

Recognizing Reductionism

Identifying the Stereotypes Placed on Individuals and Groups by Society

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Introductory Activity

To begin this unit on recognizing stereotypes, it will be important for students to understand the stereotypes that are placed on certain individuals and groups by society. The students will have an opportunity to interact with the material in a personal way so that they can make real connections with the subject matter that will be studied over the course of the six week unit. The introductory activity will seek to get students started thinking about the stereotypes that they place on others and that have been placed on themselves due to incorrect assumptions. The introductory activity should take no longer than two days. The time frame that this unit is based on is regular scheduling (50 minute class periods).

Introduction of Unit Idea

Week 1

Day 1 (Monday)

3 minutes:

Attendance, business.

10 minutes:

Students will take time to do some informal writing in their writing notebooks. They should write about a personal experience they have had with assumed stereotypes that proved to be incorrect. Students should be reminded that their classmates will hear about their experience.

1. Write about a time when you made an assumption about a person based on his/her outward appearance that turned out to be completely wrong. Explain why you made this assumption. How did you feel when you discovered you were wrong?

2. Write about a time when a person made an assumption about you based on your appearance alone. Why do you think the assumption was made? How did this make you feel?

20 minutes:

Students will get into small, self-selected groups 4-5 students, and either read about or describe the experience they wrote about in their writing notebooks. This should prepare them to share with the whole class major themes they see developing regarding stereotypes. (Why did they or another person make the assumption, what feelings were involved after the truth was revealed or discovered, why is it dangerous to establish uninformed biases, etc.). The teacher will matriculate among the groups to get a feel for student discussions and to keep students on-track.

15 minutes:

“I Shouldn’t have to Hide Behind my Hair” by Maya Grobel will be read to the class along with “Little Things Are Big” by Jesus Colon. Through these short pieces, students should begin to trouble the assumptions and biases they place on people because of misconceptions established by society. A brief, full-class discussion should follow lead by the teacher.

Questions such as: Do you think that these issues are relevant concerns, do you think it's possible to shift common misconceptions, if so how, if not, why not?

2 minutes:

The teacher will pull everyone back together and encourage students to be thinking about the topic between the end of class and the following day's class.

Homework assignment: Slam (p. 1-15)

Prepare to leave.

Day 2 (Tuesday)

3 minutes:

Attendance, business.

5 minutes:

The teacher will present a recap of the discussions and ideas of the previous day.

15 minutes:

Each group from the previous day will present their major points to the class while the teacher orchestrates the discussion and adds relevant points for thought.

15 minutes:

Students will watch a pertinent clip from the video series Eyes on the Prize.

10 minutes:

A brief lecture will follow the viewing of the video. The teacher will tie everything together by relating the pieces read at the beginning of the first day, the class discussion, and the video. Students should see the common thread linking their classroom experiences over the two day period.

2 minutes:

Homework assignment: Slam (p. 16-31), be prepared for a quiz over all of the reading on Thursday.

Prepare to leave.

Continuing the Theme

Day 3 (Wednesday)

3 minutes:

Attendance, business.

10 minutes:

As a class, students will generate a list of stereotypes placed on people by society. This list will be used later in the class period for the students' in-role writing assignment. The list need not be identical to this and should be longer and more detailed, but it could look something like the following: white=rich, Asian=smart, Latino=non-fluent in English, black=not good in

academics, etc. The students will be given a few examples and they will be expected to come up with the majority of stereotypes.

15 minutes:

The list will be reviewed in light of personal experience. For example: “is every white person you know rich,” “is Spanish the first language of every Latino person you know?” Students should share examples of personal experiences they’ve had that are incongruent with traditional stereotypes. If time is sufficient and the discussion lends to it, an excerpt from Beverly Daniel Tatum’s essay *It’s Not So Black & White* will be read and discussed. The excerpt addresses slavery and other race-related issues and should help to dispel some common misconceptions.

12 minutes:

Students will choose a character and corresponding stereotype to assume in their in-role writing journal exercises in an attempt to experience their world outside of school from another person’s perspective. They will write their first entry in their Character notebooks assuming the “role” of another person. They will receive the following prompt to write about with the option of creating their own.

