon the journal they wrote previously of an experience being stereotyped or using stereotypes.
3 minutes	Summary/Closure: Field any questions or concerns. Explain homework.	Ask questions or express concerns. Write down homework in agenda.

Resources:

- B9: Personal Narrative Handout and Rubric
- B10: Brainstorming Graphic Organizers
- B11: Personal Narrative Writing Process Checklist

Homework:

- Draft of Personal Narrative: written 1 page or typed 1 page double-spaced
- Read *The Misfits* page 150-207

Week Three**Day 1**

Materials:

- Student's first drafts for their Personal Narrative
- Peer Review slip
- Personal Narrative Writing Process Checklist
- White/chalkboard
- Wall chart, markers
- Compound Sentence Pattern Scaffold
- *The Misfits* novel
- *The Misfits* Powerpoint
- Blank pieces of paper
- Crayons, markers, colored pencils
- Character Maps
- Music

Time	The teacher will...	The students will...
10 minutes	<p>Ask students to get out their personal, narrative draft.</p> <p>Pass out the Peer Review slips to each student.</p> <p>Ask students to share their draft of their Personal Narrative with a classmate sitting next to them.</p> <p>Walk around the room to ensure that each student has brought a First Draft of their Personal Narrative. Use the checklist to record which students have completed their draft.</p>	<p>Read their classmate's Personal Narrative and fill out the Peer Review slip in response.</p>
10 minutes	<p>Comma Use Mini Lesson: FANBOYS</p> <p>Ask students to define an independent clause. Review an independence clause.</p> <p>“An independent clause is a simple sentence that can stand on its own. This is because it has both a subject and predicate or verb.”</p> <p>Ask for examples of independent clauses. Write examples on the board.</p> <p>Explain compound sentence.</p> <p>“A compound sentence is a combination of two independent clauses.”</p> <p>On the wall chart write: “SENTENCE” leave a large blank, and then write “SENTENCE.”</p> <p>Pick two of the example sentences and ask how these can be combined.</p> <p>“What do we need in between the two independent clauses to make one big sentence?”</p> <p>Respond to, affirm, and/or correct students' responses.</p> <p>After the students correctly identify what a compound sentence needs. Write a big comma after the first “SENTENCE” on the wall chart. Write F, A, N, B, O, Y, S going vertically</p>	<p>Get out their Notebooks to take notes and write down examples. Students will raise their hands to provide a definition based upon their past knowledge.</p> <p>Raise their hands to volunteer to define independent clauses.</p> <p>State that two clauses need an ‘and’ ‘or’ ‘but’ etc (depending upon sentence and student preference) to be a sentence.</p> <p>State that they sentence needs a comma.</p> <p>Guess what the letters in FANBOYS stand for.</p> <p>Copy the compound sentence scaffold into their Notebooks.</p>

	<p>down the wall chart. Ask for guessing to what the letters stand for. Explain and write the words that the letters stand for. Review the scaffold. Use two independent clauses from board to create an example sentence.</p>	
<p>5 minutes</p>	<p>Character Analysis Activity: <u>Slide Six:</u> Misfits Powerpoint “We know that name-calling and stereotypes can affect people. We have seen or felt how hurtful judgments or comments can make someone feel. Today we will be looking at their effects on the characters in <i>The Misfits</i> which will help us to understand the characters better.” Explain points on slide. Make sure to explain the difference between labels and stereotypes. “Labels are NAMES given to someone based upon outward appearances or qualities, etc. Stereotypes are JUDGMENTS made about someone based upon outward appearances or qualities. “For example, I may be labeled as ‘four-eyes’ based upon the observation that I wear glasses. That would be a label. Based on the observation that I wear glasses: people may judge me to be smart and/or socially awkward. These would be stereotypes.” Explain that for each character they will be identifying each of the four elements. “You are able to choose how you want to write or depict each of the four elements for each character. You can use supplies from the art table to express it creatively or you can write your answers down in your</p>	<p>Listen to the teacher’s directions. Ask questions regarding the differences between stereotypes and labels. Provide examples of stereotypes or labels. Ask questions about the activity. Choose a group of classmates to work with. Arrange their desks together. Get art supplies from the art supply table.</p>

	Notebook. Make sure that the finish product for each character contains a clear answer to the four bullet points. You may work in groups of 3-4, but each student must have their own product.”	
25 minutes	Walk around the room to observe student progress and keep students on task. Play soft orchestra based music. Inform students of how much time they have left.	Use their novel and Character Map to identify (for Bobby, Addie, Joe, and Skeezie) a label, stereotype, character’s reaction to label/stereotype, effect of label/stereotype on character. Write answers, quotes, and their thoughts for each element. Draw/Depict answer or their thoughts for each element.
3 minutes	Summary/Closure: Collect Assignment. Tell them the reading assignment. Remind students to bring their drafts of their personal stories to next class to turn in.	Write assignments in agenda.

Resources:

- C1: Peer Review Slip
- B11: Personal Narrative Writing Process Checklist
- A6: *Misfits* Powerpoint
- Compound Sentence Pattern Scaffold. Anderson, Jeff. *Mechanically Inclined*. pg. 164.

Homework:

- Read *The Misfits* page 208-229
- Respond to own Personal Narrative using questions from Peer Review slip
- Bring Personal Narrative First Drafts to turn in

Day 2

Materials:

- Student Journals
- Wall Chart/Markers
- *Misfits* Powerpoint
- Character Maps
- copies of Reading Log #3

Time	The teacher will...	The students will...
10 minutes	Journal Topic 4: <u>Slide Seven:</u> <i>Misfits</i> Powerpoint	Get out their journals and write a response to the quote.

7 minutes	<p>Homophones Mini Lesson: Write “It’s” and “Its” on the wall chart, one spaced below the other. Ask students the difference between the two words. Write the students’ correct answers on the wall chart beside the correct word. Ask students to come up with example sentences that use both words. Write “Their” “There” and “They’re” on the wall chart. Ask students to define or describe the function of each word. Ask for example sentences using each word and write good examples on the wall chart.</p>	<p>Answer that ‘it’s’ means “it is” and ‘its’ denotes possession. Share example sentences using ‘it’s’ and ‘its.’ Raise their hand to define or say the function of each word. Say that ‘their’ is possessive, ‘there’ shows location, and ‘they’re’ means “they are.” Volunteer example sentences using each word.</p>
30 minutes	<p>Collect Personal Narratives. Pass back Character Analysis Activity assignments. Tell students that they will need to complete <i>The Misfits</i> by the next class period. Allow for students to use the class period to read the novel. Alternate walking around to ensure students are on task and reading the students’ personal drafts.</p>	<p>Turn in personal narratives. Read <i>The Misfits</i>. If the students complete the novel before class ends, they may fill in and complete their Character Maps. Draw new Character Maps for important minor characters (Kevin, Pam, DuShawn, Tonni).</p>
3 minutes	<p>Summary/Closure: Explain homework. Pass out Reading Log #3. Inform them that they will need their Notebook with their notes and activities from the whole unit and their novel.</p>	<p>Write their homework assignments in their agenda.</p>

Resources:

- A6: *Misfits* Powerpoint
- C2: Reading Log #3

Homework:

- Read *The Misfits* page 230-Finish
- Add to and complete Character Maps for The Gang of Five
- Reading Log #3

Day 3

Materials:

- *The Misfits* novel

- Reading Log #3
- The Reading Log Checklist
- Student Notebooks
- *The Misfits* Powerpoint

Time	The teacher will...	The students will...
5 minutes	<p>Anticipatory Set: Instruct the students to keep their Reading Log #3 on their desks. Have students write a tweet regarding the novel or unit topic. Remind them a tweet can only be 140 characters. Walk around and check the students' Reading Log #3.</p>	Write a tweet with their response to the novel or the unit topic of stereotypes.
15 minutes	<p>Small Group Discussion: <u>Slide Eight:</u> <i>Misfits</i> Powerpoint Explain the directions for the activity. Walk around the room. Observe discussion. Help jumpstart discussion in particular groups with probing questions or re-phrasing of the questions.</p>	Pick three classmates to be in a group with. Bring their notebooks, novel, and Reading Log #3 with them to their group. Discuss the four questions with their group members. Write notes about their group members' thoughts and answers.
20 minutes	<p>Large Group Discussion: Have the students arrange all their desks into a circle. Pose the four questions and allow the students to discuss the questions. Facilitate the discussion by asking students to answer that have not spoken and asking students to respond to their classmates' ideas. The teacher will express his/her own ideas about the questions. Ask the students what our response to the message of this novel should be. "What could/should we change about our actions, words, or judgment of others?"</p>	Share their ideas about each question. Respond to their classmates' ideas. Express their opinions about how this book should change.
10 minutes	<p>Summary/Closure: Ask for any closing questions or comments about the novel. Explain the activities for the next two days: "Tomorrow I will hand back your Personal Narrative Drafts with</p>	Ask closing questions or make closing statements about the novel. Write the next day's events in their agenda/planner.

