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LLED 367

Assignment 1

Subject: English (Short Stories Unit)	Grade: 11	Date:	Duration: 60 minutes
Lesson Overview <i>(What this lesson is about)</i>	This lesson functions as an introduction to short stories. I want to begin the unit by introducing a variation of First Nations literature. Taylor's short story provides an engaging method of discussing cultural and racial issues. I perceive that the story will resonate with many students in various ways. This lesson will also lead into assessing how well the students can form argumentative statements and paragraphs while also allowing them to think critically about relevant issues.		
Class Profile <i>Construct a hypothetical class profile, in which you specify how many students are in your class, their learning challenges, and their levels of English proficiency</i>	<ul style="list-style-type: none"> - 25 students - 30 percent ELL 		

Big Idea(s) <i>(Select one or two big ideas from the new BC curriculum):</i> https://curriculum.gov.bc.ca/curriculum	<ol style="list-style-type: none"> 1. The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world. 2. Texts are socially, culturally, geographically, and historically constructed.
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Curriculum Competencies <i>(What the students will do)</i>	<ul style="list-style-type: none"> • Recognize the diversity within and across First Peoples societies represented in texts • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize how language constructs personal, social, and cultural identity • Construct meaningful personal connections between self, text, and world
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	<ul style="list-style-type: none"> Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
Content <i>(What the students will know)</i>	<ul style="list-style-type: none"> Features and structures of First Peoples text: narrative structures found in First Peoples texts Voices, styles, and perspectives (specifically humor) Real world purposes of a text Different purposes of genre (how humor can address serious issues)
Language Objectives <i>(What new language students will learn)</i>	<ul style="list-style-type: none"> You will be able to identify and discuss differences and similarities surrounding Western culture and First Nations culture You will be able to state and justify your opinions and discuss the opinions of others

Materials and Equipment Needed for this Lesson
<ol style="list-style-type: none"> Copies of Drew Hayden Taylor’s “Pretty Like a White-boy” PowerPoint (have computer and presentation set up at the beginning of class): presentation consists of visual images of western and indigenous culture as well as short texts that describe the image

	Lesson Stages	Learning Activities	Time Allotted
1.	Warm-up <i>Get students’ attention, connect to previous knowledge and explain why the topic is important to learn.</i>	I would like to begin class by asking the students “What do you know about stereotypes?” I will use the board to create a brain storming chart, using the word “stereotype” in the middle and branch off with different ideas that the students provide. Students can provide examples of a stereotype, definitions, why we have stereotypes and other terms that are associated with stereotypes (i.e. stigma). I will have the students raise their hands to provide ideas while I write their thoughts on the board surrounding the “stereotype.” The focus of this exercise is to activate their background knowledge of stereotypes and perhaps discrimination. It is good to try to get them to think about if they believe they fit a stereotype (i.e. jock or cultural group) but more so on how they also have characteristics that cannot be easily categorized. By the end of this exercise, students should have a clear	5-7 minutes

		definition of what a stereotype is and be starting to think critically about stereotypes.	
2.	<p>Presentation</p> <p><i>Teach the new content and language.</i></p>	<p>I will begin instruction by reading “Pretty Like a White Boy” aloud to the class. The students will have their own copy and are asked to follow along. Students are encouraged, though not required, to make small notes while they read about what they like or by highlighting things they find interesting. (<i>approx. 15 minutes</i>)</p> <p>After reading aloud, I will begin an informal discussion about the story. I will ask the students to discuss what issues arise in the text and what stereotypes Taylor draws attention to. During the discussion, I would like to use a PowerPoint slideshow to help students visualize the difference between Canadian/Western Culture and Ojibway culture. I will use the PowerPoint to also help students visualize certain images that Taylor describes (such as what a Metis is, and a picture of Taylor himself). I will also use the presentation to make sure I discuss different cultural values. I want to highlight Taylor’s ability to describe the positives and negatives of both his Caucasian and Ojibway background (<i>This is important for the following activity so it will be discussed in detail</i>).</p> <p>Further, I would also like to discuss the stereotypes he points to in his story. I will discuss aboriginal discrimination from the past and present, while continuing this idea further and in more detail next class. In conclusion, I want students to understand Taylor’s acceptance of his identity by looking at the last paragraph of the story. Taylor embracing both his cultures is important in students’ understanding and acceptance of their own identity.</p>	20-25 minutes
3.	<p>Practice and Production</p> <p><i>Practice, reinforcement, and extension of the new</i></p>	<p>In transition, I will make sure to highlight Taylor’s ability to contrast his Caucasian and Ojibway background. I will then divide the class in half to begin a debate activity. The statement the students will debate is: <i>People who discriminate should be punished (provide examples)</i>. Half of the class will support this statement, the other half of the class will dispute it.</p>	25 minutes