* You are working your after-school job at the gas station when a customer comes into the store. He holds the door for an older woman as she’s leaving and allows a young, rushed couple to step in front of him in line. You expect him to be equally amiable to you, but instead he frowns at your greeting, grumbles as he waits for the credit card machine to go through, and throws the pen at you before turning on his heel and exiting the store. You speculate that his treatment of you is due to your race. How do you feel about this incident? Are you angry, sad, hurt? Do you talk to anyone about it? If so, what do you say, if not, why not, are you embarrassed?

10 minutes:

Class discussion will ensue with students sharing what they have written about in their Character notebooks. The purpose of this discussion will be for students to share about the hypothetical feelings they had as a marginalized person. This discussion should lend in their deconstruction of personally held stereotypes about certain people.

2 minutes:

Homework assignment: Slam (p. 32-46)
Prepare to leave.

Day 4 (Thursday)

3 minutes:

Attendance, business.

10 minutes:

Quiz over reading thus far. (Note on quizzes: these quizzes will be summary quizzes where the students will be expected to write a brief summary of the chapters of the book they

have been assigned. They should include key details from the beginning, middle, and end of the assigned chapters. This idea was taken from Dr. Smagorinsky).

20 minutes:

Explain Group Role Notebooks which will be used in class on Friday. Students will be given a spiral notebook for an individual role. There will be one connector notebook, one questioner notebook, one literary luminary notebook, and one illustrator notebook per group. Students will receive a copy of the attached Role Explanation Sheet explaining each role and there will also be explanation in class. While doing the reading, they will jot notes in the notebook of their assigned role for Friday's class period. They will use these notes as a springboard for small group discussion. After the discussion on Friday, students will switch notebooks and take home the one for their next role, and so on. One nice result of this is that all the previous connectors' or questioners' comments are collected in one volume.

15: minutes:

Students will have time to do some silent reading in class and work with the Role Sheets and notebooks. This way, if there are questions they can be raised in class to the benefit of all the students.

2 minutes:

Homework assignment: (if not completed in class) Slam (p. 47-60), also students should be making notes in their Group Role Notebooks.

Prepare to leave.

Group Role Sheet

Connector

This role embodies what skillful readers most often do--they connect what they read to their own lives, their feelings, their experiences, to the day's headlines, to other books and authors.

Questioner

The questioner is always wondering and analyzing: Where is this text going? Why do these characters act as they do? How did the author evoke this feeling? Is this a plausible outcome? Sometimes questioners seek to clarify or understand; at other moments, they may challenge or critique.

Literary Luminary

When this role is assumed, we return to memorable, special, important sections of the text, to savor, reread, analyze, or share them aloud.

Illustrator

This role reminds us that skillful reading requires visualizing, and it invites a graphic, nonlinguistic response to the text.

This idea was taken from Literature Circles by Harvey Daniels

Day 5 (Friday)

3 minutes:

Attendance, business.

10 minutes:

Go over what the students are expected to do in their groups today.

32 minutes:

Students will get into self-selected groups of 4 people to discuss their reading of Slam. They will use their Group Role Notebooks as discussion starters. Students are not limited to their assigned role, but it should provide a basis for their contribution to the conversation. Teacher will move among the groups checking Group Role Notebooks and participating in conversations with discretion.

5 minutes:

Students switch Group Role Notebooks.
Return seats to original positions.
Prepare to leave.

Week 2

Now that the students have had a chance to get introduced to the unit and grow accustomed to the new theme, the teacher will implement the Writing skills workshop on a regular basis. The students will be used to this concept based on their experience with it in previous units.

Day 1 (Monday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: selecting verbs that agree with their subjects: "A basket of turnip greens (was, were) sitting on the counter."

15 minutes:

Full-class discussion about literature circles. Teacher will provide prompts such as: how did you like the literature circles, did you find the Group Role Notebooks helpful as springboards for discussion, did you find yourself straying from the comments you wrote in the notebooks,

what could be done differently to make this week's experience with literature circles more profitable? Teacher will conclude the discussion by pointing out some of the positive things she saw happening, and by making some suggestions for Friday's literature circles based on what she observed last week.