	<p>my responses and suggestions. Tomorrow you will spend class time revising and typing your narrative. Revision means that you re-think, re-write, and re-organize your thoughts. If you have already begun typing your narrative, make sure to bring a flash drive or other storage device with the file on it OR email the file to my email account. Friday we will edit our narratives. Editing involves looking for and correcting grammar and spelling mistakes.”</p> <p>Tell the students that they will either meet in the computer lab or be using laptops in the classroom.</p>	
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Resources:

- A6: *Misfits* Powerpoint
- A10: Reading Log Checklist

Homework:

- Bring Flash Drive or storage device to next class

Day 4

Materials:

- Student Journals
- Student Personal Narrative first drafts, with teacher comments and responses
- Personal Narrative Writing Process Checklist
- Computer
- Flash Drives
- copies of Brainstorming Graphic Organizers (esp. Story Map 1 and 2)

Time	The teacher will...	The students will...
7 minutes	Pass back the students' Personal Narrative first drafts. Help the students log on to the computers and bring up a word processing program.	Read the teacher's response to their Personal Narrative. Log onto the computer. If needed, pull up their digital copy of their personal narrative.
10 minutes	Ask the students to re-read the handout and rubric, so they keep in mind what the teacher is looking for while they are revising. Instruct the students to write a 'To add', 'To change', 'To delete', and 'To reorganize' list.	Re-read the handout and rubric. Write a list of things they want or need to add, change, delete, or reorganize.

	Walk around the room to keep students on task and help them think through each list.	
30 minutes	Circulate around the room. Help students think about how to act upon the items they said they needed to do in their lists they created. For example, a student could write that they needed better organization and wants to order his story according to time-sequence. The teacher could suggest for the student to use one of the graphic organizer to plan out the organization of the narrative. Use the Personal Narrative Writing Process Checklist to keep track of who was participating and revising their story.	Add and revise to their personal narrative according to their lists and the rubric. Type their narrative into a word processing program.
3 minutes	Ask the students to start saving their work and logging out of the computer. Help students save their narratives to a flash drive and/or sending it in an email to themselves.	

Resources:

- B9: Personal Narrative Handout and Rubric
- B10: Brainstorming Organizers
- B11: Personal Narrative Writing Process Checklist

Homework:

- Complete a final draft of their Personal Narrative. Bring a printed copy to next class. It will be double-spaced and two pages long.

Day 5

Materials:

- Printed copy of Personal Narrative
- copies of the Editor's Checklist
- Peer Edit handout
- Doc Cam/Overhead
- Projector and screen
- Student Notebooks
- Personal Narrative Writing Process Checklist
- Candy

Time	The teacher will...	The students will...
15	Introduce Editor's Checklist	Listen to the teacher. Ask

minutes	<p>The teacher will pass out copies of the Editor's Checklist. Explain what the Editor's Checklist is used for.</p> <p>Go through the Editor's Checklist with the students and review each item with the students.</p>	<p>questions about elements on the Editor's Checklist.</p> <p>Write notes on their Editor's Checklist handout.</p>
10	<p>Peer Edit:</p> <p>Display the Peer Editing Checklist on the projector screen. Explain the Peer Edit handout.</p> <p>Ask the students to trade papers with a student that hasn't read their Personal Narrative yet.</p> <p>Walk around the room to help keep students on task and help them think through the questions on the Peer Edit handout.</p>	<p>Trade Personal Narrative with a student they haven't shared their story with yet.</p> <p>Read their partner's story.</p> <p>Use the Peer Edit Checklist to respond to their partner's on a separate sheet of paper.</p> <p>Return the story back to the owner along with their Peer Edit response on a separate piece of paper.</p>
20	<p>Personal Edit:</p> <p>Explain to the students that once they are done that they may begin to edit their own Personal Narrative.</p> <p>Instruct the students to put the Editor's Checklist in their Notebooks and to get out a separate piece of paper.</p> <p>"Write the date, your name, the title of your story, and "Edit Checklist" on the top of the paper. You will go through the Editor's Checklist point by point, and look for errors or issues in your paper. So, first read your story looking for capitalization errors. If you find any, write the specific error on the piece of paper and write the correct. Mark on your copy of your personal narrative how you will correct it. Next read your story for issues or mistakes with homophones. And so on. Until you have checked your story for each item on the Editor's Checklist. When you have found and corrected errors in EVERY category, bring your story and piece of paper up to me. I will look to see that you have found at least two</p>	<p>Listen to the teacher's instructions. Put the Editor's Checklist in their Notebooks.</p> <p>Read through their stories checking for errors or issues in every category of the Editor's Checklist.</p> <p>Bring their story and checklist up to the teacher to check.</p> <p>Eat candy!</p>

	<p>errors in each category and have made a mark of how to correct it on your final draft. If you have the entire Editor’s Checklist completed thoroughly, you will get a couple pieces of candy!”</p> <p>Walk around to every student and use Personal Narrative Writing Process Checklist to note who has brought their final draft and who is using the time to edit their story.</p>	
5 minutes	<p>Summary/Closure: Explain homework. Tell students to bring: a FINAL copy of their personal narrative the final draft (they were writing on in class) of their personal narrative with its editing marks and corrections their partner’s Peer Edit response.</p>	<p>Write down the homework in their agenda. Pack up their materials.</p>

Resources:

- B9: Personal Narrative Handout and Rubric
- C3: Editor’s Checklist
- C4: Peer Editing Checklist
- B11: Personal Narrative Writing Process Checklist

Homework:

- Final Copy of Personal Narrative: two pages double-spaced.
- Bring copy of Final Draft with editing and corrective markings
- Bring copy of their partner’s Peer Edit response and Peer Review response

Week Four

Day 1

Materials:

- Students bring: Final Copy of Personal Narrative, copy of final draft, copy of partner’s peer edit response, copy of peer review response.
- Chalk/white board, markers/chalk
- Personal Narrative Writing Process Checklist
- Student Journals

Time	The teacher will...	The students will...
5 minutes	Instruct students who want to read and share their personal narratives to write their names on the board.	Put their name on the board if they want to share their story with the class.

	Explain that each personal who share/reads will be asked: “What have you learned about yourself or society from writing this personal narrative?”	Think about their answer to the teacher’s question.
As needed	Personal Narrative Presentations: Facilitate the students’ presentation of their personal narrative.	Get up to read and explain their story. Listen to their classmates’ stories. Answer the question posed by the teacher.
Until period ends	“Free” Time: Tell the student that they have been doing such a great job and that because of that he/she is going to give them a chance to have some free time until the end of the period. Explain that the students need to come back to class the next day ready to work.	The students may read a book, talk quietly to their classmates, do homework for other classes, or write in their journal.

Resources:

- B9: Personal Narrative Handout and Rubric
- B11: Personal Narrative Writing Process Checklist

Homework: NONE

Day 2

Materials:

- Computer
- Projector/projector screen
- Internet Website: http://www.ericmyer.com/stereotypes_II.php#
- copies of passage from *Bronx Masquerade*
- Stereotypes Powerpoint

Time	The teacher will...	The students will...
15 minutes	Pull up the website. Click through each of the original pictures. Have students identify what label that picture is depicting. Tell students to keep their comments school appropriate and from containing derogatory statements or racial slurs. After clicking through all the pictures, ask “Think about what stereotypes you have of people with these labels.	Raise their hands to identify the label the original pictures are portraying. The students’ answers might include: “Asian nerd” “Asian businessman” “Goth girl” “Emo girl” “Island man” “Indian woman” “Mexican” “Dumb blonde” “Miss America” “White authority” “black man”. Answer the teacher’s questions with his or her own ideas and

	<p>We have them without really thinking about them. Even the labels themselves can show some of our stereotypical assumptions. For example, I labeled the picture in the second row, third column as ‘dumb blonde.’ But that’s just an assumption. A stereotype.</p> <p>Choose a different picture for the top portion of the composite face and another for the bottom portion of the composite face. For example, display the original first row, top left picture. Then click on one of the other guy pictures to use as the bottom.</p> <p>Ask the students how this changed the picture and the label.</p> <p>Make different combinations and allow students to choose different combinations to make.</p> <p>“How do these different combinations subvert stereotypes?”</p>	<p>thoughts.</p> <p>Choose different face combinations.</p>
<p>20 minutes</p>	<p>Pass out a copy of the passage from <i>Bronx Masquerade</i> to each student. Explain the premise/major themes of the novel and context for the quote. Tell the students that they will be reading this excerpt, coming up with their own interpretation of the scene, and acting it out. Instruct the students to get into groups of 3 (no more, no less).</p> <p><u>Slide Twelve: Stereotypes Powerpoint</u></p> <p>“Once you are in your groups, look at me. First, you are going to read the passage aloud together. Then, I want you to discuss the following:</p> <p style="padding-left: 40px;">Sheila’s perspective. Can you sympathize with her?</p> <p style="padding-left: 40px;">Wesley’s perspective. Do you agree with him?</p> <p>Lastly, I want you to re-create and act out this scene. You don’t have to use the same words, setting, or characters, but make sure you are</p>	<p>Listen to the teacher’s directions. Choose two students to be in a group with. Arrange their desks together. Pay attention to the teacher for further instruction. Read the excerpt with their group mates. Discuss both Sheila’s & Wesley’s perspective and talk about whether they agree or understand one or both. Talk about their ideas for the drama. Agree upon a certain setting, characters, and dialogue.</p>

	<p>talking about the same issues. You will have 20 minutes to discuss the passage, create, and come up with your dramatic production.”</p>	
15 minutes	<p>Ask for volunteer groups to present. Observe the scenes. After each scene: give students a chance to ask the performers questions and ask questions about the group’s interpretation of the scene.</p>	<p>Volunteer to present their dramatic productions. Act out their interpretation of the scene. Answer questions about and/or their interpretation.</p>

Resources:

- Stereotypes Website: http://www.ericmyer.com/stereotypes_II.php#
- D1: Excerpt from *Bronx Masquerade*
- A2: Stereotypes Powerpoint

Homework: NONE

Day 3

Materials:

- Student Journals
- Stereotypes Powerpoint
- copies of American Born Chinese, or photocopies of the particular passages page 48-51, page 202-204
- Student notebooks
- copies of Poem Excerpt from *Bronx Masquerade*
- Journal Entry Checklist and Assessment

Time	The teacher will...	The students will...
15 minutes	<p>Journal 5 Topic: <u>Slide Thirteen: Stereotypes</u> Powerpoint</p>	<p>Write a response to the topic in their journals.</p>
23 minutes	<p>Individual Reading and Activity: <u>Slide Fourteen: Stereotypes</u> Powerpoint Instruct the students to read the designated passages in <i>American Born Chinese</i> and think about & answer the questions on the Powerpoint. Walk around the room ensuring that students are on tasks and helping students think through the questions.</p>	<p>Read the two excerpts from <i>American Born Chinese</i>. Think about the questions on the powerpoint. Formulate and write an answer using evidence from the text.</p>
7	<p>Class Discussion: Ask the students...</p>	<p>Express their thoughts and opinions regarding the questions</p>

	<p>“Do you think Gene Luen Yang’s (the author) use of this stereotype have a positive impact on the reader?”</p> <p>“Does this exaggerated use of a stereotype help uncover more concealed stereotypical beliefs that you or other might have?”</p>	<p>the teacher poses about Yang use of stereotypes.</p>
5 minutes	<p>Summary/Closure: Collect Journals. Pass out copies of the poem from <i>Bronx Masquerade</i>. Explain homework.</p>	<p>Write down homework in agenda.</p>

Resources:

- A2: Stereotypes Powerpoint
- D2: Poem Excerpt from *Bronx Masquerade*
- A5: Journal Entry Checklist and Assessment

Homework:

- Read the ‘Black Box’ poem

Day 4

Materials:

- copies of ‘Black Box’ poem from *Bronx Masquerade*
- Student Notebooks

Time	The teacher will...	The students will...
7 minutes	<p>Partner and Switch Discussion: Have the students stand up. Ask the students to find a partner they haven’t done an activity with yet. Instruct the students to have a 2 minutes conversation based around the topic: What I have learned about stereotypes... “The first person will talk for one minute on what they have learned, I will give a cue, *make cue sound* and the second person will respond to what the first person said. And Go...” Sound the cue at 1 minute. Walk around the room listen to the conversations until the two minutes are up. Tell the students to find a new</p>	<p>Pair off into groups of two. Leave materials at their desks. Stand facing their partner separated from other groups. Discuss what they have learned about stereotypes with their partner. Respond to their classmate’s comments. Find a new partner and stand facing them. Share what they have learned about themselves.</p>

	partner. “Same thing this time except the topic is: What I have learned about myself.”	
15 minutes	Ask the students to sit down and get out their copy of ‘Black Box.’ Ask for a volunteer to come up front to read the poem. Sit in a desk with the students and listen to the poem being read. Ask the students to share their ideas about the general meaning of the poem. Ask the students: “What does this poem tell us about the person who wrote it? Personal qualities or personality? Past experiences?”	Sit down at their desks and get out their copies of ‘Black Box.’ Listen to the student volunteer read the poem. Express their ideas about the meaning or message of the poem. Share their ideas about the qualities or past experiences of the writer of the poem.
20 minutes	Talk and discuss the poem line by line with the students. Allow the students to lead and dominate the discussion. Ask a few questions, such as: What’s the double meaning on the word ‘flakes’? What does it mean when it says “you like your boxes”? What are the boxes that he is talking about?	Paraphrase a line of the poem. State the meaning of that line. Identify and discuss the metaphors throughout the poem. Relate the poem to their experience.
8 minutes	Summary/Closure: Have a student volunteer read the poem in its entirety aloud. Explain the homework and Review activity for tomorrow.	Write down the homework in their agenda.

Resources:

- D2: Poem Excerpt from *Bronx Masquerade*

Homework:

- Bring Notebook (with notes, handouts, Character Maps, and reading logs) and texts (*The Misfits* by James Howe, lyrics to *Brother (Watching)* by Shad, passage from *Bronx Masquerade* by Nikki Grimes, *American Born Chinese*, and poem from *Bronx Masquerade*).

Day 5

Materials:

- Songs:
<http://www.youtube.com/watch?v=6YKte4doAXk>. *Identity* by Lecrae (stop after 30 seconds)
http://www.youtube.com/watch?v=5A_Rl8aQxII. *Reflection* by Christina Aguilera.
- Review handouts: for each group a different handout with a different character or text
- Stereotypes Powerpoint
- copies of the Extended Definition Creative Project Handout and Rubric

Time	The teacher will...	The students will...
5 minutes	Anticipatory Set: Play <i>Reflection</i> and first 30 seconds of <i>Identity</i> . Ask students to compare/contrast the videos and songs. “What symbol was used in both videos? How does this relate to our discussion on identity?”	Watch the video. Express their ideas about how the videos and songs are similar and different.
20 minutes	Review: <u>Slide 15:</u> Stereotypes Powerpoint Explain directions for review activity. Instruct the students to begin the activity. Circulate around the room helping students discuss and think through the questions by asking probing questions or re-phrasing the question. Ensure that students stay on task and that each group member participates in the discussion.	Listen to directions. Form groups of three. Discuss and answer the questions on the handout collaboratively. Search through the texts to provide evidence and examples for their answers. Decide which questions to present to the class.
15 minutes	Review Presentations: Have each group share the text/character, questions, and answers they came up with. Summarize the students’ answers. Collect group handout.	Each group will quickly share their text/character, questions, and answers. Turn in group handout.
10 minutes	Intro to Extended Definition Project: Pass out the Extended Definition Creative Project handout and rubric. Explain the project to the students using the handout and rubric. Answer the students’ questions about the project. Explain that they will have three class periods to work on the	Listen the directions and expectations for the project. Ask questions they have about the project. Write the project due dates in their agenda and place the handout/rubric in their notebook.

	project and two days can work with computers.	
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Resources:

- D3: Review Handouts
- D4: Extended Definition Creative Project Handout and Rubric

Homework:

- Brainstorm for Extended Definition Project, pick groups

Week Five

Day 1

Materials:

- All Texts:
The Misfits, Brother (Watching), passages and poem from *Bronx Masquerade,* and excerpts from *American Born Chinese.*
- Brainstorming Graphic Organizers
- Student Notebooks
- Student Journals
- Example Glog, Prezi, Popplet, Flickr Photo Gallery
- Computer
- Projector/Projector screen
- Art supplies:
Markers, crayons, colored pencils, construction paper, poster board, glue, glue sticks.
- Extended Definition Creative Project Handout and Rubric

Time	The teacher will...	The students will...
10 minutes	Anticipatory Set: Ideas Show examples of technologies that they may use for their project. Give back students' Journals.	Ask questions and watch.
40 minutes	Project Planning: Inform the students that the rest of the period has been set aside for them to brainstorm and plan their projects. Circulate around the room providing guidance and accountability for time management.	Get together with their group. Brainstorm ideas for their project. Discuss the definition of stereotypes. Establish a certain set of criteria or rules for what stereotypes are and what they are not. Look through Decide upon an example of stereotypes or stereotyping in one of the texts read in the unit. Brainstorm mediums through which they may creatively

		present their ideas.
	Summary/Closure	

Resources:

- Graphic Organizers: <http://www.eduplace.com/graphicorganizer/>
- Example Popplet: <http://popplet.com/app/#/56226>
- Example Prezi's: <http://prezi.com/ki-xxegd6zho/dui-traffic-accidents/>
<http://prezi.com/2fvr6db6snv9/travels/>
- Example Glog: <http://lizbburn.glogster.com/the-hunger-games-ex/>
- Example Flickr Photo Gallery: <http://www.flickr.com/photos/lizbburn/galleries/72157627154086071/>
- D4: Extended Definition Creative Project Handout and Rubric

Homework:

- Work on Extended Definition Project
- Bring Flash drive and Group's notes to class

Day 2

Materials:

- All texts
- Student Notebooks
- Flash Drive
- Computer lab/laptop computers
- Video Camera, Camera, chargers
- Art supplies
- Extended Definition Creative Project Handout and Rubric

Time	The teacher will...	The students will...
45 minutes	Work on Project: Let the students get into their groups and begin working. Walk around to each group and talk to them about their ideas. Help the students use technology tools available to create their project.	Check out and/or log onto the computers. Finalize their ideas for their project. Begin working on and creating their project. Distribute responsibilities or parts of the assignment among group members.
5 minutes	Summary/Closure: Let the students know that there are five minutes left. Answer any questions or concerns the students may have. Remind the students that tomorrow is the last day that they are able to work on their projects in class.	Save their project on a flash drive. Log off computers and put them away. Write a list of things they need to do/get/bring in their agenda.