	<p><i>content and language.</i></p>	<p>Students will have 2 minutes to write 1-2 sentences that support their side. Then, one side of the class will start first (ask for a volunteer to start otherwise pick a student). The debate will go back and forth between sides, allowing one student to talk, then allowing the other side to provide their argument (back and forth on each side) Students are encouraged to take notes on others opinions. (<i>approx. 15 minutes</i>)</p> <p>After the debate, students will be asked to form a 4-5 sentence paragraph. Students will be asked to continue their sentence (or they can start new) that supports or disputes the argument. Students will use the knowledge they gained from the debate and write a paragraph that incorporates both sides of the debate, but ultimately coming to a solid conclusion that supports or disputes the statement. Students are not required to write about the side they are placed on, they can pick either side but they must argue for it throughout their paragraphs. The constraint on the writing requires that students must write in sentences that incorporate sentence adverbs or comparative/superlative structures (these terms are taught in a previous lesson and given on a sheet of terms as well*). They must have a minimum 3 sentences that use these constraints (they cannot repeat the same adverbs). This will assess their ability to create persuasive arguments and their ability to discuss the perceptions of others. They will have the rest of class to work on their sentences.</p> <p>*Sentence adverbs: i) <i>cause – result</i>: because, due to, as a result of, in order to ii) <i>addition</i>: besides, furthermore, in addition iii) <i>concession</i>: however, nevertheless, yet, despite</p> <p>*Comparative/superlative structures: more...than, better than, the least</p>	
4.	Closure	<p>Students will hand in their paragraphs if they are finished, if not, it is assigned for homework. I will briefly discuss how we will go further into the short story next class by looking at linguistic features and literary techniques and devices as well as indigenous history in Canada. As an exit slip, students will be</p>	5 minutes

		asked to write down one question they had about the lesson or story on a sheet of paper and hand it in – this is a part of end of class routine (<i>make sure they write their names on it</i>).	
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Adaptations for English Language Learners	<p>The language and vocabulary of the story engages in idiomatic phrases and cultural references. I would like to make sure these ideas are addressed in the PowerPoint so ELL students have a visual of what these terms are.</p> <p>For the writing assignment, ELL students are permitted to focus just on sentence structure rather than the logical flow of the paragraph. The assessment is based on being able to structure these sentences so I would prefer to see an understanding of that kind of argumentative statement. If this task seems too difficult, I will also accept a T-chart that on one side, shows the statements that support the debate statement, and the other side showing the refutes from the debate.</p>
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Assessment/Evaluation of Students' Learning	I will assess if students are able to understand how identity is constructed. Students should be able to reflect on the ideas of others and create an argument that assess both perspectives of an idea. (Can the student's form support for an idea, while also discussing other perspectives on the idea)
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<p>Reflection</p> <p><i>Reflect on your process of developing this lesson plan. Explain how your lesson plan relates to some of the theoretical concepts acquired in this course so far.</i></p>	<p>My focus is to begin the short stories unit with a relationship to real world ideas and issues. This lesson plan looks at the general themes and ideas I would like to explore throughout the unit. I want students to be able to connect to their cultural backgrounds and think critically about the issues brought up in the lesson. This lesson helps students who may feel like an outsider coming into a new culture begin to feel more comfortable. This lesson engages students by taking a serious issue of racism and discrimination and approaching it humorously. I feel this lesson addresses students coming from different backgrounds and places by ensuring everyone understands the concepts being taught (for example, not assuming everyone understands what a stereotype is or what Ojibway culture is).</p>
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