12 minutes:

Students will take time to do some informal writing in their writing notebooks. They will be provided with the following quote, "I hate middle-class white people. And I am a middle-class white person, which means that in some sense I hate the part of myself that can't escape the identity." (Jensen, Robert. When Race Becomes Real. Edited by Bernestine Singley. Illinois: Lawrence Hill Books. 2002.) They may respond to the quote however they choose. The following questions will be provided to get them started: How does this comment make you feel, how would your response be different if you were of another race, do you agree with this comment, does it make you mad?

8 minutes:

Students will break into pairs and share with their partners what they have written.

2 minutes:

Homework assignment Slam (p. 61-89).
Prepare to leave.

Day 2 (Tuesday)

3 minutes:

Attendance, business.

10 minutes:

The teacher will discuss with the students what her expectations are for their cross cultural experience, and how they can present it to the class. (See new rubric for explanation of this project).

25 minutes:

Students will follow a patterned interview for their analysis of two poems, by Langston Hughes "I, Too, sing America," and "The Negro Speaks of Rivers." Students will be divided into pairs so that each student serves once as the reader and once as the interviewer. There are several purposes for the attached pattern that will be given to the students as a handout. One is simply to slow down the reading, encouraging productive pauses. A second is to provide helpful responses--prods, questions, reactions--that might stimulate further thought about the reading. And a third is to encourage some collegiality among students, to cast them into the role of helper for one another, while giving them some guidance in that role.

10 minutes:

Students will take this time to write about the experience that they had with the poetry through the patterned interview guide. They will write about their reading of the text and will be encouraged to be honest in their responses: Did they like it, did they learn more from the

poem through this patterned guide, was the interview process distracting, did they dislike it? They will turn this evaluation of their experience in to the teacher at the end of class.

2 minutes:

Homework assignment: Slam (p. 90-122), be prepared for quiz over reading on Thursday. Prepare to leave.

Patterned Interview

1. One student will be designated the interviewer; the other the reader. The interviewer should quickly read through the text.

2. The reader should then read the text, talking about it as he goes. Make any other comments that come to mind--memories that arise, feelings evoked, problems or confusions with the text itself, anything. The interviewer should take notes, as thorough as possible, on everything the reader says.

3. Read it again, commenting further.

4. After the second reading, the interviewer should ask for clarification of anything unclear the reader may have said, or for elaboration on any points. Again, take notes.

5. The interviewer should then go through his notes, circle the 3-5 most interesting, problematic, or confusing points. Comment on or ask questions about each, again taking notes on the replies.

6. The interviewer should then discuss the reading, telling the reader anything interesting he observed, wondered about, speculated. It is a report, however, not an evaluation. When the discussion is finished, turn all the notes over to the reader, who will file them away.

7. Reader and interviewer now trade roles and run through steps 1-5 again, using the other text.

8. Each of the students should take the notes her partner has given her and using them write about her reading of the text. Included on this page will be the evaluation of the experience.

This idea was taken from Mark Faust, UGA fall 2002.

Day 3 (Wednesday)

3 minutes:

Attendance, business.

10 minutes: Writing skills workshop: using pronouns correctly in sentences: "was it (he,him) driving the car when the accident occurred?"

12 minutes:

Students will continue their in-role writing experience by responding to the following prompt from the perspective of their previously chosen character.

* You are driving home from school with a few of your friends. They're fooling around in the back seat and you're involved in their conversation but paying attention to your driving. You don't want your friends to think you drive like their grandmothers, so you maintain a speed of about five miles over the speed limit. You glance in your rear-view mirror and see blue lights behind you, so you pull over. What do the police do when they get to your car, how do they treat you, what do they make you do, how does your race/social class relate to the treatment you receive from the police, are you privileged because of your race/social class or are you marginalized because of it?

10 minutes:

Students will watch a clip from the movie "A Time to Kill."

13 minutes:

Teacher lectures on the differing standards society places on different groups of people. She will discuss how stereotypes are put in place on both sides of the binaries in which people live, and how enlightenment through education can work to counter inaccurate assumptions. The teacher will also discuss how it's the responsibility of the individual to adjust their own wrong assumptions and to rise above the pejorative stereotypes placed on them by others.