Resources:

- D4: Extended Definition Creative Project Handout and Rubric

Homework:

- Work on Extended Definition Project

Day 3

Materials:

- All texts
- Student Notebooks
- Flash Drive
- Computer lab/laptop computers
- Video Camera, Camera, chargers
- Art supplies
- Extended Definition Creative Project Handout and Rubric

Time	The teacher will...	The students will...
45 minutes	<p>Work on Project: Let the students get into their groups and begin working. Walk around to each group and talk to the students about their ideas. Help the students use technology tools available to create their project.</p>	<p>Check out and/or log onto the computers. Work on their projects. Finalize their projects. Discuss how they will present the project to the class.</p>
5 minutes	<p>Summary/Closure: Let the students know that there are five minutes left. Answer any questions or concerns the students may have. Remind the students that tomorrow is the last day that they are able to work on their projects in class.</p>	<p>Save their project on a flash drive. Log off computers and put them away. Write a list of things they need to do/get/bring in their agenda.</p>

Resources:

- D4: Extended Definition Creative Project Handout and Rubric

Homework:

- Complete Extended Definition Creative Project:
 Completed assignment turned in: a piece of paper with a link to the project brought to class, an email to the teacher before class with the file or link attached, OR a physical project or hardcopy brought to class
 Group presentation is ready,

Day 4

Materials:

- Completed Extended Definition Creative Project: hardcopy or email
- copies of the Peer Review handout
- chalk/whiteboard, markers, chalk
- Extended Definition Creative Project Handout and Rubric
- Computer
- Projector/Projector Screen

Time	The teacher will...	The students will...
Before class	Write a '1' on the top of the board, skip down to the next line and write a '2', underneath that write '3', and so on until the number reaches the amount/number of groups.	
10 minutes	Instruct the students to sign their group up for a presentation slot. Walk around and ensure that each group has a project to turn in. Pass out Peer Review handout.	Sign their group up for a presentation slot on the board. Gather all the project materials/parts from their group mates. Have their project out and ready to present.
40 minutes	Group Presentations: Observe each group's project and assess the presentation. Help the students utilize the technology to present their project.	Present their projects. Listen to their classmates present their projects. Write responses to each presentation on the Peer Review handout.
	Collect the students' group project and place physical projects or hardcopies into a locked filing cabinet or storage facility.	ALL students will turn in their projects to the teacher.

Resources:

- D4: Extended Definition Creative Project Handout and Rubric
- E1: Peer Review Handout

Homework: NONE

Day 5

Materials:

- Completed Extended Definition Creative Project: hardcopy or email
- copies of the Peer Review handout
- chalk/whiteboard, markers, chalk
- Extended Definition Creative Project Handout and Rubric
- Computer
- Projector/Projector Screen

Time	The teacher will...	The students will...
5 minutes	Greet the students as they walk in. Open the cabinet so students may retrieve their projects.	Gather their project materials and be ready to present.
As needed	Group Presentations: Observe each group's project and assess the presentation. Help the students utilize the technology in the classroom to present their project.	Present their projects. Listen to their classmates present their projects. Write responses to each presentation on the Peer Review handout.
Until end class	Unit Summary/Closure: Give closing thoughts on the unit. Suggest the books <i>American Born Chinese</i> and <i>Bronx Masquerade</i> to students to read.	Make comments about the unit topic and activities.

Resources:

- D4: Extended Definition Creative Project Handout and Rubric
- E1: Peer Review Handout

Homework: NONE

Appendices

Appendix A

A1: Anticipatory Set Teacher's Guide

"Cafeteria Tribes"

Materials:

- Mean Girls "Cafeteria Tribes" video
(http://www.youtube.com/watch?v=gZ_qXmxdgGM)
- Student Journals
- White/Chalk board
- Projector/Computer

Activity:

The teacher will play the video and the students will watch. Once the video is over, the teacher will ask students to get out their journals. While students are getting out their journals, the teacher will write "Do you feel like people label others like this at your school? Has someone ever labeled you in this way?" on the board.

The teacher will state that the girl in the video used a few words or phrases to describe whole groups of people, such as 'preps,' 'jocks,' 'nerds.' Write a response to this video based upon the questions on the board. The teacher will read the questions and the students will write a response.

A2: Stereotypes Powerpoint

Stereotypes and Labels:

Google Doc: Able to be viewed and downloaded at the following link.

<https://docs.google.com/open?id=0B6SPKLwBVkCsZDg2Yjk1N2QtNDM5Ni00NmQ0LTk2MDctYjAzYTRlMDcwZTNm>

A4: Book Signup Handout

Book #	Student Name	Student Signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		

A6: *The Misfits* Powerpoint

The Misfits

Google Doc: Able to be view and downloaded at the following link.

<https://docs.google.com/open?id=0B6SPKLwBVkCsMTBiYjk3YzktZTk4Mi00N2ExLTlmOWMtNzZjZjFiNjVlZjA5>

A7: Fill in the Blank Activity

Directions: Fill in the blanks honestly. No one will see this.

I have been stereotyped as _____.

This makes me feel:

This stereotype is inaccurate because:

A hurtful name I have been called is

Directions: Fill in the blanks honestly. No one will see this.

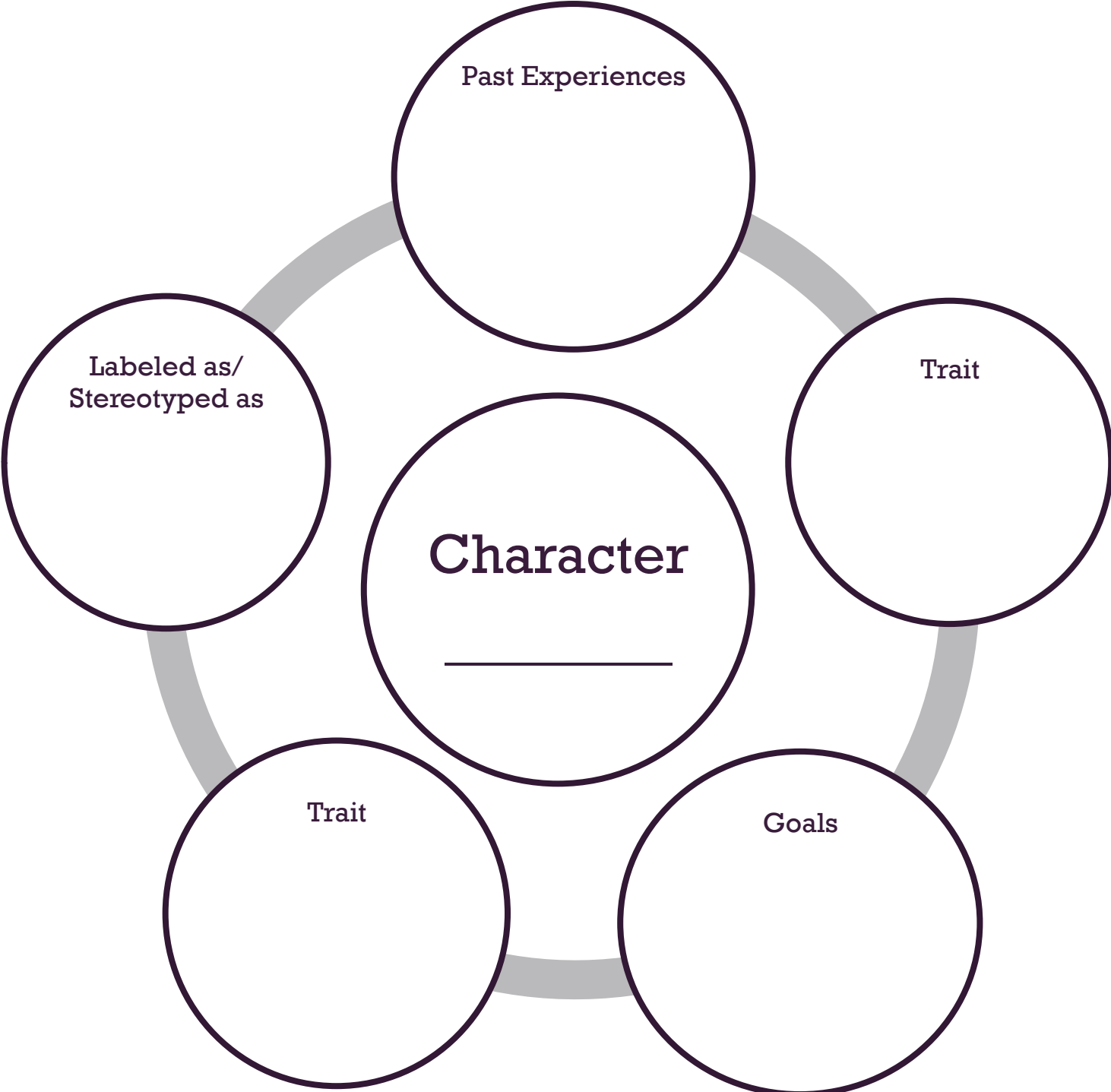
I have been stereotyped as _____.