2 minutes:

Homework assignment: Slam (p. 123-150).
Prepare to leave.

Day 4 (Thursday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: identifying correct pronoun forms in a paragraph: "Well, just between you and (I, me), that isn't always true."

10 minutes:

Quiz over reading (p. 47-150).

5 minutes:

The following quote will be read by the teacher,
From what I've studied and seen it would seem that this country's 130-year-old experiment of multiculturalism has failed. Perhaps it was never designed to work. My fear is that an atmosphere is developing here similar to that in Bosnia and Herzegovina, due to the failure of positive multicultural existence. My personal

belief is that separation is the solution. (Scott, Kody Monster The
Autobiography of an L.A. Gang Member. New York: Penguin Books. 1993.)
If students have questions about the content of the quote they will be answered at this time.

20 minutes:

Students will participate in a panel discussion. Five students will volunteer to be on the “panel,” a table set up at the front of the room. They will answer questions posed by the rest of the class. If needed the teacher will provide prompts such as the following: What does the 130 years represent, why might Kody Scott have made this comment, does it sound reasonable, does it sound ludicrous, how does this relate to apartheid, do you think separation would solve the racial problems our country faces, why, why not?

2 minutes:

Homework assignment: Slam (p. 151-178), remind students to bring Group Role Notebooks to class tomorrow.

Return seats to original positions.

Prepare to leave.

Day 5 (Friday)

3 minutes:

Attendance, business.

10 minutes:

Remind students of what they’re expected to do in their groups today. Answer questions.

32 minutes:

Students will get into self-selected groups of 4 people to discuss their reading of Slam. They will use their Group Role Notebooks as discussion starters. Students are not limited to their assigned role, but it should provide a basis for their contribution to the conversation. Teacher will move among the groups checking Group Role Notebooks and participating in conversations with discretion.

5 minutes:

Homework assignment: Students will write their first reflective response paper. They will refer to their writing notebook entries as well as to class discussions, reading of texts, and viewing of films to develop a reflective response paper communicating a new stance on the topic of stereotypes. If the students have not changed their views regarding the topic, they may say so and provide a strong explanation of their position.

Students switch Group Role Notebooks.

Return seats to original positions.

Prepare to leave.

Week 3

Day 1 (Monday)

3 minutes:

Attendance, business.

45 minutes:

Show the film *Streetwise*, a documentary about street youth in Seattle. This film makes connections between street youth and high school youth with adequate housing. This film should motivate students to discuss and write about the issue of homelessness.

2 minutes:

Homework assignment: Slam (p. 179-210).

Prepare to leave.

Day 2 (Tuesday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: determining correct use of lie and lay, sit and set, and rise and raise in sentences: "We left our lawn furniture setting on the patio."

15 minutes:

Students will take this time to do a free write in their writing notebooks. They will write about the feelings that they had while watching *Streetwise* and comment on what they learned, and any new perceptions they may have because of the film.

20 minutes:

Students will get into small, self-selected groups 4-5 students, and either read about or explain the gist of what they wrote about in their writing notebooks. This should show them some major themes they see developing regarding their perceptions of homelessness, and allow them the chance to comment on their feelings about the film. One person should be appointed to take notes of comments made. Each group should be aware that at least one person from each group will be required to share their findings with the whole class on Wednesday. The teacher will circulate among the groups to get a feel for student discussions and to keep students on-track.

2 minutes:

Homework assignment: Slam (p. 211-232), be prepared for quiz over reading on Thursday.

Prepare to leave.

Day 3 (Wednesday)

3 minutes:

Attendance, business.

15 minutes:

Writing skills workshop: active and passive voice.

10 minutes:

Writing activity: identifying sentences in the active or passive voice, writing exercise using active and passive voice.

20 minutes:

Students will participate in a fish bowl discussion. Four students (the four designated by the small groups the preceding day to present their findings), will sit facing each other at a table in the center of the room. All of the other students will make a circle around the four students in the middle. The first four students will start the discussion from the notes that they took yesterday in their small groups. As the discussion progresses, any student in the surrounding circle can “tap in” to the conversation by tapping one of the original four members on the shoulder. The member who was tapped leaves the fish bowl and the new member joins in. There should be a lot of tapping-in through the course of the discussion.