This makes me feel:

This stereotype is inaccurate because:

A hurtful name I have been called is

A8: Character Map



A9: Reading Log #1 Handout

Name: _____

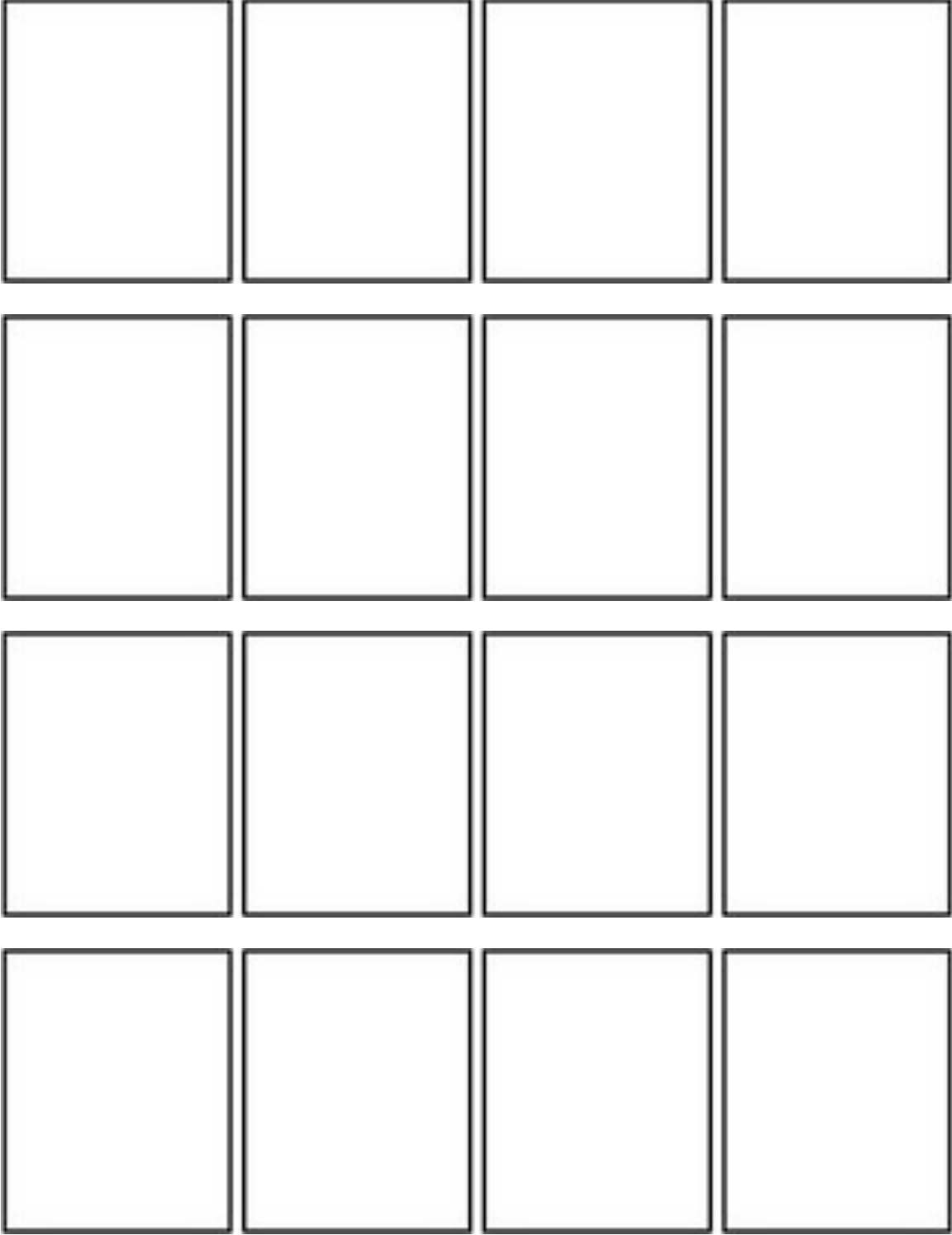
Date:

The Misfits
Reading Log #1

Directions: Answer the questions below using your own experiences, thoughts about the novel, and evidence from the text itself. Please use complete sentences to express your thoughts. If you need more room, you may write on the back of this handout.

1. Where and what is the Forum?
2. What happened when Joe and Bobby first met?
3. Why is Addie not standing for the Pledge of Allegiance?
4. What did Pam say about Mr. Kellerman? How does this change Bobby's opinion of Mr. Kellerman?

All: Blank Comic Strips



Appendix B

B1: Subject-Verb Agreement Chart

Anderson, Jeff. *Mechanically Inclined*. pg. 173

“Right Now” or Present Tense Verbs		
Point of View (Person)	Singular	Plural
I/we voice (1st)	I talk	We talk
You voice (2nd)	You talk	You talk
He/She/It Voice (3rd)	He talks; she talks. *Add –s or –es to the verb.	They talk
Notice the pattern: Use the base verb every time, except when using the he/she/it voice, the third person singular.		

“Already Happened” or Past Tense Verbs		
Point of View (Person)	Singular	Plural
I/we voice (1st)	I talked	We talked
You voice (2nd)	You talked	You talked
He/She/It Voice (3rd)	He talked; she talked	They talked
Notice the pattern: We always add –ed to the base verb to show that the events already happened or are in the past. **The –ed pattern does not work with ‘be,’ ‘do’, and ‘have’ verbs.		

B2: Celebrity Bullying Stories

from: <http://www.onlinecolleges.net/2011/11/02/15-famous-successful-people-bullied-school/>)

Kate Winslet: As one of the most beautiful and talented women in Hollywood, it's hard to believe that anyone would pick on Oscar winner Kate Winslet about her looks, but it's true. Growing up, Winslet was bullied and teased for being chubby. Her nickname at school was Blubber, and she was once even locked in the art cupboard. And although she is now adored by many worldwide, girls at school told her that no one would ever "fancy" her. Winslet may have grown out of her young awkwardness, but she has not yet shed the painful words of her youth. She says that she still feels like "the fat schoolgirl" and even now doesn't "consider [herself] some kind of great, sexy beauty, acknowledging that magazine covers are retouched, and she's greatly helped in films by hair, makeup, and lighting.

Miley Cyrus: Although Miley Cyrus seems to be quite popular as a teen, her pre-teen (and pre-fame) years in Tennessee were a completely different experience. At school, there was an "Anti-Miley Club" full of "big, tough girls" who were "fully capable of doing [her] bodily harm" and went above and beyond in their bullying pursuit. Cyrus was once locked in a bathroom during class: "They shoved me in. I was trapped. I banged on the door until my fists hurt. Nobody came." Other incidents included challenging Cyrus to a fight, which only ended when the principal stepped in. And when Cyrus wasn't being physically abused, she was being teased, with classmates telling her, "Your dad's a one-hit wonder. You'll never amount to anything — just like him." Fortunately for her, Cyrus did not listen to nay-sayers, scoring the role of "Hannah Montana" and a ticket to fame and fortune.

Michael Phelps: In 2008, Michael Phelps earned respect worldwide for his performance at the Beijing Olympic Games, as he earned the title of greatest Olympian ever with his all-time record for most individual gold Olympic medals, a total of nine. And although he has been called "amazing," "incredible," and even "Sportsman of the Year," Phelps was branded with much different terms as a kid. He was taunted for his "sticky-out ears" and lisp, as well as his long arms, which ultimately took him to greatness. It seems that the taunting Phelps experienced encouraged his greatness as well, with coach Bob Bowman reporting, "Michael is the motivation machine — bad moods, good moods, he channels everything for gain." Including, we presume, childhood taunting. Phelps is apparently able to take any adversity and turn it into a reason to train harder, going so far as to train during Christmas. His story is one of particular inspiration to bullied kids everywhere, showing that you can not only survive taunting, but turn it into motivation to be amazing.

Prince Harry: Most people imagine that the life of a prince is quite privileged and pleasant, and although we're sure Prince Harry has his fair share of royal privileges, he's also gotten more than his fair share of taunting. The reason? His red hair. Although in America, red hair does not carry a stigma, in the UK, "gingers" like Harry are picked on for their colored hair and fair skin. Harry's army pals frequently call him the "Ginger Bullet Magnet," and have joked that they would buy ginger wigs to wear in Iraq, presumably to prevent insurgents from identifying the young prince. Harry's girlfriend, however has a more flattering nickname: "Big Ginger." However, Harry's hair hasn't kept him from success, as he is currently a captain in the Army Air Corps, with honorary military appointments in the Royal Navy and the Royal Air Force. Prince Henry is also philanthropically active, acting as patron of several charity organizations, including Sentebale, a charity he co-founded to support orphans and vulnerable children in Lesotho.

Eva Mendes: Eva Mendes is one of Hollywood's leading ladies, but as a young girl, she suffered attacks from bullies. She explains, "I was a gawky, skinny girl with big teeth and that made me an easy target. I had two bullies and they tortured me all through junior high school." And although they made her miserable at school, eventually, she found the courage she needed to push back against them. "Only later could I see that I was showing them my fear and that's what they were pouncing on." Mendes recalls, "When I finally stood up to my bully, that's when things changed for me," and she encourages those who are being bullied to stand up for themselves as well. Although Mendes is proud that she showed courage and fought back against her bullies, she does think they left their mark: "I'm sure those experiences explain why I've been so anxiety-ridden in my adult life."

Jessica Simpson: Jessica Simpson is another star who still deals with bullies in the media, but unfortunately, tabloids were not the first to get a crack at her. Simpson seemed to be popular in school, as a homecoming queen and cheerleader, but she reports that she was a victim of the school's mean girl group: "I had girls egging my home, writing curse words on the sidewalk in paint — just saying really nasty things about me." It got so bad that, sadly, she quit cheerleading, but the star credits her unfortunate youthful experiences with helping her as a high profile celebrity, learning how to deal with constant scrutiny from the media. "I grew up in that fishbowl of always being judged and watched. I really do believe that was God preparing me for the life I'm living now."

Jessica Alba: As a celebrated Hollywood sex symbol, it's hard to imagine an unattractive, bullied Jessica Alba growing up. But the star insists that it's true, and that she had a terrible time fitting in at school. Her family didn't have as much money as others in her class, she had a Texan accent, and buck teeth. She was deemed uncool, and frequently attacked for being different. Alba spent her lunches in the nurses' office for solitude and safety, and her dad had to walk her to school so that she wouldn't be provoked. She never fought back, not wanting to lower herself to the level of her bullies, but she did find an outlet for her frustration and fear: acting classes. Alba recalls, "The idea that for an hour I could be someone different was amazing. I was determined that this was something I was going to be good at. This was a part of my life no bully could ruin." She says that her lessons at drama school "changed everything" and sparked a lifelong love of acting. Alba encourages others who have been bullied to use fear as fuel: "You have to make it push you to become a stronger person, in whatever way that may be."