2 minutes:

Homework assignment: Slam (p. 233-266).
Return chairs to original positions.
Prepare to leave.

Day 4 (Thursday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: correcting errors in the use of the comparative and superlative forms: “I was more hungrier than I had thought, so I ordered three sandwiches.”

10 minutes:

Quiz over reading (p. 151-266).

12 minutes:

Students will continue their in-role writing experience by responding to the following prompt from the perspective of their previously chosen character.

* You are downtown with a couple of friends. You had all planned to go out to eat, and as you’re walking to the restaurant of your choice you notice an older, dirty, haggard looking man standing by a storefront. You know that this man is homeless from his attire and you assume that he’ll be asking you for some change when you are within speaking range. What do you do, do you cross over to the other side of the street, stay on the same side but look in the opposite direction, smile and say hello, give him a small donation, what thoughts are running through your mind, do you think this guy should have a job, do you hope he won’t touch you with his filthy hands, do you think about the life he used to have, what’s problematic about the way you respond to the man, what’s positive about the way you respond to him?

13 minutes:

Class discussion will ensue with students sharing what they have written about in their Character notebooks. The purpose of this discussion will be for students to share about the

hypothetical feelings they had as a high school student responding to a homeless person. This discussion should lead to their deconstruction of personally held stereotypes about homeless people.

2 minutes:

Homework assignment: Write a short paper (one page maximum) about your experience with the book Slam. Bring this to class on Monday.

Remind students to bring Group Role Notebooks to class tomorrow.

Prepare to leave.

Day 5 (Friday)

3 minutes:

Attendance, business.

10 minutes:

Writing Skills Workshop: use of collective nouns in sentences: “The crowd seem to be enjoying themselves.”

5 minutes:

Discuss what students are expected to do in their groups today. Answer questions.

27 minutes:

Students will get into self-selected groups of 4 people to discuss their reading of Slam. They will use their Group Role Notebooks as discussion starters. Students are not limited to their assigned role, but it should provide a basis for their contribution to the conversation. Teacher will move among the groups checking Group Role Notebooks and participating in conversations with discretion.

5 minutes:

Students switch Group Role Notebooks.

Return seats to original positions.

Prepare to leave.

Week 4

Day 1 (Monday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: capitalization: names of people and places.

10 minutes:

Students will get into small self-selected groups of 4-5 people. They should compare their papers written in response to their interaction with the book Slam. From their papers, each group should prepare at least one question to pose to the class.

25 minutes:

The group representative from each of the groups will pose his groups' questions to the entire class. These questions will be the spring board for the class's discussion of the book. The teacher will moderate the discussion, prompting students to think deeply about their comments and elaborate on them as much as possible.

2 minutes:

Homework assignment: Rachel and Her Children. (Preface).
Prepare to leave.

Day 2 (Tuesday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: capitalization: names of organizations, teams, businesses, firms, institutions, buildings, and government bodies.

8 minutes:

Teacher will explain the writing notebook activity for the day. Students will be required to write for 12 minutes straight without stopping. This exercise will be like a stream of consciousness. They can write about any topic that they choose. Writing does not have to be coherent or follow in a logical pattern. If they don't know how to get started, they should start by writing, "I don't know how to get started." Teacher will read an example of such an activity.

12 minutes:

Students will take this time to do the free-write activity in their writing notebooks.

15 minutes:

The teacher will review what is expected of the students for their cross cultural experience and their presentation of it to the class. Students can use this time to ask questions and talk about any experiences they have already had. The teacher will also discuss how the experience should be written-up.

2 minutes:

Homework assignment: Rachel and Her Children (Chapter 1), remind students of quiz on Thursday.

Prepare to leave.

Day 3 (Wednesday)

3 minutes:

Attendance, business.

10 minutes:

Students will be given an explicitly detailed narration of life as a homeless person in an excerpt from Rachel and Her Children. The class will be divided in half and given 20 minutes to work on a physical representation of the scene excerpted from the book. Both groups will be given a flashlight and told to focus the light on the most important part of the scene. They will represent the scene with their bodies and props they find around the room. The students should make a clear connection between the point they want to make in their physical representation and the point on their physical display where the light is shining. The objective of this activity is for students to experience the text in a different way. By physically representing a portion of the text, the students will become more aware of the multiple ways of reading literature.