Sandra Bullock: Sandra Bullock is both beautiful and stylish, not to mention talented, but back in school, her style wasn't exactly appreciated. The actress' mother was a German opera singer who would bring home European clothes for the young Bullock to wear, which the other kids thought were frumpy. Bullock also suffered from a lisp, which only added to the fire. But the star made it through her bully troubles, and she credits her mother with giving her the confidence to do so, remarking, "Uniqueness was something my mother pounded into me. I've made peace with the fact that the things that I thought were weaknesses or flaws were just me. I like them." She encourages girls who are going through trouble to persevere, even in the face of bullies: "Don't change. Be who you are."

B3: Name-Calling Log

NAME-CALLING LOG					
What was the response of others?					
What was the target's response?					
What was the tone? (angry, joking, upset, etc.)					
What was said?					
Who was the target? (age, gender etc. —no names).					
Who did the name calling? (age, gender etc. —no names).					
Location of incident					
Date & Time					

B4: Be/Have/Do Verb Agreement Charts (Present)

Be Verbs in the Present Tense (“Right Now”)		
Point of View (Person)	Singular	Plural
I/we voice (1 st)	I am intelligent.	We are intelligent.
You voice (2 nd)	You are intelligent.	You are intelligent.
He/she/it voice (3 rd)	He is intelligent. She is intelligent.	They are intelligent.

Notes/Examples:

Do Verbs in the Present Tense (“Right Now”)		
Point of View (Person)	Singular	Plural
I/we voice (1 st)	I do/don't	We do/don't
You voice (2 nd)	You do/don't	You do/don't
He/she/it voice (3 rd)	He does/doesn't She does/doesn't Bobby does/doesn't	They do/don't Friends do/don't

Notes/Examples:

Have Verbs in the Present Tense (“Right Now”)		
Point of View (Person)	Singular	Plural
I/we voice (1 st)	I have/haven't	We have/haven't
You voice (2 nd)	You have/haven't	You have/haven't
He/she/it voice (3 rd)	He has/hasn't She has/hasn't Addie has/hasn't	They has/hasn't Friends has/hasn't

Notes/Examples:

B5: Verb-less Sentences Handout from The Misfits.**The Case of the Missing Verb**

Names: _____

Date: _____ Period: _____

Directions: You will work with your partner to fill the blanks with the correct verb form. You will be given a set of 15 verbs on small slips of paper. Use the verbs on the slips to fill-in-the-blank. You will want to use stick glue or tape to adhere the slip to the paper. Some of the verbs will be used twice, but there is a separate slip of paper for each time it is used. There will be two verb slips left after all the blanks are correctly completed.

1. "I _____ aware of that," Killer Man said (pg. 3).
2. Addie _____ always been like that (pg. 16).
3. I mean, DuShawn Carter _____ laughing so hard he _____ pretty near busting a gut" (pg. 21).
4. "So will you _____ it?" (pg. 70).
5. Addie _____ find this funny or even seem to hear me (pg. 87).
6. "We _____ the party who speaks on behalf of the minority students of Paintbrush Falls Middle School" (pg. 87).
7. "May I _____ your attention children?" (pg. 46).
8. "It's always about black or white, and if you _____ think so, it's because you're white" (pg. 73).
9. In fact, he _____ quiet for a boy, and _____ not favor rude words or sounds such as those produced by sticking your hand in your armpit and giving it a squeeze" (pg. 78).
10. I know that I _____ involved because Addie _____ my friend and I _____ know how to say no (pg. 84).

B6: Have/Do/Be Verbs

am	am	are	is	is	is	is	be	be
do		don't		don't		does		doesn't
have		has						

am	am	are	is	is	is	is	be	be
do		don't		don't		does		doesn't
have		has						

am	am	are	is	is	is	is	be	be
do		don't		don't		does		doesn't
have		has						

am	am	are	is	is	is	is	be	be
do		don't		don't		does		doesn't
have		has						

am	am	are	is	is	is	is	be	be
do		don't		don't		does		doesn't
have		has						

am	am	are	is	is	is	is	be	be
do		don't		don't		does		doesn't
have		has						

am	am	are	is	is	is	is	be	be
do		don't		don't		does		doesn't
have		has						

B8: *Brother (Watching)* by Shad

Link: <http://www.youtube.com/watch?v=4Jhn3X8gGEA>

Lyrics:

I've been watching everything,
Ah, Brother, brother.

Yo, I try to hold some hope in my heart for these African youths
Coming up where I'm from many traps to elude
Surrounded by mostly white and affluent dudes
And somehow, you expected to master this smooth swagger and move
With the right walk, the right talk, fashion and crews
Souls subtly attacked and abused
And what's funny is being black wasn't cool
Where I'm from till suddenly you started hearing rap in the school
Hallways, amidst this madness I grew
With a knack for amusing through this little skill for rappin at dudes
And we all like to laugh at the truth
But when you young and the same facts pertain to who you rappin em to
Well, I opted not to bring that to the booth
But after a while it sorta starts naggin at you
The crazed infatuating with blackness, the trash that gets viewed
And the fact that the tube only showed blacks actin a fool
And I was watching.

I've been watching everything,
Ah, brother, brother.
Saturated with negative images and a limited range of possibilities, it's strange

And it's sad cause that naturally do
Sorta condition your mind and overtime that's what's attractive to you
So young blacks don't see themselves in scholastic pursuits
Or the more practical routes
It's making tracks or it's hoops
O God forbid, moving packs for the loot
Shoot even with this music we so limited, it's rap or produce
And that narrow conception of what's black isn't true
Of course, still we feel forced to adapt to this view
Like there's something that we're having to prove
Now add that to the slew
Of justifications that capitalist use
For the new blaxploitation, many actions excused
In the name of gettin cash, that's adversely impacting our youth
With mental slavery, the shackles is loose
And it's hard to cut chains when they attached at the roots
So what the new black activist do

For our freedom is just being them, do what you're passionate to
Not confined by a sense that you have to disprove
Any stereotypes, so called facts to refute
Or match any image of blackness they've established as true
Perhaps we'll break through the glass ceiling and shatter the roof
And emerge, from these boxes that they have us in cooped
And grow to, smash the mold that they've casted of you.

I've been watching everything,
Brother, Brother.

B9: Personal Narrative Handout and Rubric**Personal Narrative:
Stereotypes and Labels****General Instructions:**

You will write a story based upon a personal experience you have had (in the distant past or recently) being stereotyped and/or labeled OR stereotyping and labeling someone else. Pick one specific event in your life and focus on telling the story of that event. The purpose of your story is to allow your audience, which are your classmates, to experience and feel the event as you did. Your story **MUST** include: the circumstances that caused or lead up to the event, how you felt about it, how everyone else involved felt or reacted, and how it affected you and your self-identity.

You will be given plenty of time to brainstorm, draft, get feedback, revise, and edit your story, so do not get stressed out. Your story must be, at least, two typed pages double-spaced with in a 12pt font. You will have time in class to work on and type your story, but see me if you do not have access to a computer at home.

Characteristics of a Good Personal Narrative:

Include these in your story!

- **Clear Purpose:**
Make you only focus on one main event or experience. Make sure to convey and emphasize what you want people to understand about this event most.
- **Hook or Informational Opening:**
Your first sentence should grab your reader's attention and/or tell the reader necessary information to understand the details of the story.
- **Organized:**
There needs to an understandable time-sequence or structure, so your readers will be able to follow what is happening in the story.
- **Showing not telling:**
The story needs to allow the reader to feel and experience the event as you did. Make sure the readers feel like they are "there" in your story. Include sensory details and emotional cues.
- **Details from the experience:**
Include when & where the story is taking place, & who is involved in the story.
- **Conclusion:**
The story's ending must align with the purpose of the story. The ending should convey how this experience was resolved and how it affected your self-identity.
- **Good Mechanics:**
Correct Grammar: Make sure to proofread your story and correct any spelling, punctuation, or syntactical errors. See Editor's Checklist.
Word Choice: Make sure to choose words that fit within the sentence and context of the story. Concise words are better than general phrases.

Important Dates

Date/Day	Assignment Due and Activity
Week 2, Day 5, Friday	Activity: Brainstorming
Week 3, Day 1, Monday	<u>DUE</u> : 1 pg Draft of Personal Narrative (Check) Activity: Peer Review-share Drafts
Week 3, Day 2, Tuesday	<u>DUE</u> : Bring back 1 st Draft of Personal Narrative (Turn-in) Personal Response to your own P.N. using Peer Review Questions.
Week 3, Day 4, Thursday	<u>DUE</u> : Bring flash drive and/or Word Processing file containing Personal Narrative. Activity: Receive Personal Narrative back with teacher feedback. Revise Narrative in class using computers.
Week 3, Day 5, Friday	<u>DUE</u> : 2 pg Final Draft of Personal Narrative (Check) Activity: Peer edit using Peer Edit Handout. Personal edit of Final Drafts for grammar and usage errors using Editor's Checklist.
Week 4, Day 1, Monday	<u>DUE</u> : Everything... **2 pg Revised and Edited FINAL copy of Personal Narrative (Turn-in) **Copy of Final Draft (Turn-in) **Classmates' Peer Review response **Classmates' Peer Edit response

Personal Narrative Rubric

Timely Submission of Assignments _____/25

Refer to Personal Narrative Writing Process Checklist

1-2	5-7	15-19	20-25
Student did not turn any assignment in on the correct dates. Student did not use class time wisely to work on narrative.	Student turned in half of the assignments on time. Student did not always stay on task during class times.	Student turned in most assignments on time and spent most the class time working	Story includes and addresses all of the elements above. It has a detailed account of at least 3 of the elements.