20 minutes:

Both groups will collaborate separately on their representation of the text.

15 minutes:

One group at a time will pose for their representation of the text. The teacher will “walk through the text” and “read” what the students have “written.” She will verbally narrate to the class what she sees in the pose of the students. This will be done for both groups. If necessary, students will clarify briefly the point of their physical representation.

2 minutes:

Homework assignment: Rachel and Her Children. (Chapter 2).
Prepare to leave.

Day 4 (Thursday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: capitalization: names of historical events and periods, special events, and holidays and other calendar items.

10 minutes:

Quiz over reading thus far. (Chapters preface-2).

12 minutes:

Students will continue their in-role writing experience by responding to the following prompt through a stream of consciousness, from the perspective of their previously chosen character.

* You are in the car with your mom headed to the grocery store. The car is stopped at a light when suddenly a homeless hitchhiker grabs the handle of the door and attempts to get inside the car. Your mom runs the red light and manages to get away from the crazy man. You can describe what goes on in your mind however you'd like to. You might want to talk about your initial thoughts, how you reacted as soon as you saw the guy trying to enter the car, did you

think about your mom first, or were you more concerned for your own safety, are you used to such things happening, was this incident completely random, have you ever had such an experience before in your life, how was your perception of this incident different because the man was homeless, did his appearance change your reaction to the situation, why, or why not?
13 minutes:

Have students volunteer to share their writing with the rest of the class. The teacher's role is to classify the reactions of the hypothetical characters. The use of hypothetical characters in such situations is beneficial because the reactions written about can be analyzed without treading on the students' personal ethics, after all, the analysis is only of the character, not of the student.

2 minutes:

Homework assignment: Rachel and Her Children. (Chapter 3), remind students to bring Group Role Notebooks to class tomorrow.
Prepare to leave.

Day 5 (Friday)

3 minutes:

Attendance, business.

10 minutes:

Discuss what students are expected to do in their groups today. Answer questions.

32 minutes:

Students will get into self-selected groups of 4 people to discuss their reading of Rachel and Her Children. They will use their Group Role Notebooks as discussion starters. Students are not limited to their assigned role, but it should provide a basis for their contribution to the conversation. Teacher will move among the groups checking Group Role Notebooks and participating in conversations with discretion.

5 minutes:

Students switch Group Role Notebooks.
Return seats to original positions.
Prepare to leave.

Week 5

Day 1 (Monday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: commas: using commas to separate items in a series.

25 minutes:

Students will be given the patterned interview guide and divided into pairs, each of which will be given two poems by Charles Baudelaire "Beat Up the Poor" and "Eyes of the Poor," so

that each student serves once as the reader and once as the interviewer. This is the same pattern that was used previously in this unit. Refer to the handout above.

10 minutes:

Students will take this time to write about the experience that they had with the poetry through the patterned interview guide. They will write about their reading of the text and will be encouraged to be honest in their responses: Did they like it, did they learn more from the poem through this patterned guide, was the interview process distracting, did they dislike it? They will turn this evaluation of their experience in to the teacher at the end of class.

2 minutes:

Homework assignment: Rachel and Her Children. (Chapter 4).
Prepare to leave.

Day 2 (Tuesday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: separating independent clauses by use of a comma or semicolon.

12 minutes:

Students will take time to do some informal writing in their writing notebooks. They will be provided with the following quote,

You do not have to be me for us to fight alongside one another. I do not have to be you to recognize that our wars are *the same*. What we must do is commit ourselves to some future that can include each other. . . --Audre Lorde (emphasis added).

They may respond to the quote however they choose. The following questions will be provided to get them started: How does this comment make you feel, do you agree that people on both sides of the binaries are fighting the same war, if not, what's the difference in the wars, do you agree with this comment, does it make you mad, hopeful?

8 minutes:

Students will break into pairs and share with their partners what they have written.

12 minutes:

Have students volunteer to share their writing with the rest of the class. The writings will serve as a spring board for class discussion.