Includes: _____/25

The circumstances that caused or lead up to the event, the narrator’s feelings about the event, the reactions and feelings of the other characters, and how it affected the narrator’s self-identity.

1-2	5-7	15-19	20-25
Story has none of the above elements.	Story describes 1-2 elements briefly and does not go into detail in any of the elements.	Story includes 2-3 of the elements above and addresses them in detail.	Story includes and addresses all of the elements above. It has a detailed account of at least 3 of the elements.

Story Length _____/10

1-2	5-6	10
Student wrote less than one page.	Student wrote one page or just over one page.	Student wrote two full or almost full pages.

Clear Purpose _____/20

1-5	6-10	11-15	16-20
Story has no clear purpose and does not describe a particular experience or event.	Story has a vague purpose and alludes to specific experience or event, but does not fully describe it.	Story has a clear purpose and describes a specific experience or memory, but often gets off topic.	Story has a clear purpose, describes a specific experience or event, and continues on topic throughout its entirety.

Hook _____/5

1	2-3	4-5
Story has no hook or informational opening.	Story has a weak hook or informational opening.	Story has a strong hook & informational opening.

Organization _____/10

1-2	3-7	8-10
Story has no organization. Does not follow a time-line or other logical organization.	Story has some organization. Seems to have a time-line, but doesn't always follow it.	Story is well organized. Has a clear organization or time-line. Breaks with that time-line contribute to the purpose or mood of the story.

Showing not Telling

_____/10

1-3	4-7	8-10
Students tell the reader what to think or feel or see instead of letting them experience it. Story includes no sensory detail.	Students often show the reader instead of telling. Story includes some sensory detail.	Student almost always shows instead of tell. Story includes sensory details and emotional cues or images.

Details

_____/5

1-2	3-4	5
Story includes no specific details. Story does not seem real or realistic.	Story includes some specific details. The setting and characters are alluded to.	Story includes many specific details. The setting and characters are described fully. The story seems real and feasible.

Conclusion

_____/10

1-2	3-6	7-10
Story has no logical conclusion or ending. The story just drops off with no resolution.	Story has a logical ending but doesn't resolve the issues of the story or convey how the experience or memory had impact on the writer.	Story has a logical and poignant ending that resolves the story and conveys the impact or information learned from the memory or experience.

Mechanics

_____/5

1-2	3-4	5
Grammar and spelling mistakes skew the story and confuse the reader.	Story contains grammar and spelling mistakes that sometimes skew the story.	Story contains few or no grammar or spelling mistakes.

Total

_____/125

Appendix C

C1: Peer Review Slip

Name of Reviewer:

Name of Author:

Title of Story:

What are two things you liked about this story?

What are two things that need improvement in this story?

C3: Editor's Checklist

Adapted from *Mechanically Inclined* by Jeff Anderson

Editor's Checklist

- Capitalization Rules
 - Errors Found
 - Errors Corrected

- Homophones
their/there/they're; it's/its; too/to
 - Errors Found
 - Errors Corrected

- Check Commas
a comma is needed after a preposition, after an opener, before a conjunction (FANBOYS), between items and phrases in a series, on either side of an interrupter, and before a closer.
 - Errors Found
 - Errors Corrected

- Check Sentences
Run on? Fragment?
 - Errors Found
 - Errors Corrected

- Watch Apostrophes
They show possession or make contractions
 - Errors Found
 - Errors Corrected

- Check Subject/Verb Agreement
the verb and subject need to match in number and person (or point of view). Refer to your Subject/Verb Agreement Charts for further help.
 - Errors Found
 - Errors Corrected

- Dialogue Rules
- Errors Found
- Errors Corrected

C4: Peer Edit handout

Name of Reviewer: _____

Name of Author: _____

Title of Story: _____

1. What do you like about the story?

2. What needs improvement?

3. What are the grammar usage issues and spelling errors that occur a lot in the story? Look at the Editor's Checklist for a list of possible errors or issues.

4. Where did the errors occur? Underline the errors or issues on the draft of the story.

5. Was your understanding of the story affected by grammar or spelling issues? What parts of the story was confusing?

Appendix D

D1: Excerpt from *Bronx Masquerade* by Nikki Grimes

Everybody around me is dark and ethnic. Which is in, by the way. Look at all the supermodels. They're from places like Venezuela and Africa and Puerto Rico. Then there's me, white bread and pale as the moon. I can't even tan without burning myself. I look around my neighborhood and this school, and nobody looks like me. I keep thinking if I could just stick out *less*, if I could learn to walk and talk like the kids around me, maybe I would fit in more. I don't know. Maybe it's a dumb idea. Wesley sure thinks so. When he pulled me aside in the school hall and I tried to explain why I was copying Porscha's walk, stupid was the word he used. The minute he said it, I felt my cheeks go red. That's not the color I was after. I jerked away from Wesley and avoided his eyes.

"Okay, maybe it was stupid. But I just want to fit in. I'm tired of being different, all right?" Suddenly I thought, why am I trying to explain this to Wesley? He's black. He already fits in. "Forget it," I said, beginning to walk away. "You don't understand."

"Oh, get a clue, girl! Everybody's different. It don't matter what your skin color is, or what name you call yourself. Everybody is different inside, anyway. We're all trying to fit in. Ain't nothing new about that."

Grimes, Nikki. *Bronx Masquerade*. pg. 133-134

D2: Excerpt from *Bronx Masquerade* by Nikki Grimes

Black Box
by Devon Hope

*In case I forgot to tell you,
I'm allergic to boxes:
Black boxes, shoe boxes
New boxes, You boxes—
Even cereal boxes
Boasting champions
(It's all a lie.
I've peeking inside
And what I found
Were flakes.)
Make no mistake,
I make no exceptions
For Cracker Jack
Or Christmas glitter.
Haven't you noticed?
I'm made of skeleton,*

*Muscle and skin.
My body is the only box
I belong in.
But you like your boxes
So keep them
Mark them geek, wimp, bully.
Mark them china dolls, brainiac,
Or plain dumb jock.
Choose whatever
Box you like, Mike.
Just don't put me
In one, son
Believe me,
I won't fit.*

D3: Review Handouts

Group 1:

Group Members' Names:

Bobby from *The Misfits*

Discuss and answer the following questions collaboratively. Remember to use specific examples and quotes from the text. If you need more room, you may write your answers on a separate piece of paper.

1. What are Bobby's character qualities, personality traits, and goals?
2. How is Bobby labeled and stereotyped at his school? How do these labels and stereotypes affect Bobby's self-identity?
3. How does Bobby develop and grow throughout the novel?
4. *The Misfits* and the song *Brother (Watching)* each convey a message about labels and stereotypes. How are the messages similar and how are they different?
5. Sheila in *Bronx Masquerade* stated, "But I just want to fit in. I'm tired of being different, all right?" (p 134). Could you see Bobby saying this at the beginning of the novel? What about at the end? Why or why not?
6. In *American Born Chinese*, the author uses a stereotypical Chinese character to illuminate the problems with that particular stereotype. Does Bobby fit the stereotypes associated with overweight kids or does he break them? If so, how?

Group 2:

Group Members' Names:

Addie from The Misfits

Discuss and answer the following questions collaboratively. Remember to use specific examples and quotes from the text. If you need more room, you may write your answers on a separate piece of paper.

1. What are Addie's character qualities, personality traits, and goals?
2. How is Addie labeled and stereotyped at her school? How do these labels and stereotypes affect Addie's self-identity?
3. How does Addie develop and grow throughout the novel?
4. *The Misfits* and the song *Brother (Watching)* each convey a message about labels and stereotypes. How are the messages similar and how are they different?
5. Sheila in *Bronx Masquerade* stated, "But I just want to fit in. I'm tired of being different, all right?" (p 134). Could you see Addie saying this at the beginning of the novel? What about at the end? Why or why not?
6. In *American Born Chinese*, the author uses a stereotypical Chinese character to illuminate the problems with that particular stereotype. Do you think Addie is a stereotypical character being used in the same way? Does Addie fit the stereotypes associated with smart and talkative girls? If so, how?

Group 3:

Group Members' Names:

Joe from *The Misfits*

Discuss and answer the following questions collaboratively. Remember to use specific examples and quotes from the text. If you need more room, you may write your answers on a separate piece of paper.

1. What are Joe's character qualities, personality traits, and goals?
2. How is Joe labeled and stereotyped at his school? How do these labels and stereotypes affect Joe's self-identity?
3. How does Bobby develop and grow throughout the novel?
4. *The Misfits* and the song *Brother (Watching)* each convey a message about labels and stereotypes. How are they similar and how are they different?
5. Sheila in *Bronx Masquerade* stated, "But I just want to fit in. I'm tired of being different, all right?" (p 134). Could you see Joe saying this at the beginning of the novel? What about at the end? Why or why not?
6. In *American Born Chinese*, the author uses a stereotypical Chinese character to illuminate the problems with that particular stereotype. Do you think Joe fits the stereotype of a homosexual boy? If so, why do you think Joe fits the stereotype and why would the author choose to describe Joe in this way?

Group 4:

Group Members' Names:

Skeezie from *The Misfits*

Discuss and answer the following questions collaboratively. Remember to use specific examples and quotes from the text. If you need more room, you may write your answers on a separate piece of paper.