5 minutes:

Homework assignment: Find at least two controversial news articles, magazine articles, advertisements, TV commercials, songs, etc. dealing with one or both of the topics we've been dealing with in this unit. The material/propaganda you bring to class should either relate to people who have been marginalized or homeless people. Bring this to class Wednesday.

Rachel and Her Children. (Chapter 5), remind students of quiz on Thursday.
Prepare to leave.

Day 3 (Wednesday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: correcting sentences by using semicolons.

15 minutes:

Students break up into small groups of 2-3 people. They will present to one another the material they gathered. For each topic, they should come up with two or three major themes they see being repeated. They should be prepared to present these themes to the entire class.

20 minutes:

Whole-class discussion will follow the small group critiques. The class will either see a range of different themes within the topics of study, or they will see the same themes repeating themselves. The teacher will tie all of the groups' findings together in the last couple of minutes.

2 minutes:

Homework assignment: Rachel and Her Children. (Chapter 6).
Prepare to leave.

Day 4 (Thursday)

3 minutes:

Attendance, business.

10 minutes:

Writing skills workshop: correcting sentences by using colons.

10 minutes:

Quiz over reading (Chapters 4-6).

25 minutes:

Students will get into self-selected groups of 4 people to discuss their reading of Rachel and Her Children. They will use their Group Role Notebooks as discussion starters. Students are not limited to their assigned role, but it should provide a basis for their contribution to the conversation. Teacher will move among the groups checking Group Role Notebooks and participating in conversations with discretion.

2 minutes:

Remind students to bring Group Role Notebooks to class tomorrow.
Prepare to leave.

Day 5 (Friday)

3 minutes:

Attendance, business.

45 minutes:

Students will use this time to make their unit maps. These are ungraded maps that will serve to visually represent the students' growth and movement of thought through the six week unit. The teacher will bring an example of one that she made previously. She will also supply markers and poster boards for the students to complete their maps. Any student wishing to share about his/her map may do so during this time. The maps will be displayed from the ceiling tiles.

2 minutes:

Homework assignment: Students will write their second reflective response paper. They will refer to their writing notebook entries as well as to class discussions, reading of texts, and viewing of films and develop a reflective response paper communicating a new stance on the topic of homelessness. If the student has not changed her views regarding the topic, she may say so and provide a strong explanation of her position.

Students switch Group Role Notebooks.

Return seats to original positions.

Prepare to leave.

Week 6

Day 1 (Monday)

3 minutes:

Attendance, business.

47 minutes:

Students individually present their cross cultural experiences to the class.

Day 2 (Tuesday)

3 minutes:

Attendance, business.

47 minutes:

Students individually present their cross cultural experiences to the class.

Day 3 (Wednesday)

3 minutes:

Attendance, business.

45 minutes:

Students individually present their cross cultural experiences to the class.

2 minutes:

Remind students to bring their writing notebooks, reflective response papers, and their in-role writing notebooks. They will use these materials Thursday and Friday to complete the unit exam.

Day 4 (Thursday)

3 minutes:

Attendance, business.

47 minutes:

During this time students will begin to generate a reflective response paper referring to the previously written reflective response papers demonstrating their synthesis of the unit as a whole. This final reflective response paper should make a connection between class discussions, activities, and literature and the individual student's personal experiences with all of these.

Day 5 (Friday)

3 minutes:

Attendance, business.

47 minutes:

Students will finish their reflective response papers.

Note: The Map of Growth assignment and rubric have been edited. There was not enough time in the scope of six weeks to allow students to work on this project productively. In the place of this requirement, students will generate, in class, an ungraded map that will serve to visually represent the student's growth and movement of thought through the six week unit.