1. What are Skeezie's character qualities, personality traits, and goals?
2. How is Skeezie labeled and stereotyped at his school? How do these labels and stereotypes affect Skeezie's self-identity?
3. How does Skeezie develop and grow throughout the novel?
4. *The Misfits* and the song *Brother (Watching)* each convey a message about labels and stereotypes. How are they similar and how are they different?
5. Sheila in *Bronx Masquerade* stated, "But I just want to fit in. I'm tired of being different, all right?" (p 134). Could you see Skeezie saying this at the beginning of the novel? What about at the end? Why or why not?
6. In *American Born Chinese*, the author uses a stereotypical Chinese character to illuminate the problems with that particular stereotype. Contrastingly, Skeezie is NOT portrayed as the typical 'bad boy'. How does the author use Skeezie to break the stereotypes of the 'bad boy.'

Group 5:

Group Members' Names:

Pam from *The Misfits*

Discuss and answer the following questions collaboratively. Remember to use specific examples and quotes from the text. If you need more room, you may write your answers on a separate piece of paper.

1. What are Pam's character qualities, personality traits, and goals?
2. How has Pam been labeled and stereotyped in her life? How do these labels and stereotypes affect Pam's self-identity?
3. How does Pam's experience with being labeled and stereotyped help Joe and Bobby?
4. *The Misfits* and the song *Brother (Watching)* each convey a message about labels and stereotypes. How are they similar and how are they different?
5. Sheila in *Bronx Masquerade* stated, "But I just want to fit in. I'm tired of being different, all right?" (p 134). Could you see Pam saying during her middle school or high school years? What about at the end of the novel? Why or why not?
6. In *American Born Chinese*, the author uses a stereotypical Chinese character to illuminate the problems with that particular stereotype. Contrastingly, Pam is NOT depicted as the stereotypical beautiful girl. How does the author use Pam, as the un-stereotypical beautiful girl, to illuminate the problems with that particular stereotype?

Group 6:

Group Members' Names:

Brother (Watching) by Shad

Discuss and answer the following questions collaboratively. Remember to use specific examples and quotes from the text. If you need more room, you may write your answers on a separate piece of paper.

1. What does Shad say are the stereotypes that black people, especially men, face?
2. What are the main points about labeling and stereotypes made in this song?
3. What does this song say about identity and how it is created or affected by stereotypes?
4. *The Misfits* and the song *Brother (Watching)* each convey a message about labels and stereotypes. How are they similar and how are they different?
5. Sheila in the *Bronx Masquerade* passage stated, "But I just want to fit in. I'm tired of being different, all right?" (p 134) and tried to change herself to fit in. Do you think Shad, the artist, would say that is a good thing? Why or why not?
6. How are Chinese people, such as Chin-Kee in *American Born Chinese*, and African-American people stereotyped similarly by our world and how are they stereotyped differently?

Group 7:

Group Members' Names:

Bronx Masquerade passages by Nikki Grimes

Discuss and answer the following questions collaboratively. Remember to use specific examples and quotes from the text. If you need more room, you may write your answers on a separate piece of paper.

1. What are Sheila's goals and desires? How does she plan on achieving these?
2. How does Wesley respond to Sheila? How do you think the poet of *Black Box*, Devon, would respond to Sheila?
3. How can stereotypes and labels become the 'boxes' described in the poem, *Black Box*?
4. The passages from *Bronx Masquerade* and the song *Brother (Watching)* each convey a message about labels and stereotypes. How are they similar and how are they different?
5. Sheila in the *Bronx Masquerade* passage stated, "But I just want to fit in. I'm tired of being different, all right?" (p 134) and tried to change herself to fit in. Do you think The Gang of Five would agree with this statement by the end of the novel? Why or why not?
6. How are Chinese people, such as Chin-Kee in *American Born Chinese*, and African-American people stereotyped similarly by our world and how are they stereotyped differently?

Group 8:

Group Members' Names:

Excerpts from *American Born Chinese*

Discuss and answer the following questions collaboratively. Remember to use specific examples and quotes from the text. If you need more room, you may write your answers on a separate piece of paper.

1. What are some stereotypes of Chinese people portrayed in these excerpts?
2. How were these characteristics portrayed through the illustrations and dialogue?
3. Why did Yang, the author and illustrator, choose to depict Chin-Kee in a stereotypical way?
4. *American Born Chinese* and the song *Brother (Watching)* each convey a message about labels and stereotypes. How are they similar and how are they different?
5. Sheila in the *Bronx Masquerade* passage stated, "But I just want to fit in. I'm tired of being different, all right?" (p 134) and tried to change herself to fit in. Do you think Danny, in *American Born Chinese*, wishes that his cousin would change his actions to fit in better? Why or why not?
6. How are Chinese people, such as Chin-Kee in *American Born Chinese*, and African-American people stereotyped similarly by our world and how are they stereotyped differently?

D4: Extended Definition Creative Project Handout and Rubric**Extended Definition:
Creative Group Project****General Instructions:**

In this unit, we have been discussing stereotypes and labels. We have analyzed the effect of stereotypes and labels on characters in literature, in our own lives, and in our own world. For this group project, you will create a product or presentation that explains what stereotypes are and uses a specific character or text to serve as an example of stereotyping and its effects.

Project Must Contain:

- Definition of stereotypes: in your own words, not just the definition the teacher gave you.
- Explanation or depiction of a set of criteria or rules: that determine what stereotypes are and are not.
- Example of stereotyping: found in a text read or character read about this semester.
- Description or depiction of the effect or influence of stereotypes: in the text or character chosen for the element above.

You will work in a group of 2-4 people. There will be three class periods set aside for you to work with your group to create your project. You will create a project and will present it to the class. Both the project and presentation will be a part of your grade. This is a creative assignment and your final project could be any number of things. Some examples are:

- *Public Service Announcement (PSA) video*
- *Prezi presentation (www.prezi.com)*
- *Popplet presentation (www.popplet.com)*
- *Flickr Picture Gallery (www.flickr.com)*
- *Pamphlet or Brochure*
- *Collage*: Must be accompanied with a written explanation of the collage and how it defines what a stereotype is & the character's experience.
- *Dramatic Scene or Production*: skits, Reader's Theater, pretend TV show scene
- *Podcast, Radio Show*
- *Video Blog (Vlog)*
- *Poster Board display*: If you choose to do a poster board, you must have a very well prepared presentation that builds upon your poster board.
- *Soundtrack for a character's life*: With descriptions of why the song was chosen and how the song helps define what stereotypes are and the character's experience.

- *Painting or Drawing*: Must be accompanied with a written explanation of the artwork and how it defines what a stereotype is & the character's experience.
- *Dear Abby*: Includes reader's letter and columnist's response
- Etc!! Talk to the teacher if you have any ideas other than the ones on this list.

Important Dates

Date/Day	Assignment Due and Activity
Week 4, Day 5, Friday	Activity: Brainstorming
Week 5, Day 1, Monday	Activity: Groups chosen and finalized. Brainstorming and planning project.
Week 5, Day 2, Tuesday	<u>DUE</u> : Bring flash drive, other technology tools, and art supplies needed to create your project. Activity: Finalize ideas for the project. Begin to create project. Determine how each group member is contributing.
Week 5, Day 3, Wednesday	<u>DUE</u> : Bring flash drive, other technology tools, and art supplies needed to create your project. Activity: Finish creating project. Discuss presentation plan.
Week 5, Day 4, Thursday	<u>DUE</u> : Completed Extended Definition Creative Project and Presentation: Bring a piece of paper with a link to the project or physical project or hardcopy of the project to class. OR send an email to the teacher before class with a link or file attached. Be ready to present Activity: Presentations. Peer Review.
Week 5, Day 5, Friday	<u>DUE</u> : Completed projects already turned in. Activity: Last presentations. Peer Review.

Extended Definition: Creative Group Project Rubric

Definition of Stereotypes _____/20

1-2	5	10-15	15-20
Does not depict or explain the definition of stereotypes.	Definition of stereotypes is exactly the same as the definition from the teacher's lecture.	Contains a good definition of stereotypes.	Contains an extensive depiction or explanation of the definition of stereotypes

Set of Criteria or Rules _____/10

1	4-6	7-10
Does not define a set of criteria or rules.	Briefly depicts or explains a 1-2 rules or criteria for determining stereotypes.	Extensively depicts or explains a 2 or more rules or criteria for determining stereotypes.

Stereotyping in Literature _____/20

1-2	3-4	7-10	10-15
Contains no examples or discussion on stereotypes effects.	Contains a general reference to a text or character as being stereotyped or stereotypical. Does not explain the effect on the character.	I.D.'s the character/text. Specifically identifies and describes the stereotype. Briefly explains the effect on the character.	I.D.'s the character/text. Specifically identifies and describes the stereotype. Extensively explains the effect on the character.

Creativity/Effort _____/20

1-2	3-4	7-10	10-15
Group did not put forth any effort or think creatively.	Group put forth minor effort and creativity.	Group worked well and used some creativity.	Group worked very hard and/or creatively.

Presentation _____/10

2	5-7	9-10
Not prepared and unorganized.	Presented their ideas on or explained their depiction of 2 of the 4 elements the project must contain.	Presented their ideas on and explained their prediction of all four of the elements the project must contain.

Total _____/80

Appendix E

E1: Peer Review Handout

Group Names:
Two things you liked:

Project Medium:

Group Names:
Two things you liked:

Project Medium:

Group Names:
Two things you liked:

Project Medium:

Group Names:
Two things you liked:

Project Medium:

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Two things you liked:

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Group Names:
Two things you liked:

Project Medium:

Group Names:
Two things you liked:

Project Medium:

Group Names:
Two things you liked:

Project Medium:

E2: Small Group Participation Checklist

Student Name	Writing Notes?	Listening or Engaged?	Demonstrating Understanding?	Attempting to understand?	Full Participation Points if 2/4

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