Homework Schedule/Due Dates Student Handout

Week 1

Monday: Slam (p. 1-15)

Tuesday: Slam (p. 16-31)

Wednesday: Slam (p. 32-46)

Thursday: Quiz (p. 1-46), Slam (p. 47-60)

Friday: Bring Group Role Notebooks

Week 2

Monday: Slam (p. 61-89)
Tuesday: Slam (p. Slam 90-122)
Wednesday: Slam (p. 123-150)
Thursday: Quiz (p. 47-150), Slam (p. 151-178)
Friday: Bring Group Role Notebooks

Week 3

Monday: Reflective Response #1 due, Slam (p. 179-210)
Tuesday: Slam (p. 211-232)
Wednesday: Slam (p. 233-266)
Thursday: Quiz (p. 151- 266)
Friday: Bring Group Role Notebooks

Week 4

Monday: Short paper about Slam due, Rachel and Her Children (preface)
Tuesday: Rachel and Her Children (chapter 1)
Wednesday: Rachel and Her Children (chapter 2)
Thursday: Quiz (chapters preface-2), Rachel and Her Children (chapter 3)
Friday: Bring Group Role Notebooks

Week 5

Monday: Rachel and Her Children (chapter 4)
Tuesday: Rachel and Her Children (chapter 5)
Wednesday: Bring in clippings from magazines, newspaper articles, etc. Rachel and Her Children (chapter 6)
Thursday: Quiz (chapters 4-6)
Friday: Bring Group Role Notebooks

Week 6

Monday: Reflective Response #2 due, presentations
Tuesday: presentations
Wednesday: presentations
Thursday: Unit exam
Friday: Unit exam

Rubric for Cross Cultural Experience Student Handout

1. Student will participate in a cross cultural experience from the following list, or another experience approved by the teacher. Visit homeless shelter, visit church from another denomination; Catholic, Protestant, Mosque, Temple, etc., have lunch with someone outside of your race, have a friend from another culture cook you dinner and eat it the

traditional way their culture dictates (hands, chopsticks), visit a nursing home, take a walk on the opposite side of the street (i.e. if you're upper-class stroll around a lower -class neighborhood and vise-versa).

Pass

Student participates in one of the experiences listed above.

Fail

Student does not take part in one of the experience outlined above.

2. Student will write-up their cross cultural experience. They will include rich, thick details of what they did, where they went, how they felt, how it differed from their typical experiences, and what they learned.

Content

Level Four

Strong evidence of critical thinking and reflection on chosen topic
Includes rich, thick details
Reflect clear connection between in-class studies and independent experience

Level Three

General evidence of critical thinking and reflection on chosen topic
Includes rich details
Reflects connection between in-class studies and independent experience

Level Two

Vague evidence of critical thinking and reflection on chosen topic
Includes little detail
Poorly developed connection between in-class studies and independent experience

Level One

No evidence of critical thinking and reflection on chosen topic
Includes no details
Lacking connection between in-class studies and independent experience

Organization

Level Four

Clear, steady progression of ideas
Controlling thread, theme, and idea evident throughout writing
Strong support presented in a clear and logical manner

Level Three

Text occasionally strays into peripheral support
Vague theme and idea evident throughout writing

Supporting ideas generally presented in a clear and logical order

Level Two

Inconsistent progression of ideas
Theme and idea weakly presented throughout writing
Supporting ideas clear but repeated

Level One

No clear progression of ideas
Controlling thread, theme, and idea not evident throughout writing
Prevalence of irrelevant ideas throughout writing

Style

Level Four

Engages the reader and sustains interest
Takes many risks in vocabulary and structure using language in attempt to add variety to writing
Recognizable personal voice

Level Three

Initially engages reader, but does not sustain interest
Word choice and structure is varied and few risks are taken using language to add variety to writing
Recognizable personal voice

Level Two

Contains little to engage reader and does not sustain interest
Word choice and structure is unvaried and minimal risks are taken using language to add variety to writing
Weak use of personal voice

Level One

Does not engage reader and does not sustain interest
Repetitive word choice and structure is unvaried and minimal risks are taken using language to add variety to writing
No recognizable personal voice

Mechanics

Pass

Few errors, not distracting to the reader

Fail

Many errors causing great distraction to the reader

3. Students will have 5 minutes each to showcase important findings, new questions, and/or suggestions for cultural acceptance. Students can be as creative as they want with the time allotted i.e. they may choose to do something other than simply talk. For example, they may stage something visual and/or dramatic to underscore the topic covered.

Pass

Student presents an articulate summary of project roughly 5 minutes in length

Fail

Student fails to present or presentation is fewer than 3 minutes