

## LLED 360: LESSON PLAN

<b>Subject:</b> English	<b>Grade:</b> 9	<b>Date:</b> October 12	<b>Duration:</b> 60min
<b>Lesson Overview</b>	Rewriting history from racially charged Disney songs. Students will examine a racially insensitive Disney song followed by Frank Waln's cover of the same song, rewritten to educate about racism. Class will discuss the importance of positive outlook and expression of thought through creative means.		
<b>Class Profile</b>	34 students, 3 ELL, 2 overachievers		

<b>Big Idea(s)</b>	<ul style="list-style-type: none"><li>• Texts are socially, culturally, and historically constructed.</li><li>• Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</li></ul>
<b>Curriculum Competencies</b>	<ul style="list-style-type: none"><li>• Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</li><li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</li></ul>
<b>Content</b>	<ul style="list-style-type: none"><li>• Reading strategies</li><li>• Literary devices</li><li>• Features of oral language</li></ul>
<b>Language Objectives</b>	<ul style="list-style-type: none"><li>• Define terms "stereotype," "insensitivity," "racism," "era"</li><li>• Summarize themes and practice writing skills</li></ul>

Materials and Equipment Needed for this Lesson	
<p>Projector screen with laptop hookups</p> <p>Xeroxed copies of “What Makes the Red Man Red” (Peter Pan), “We are Siamese” (Lady and the Tramp), “Savages” (Pocahontas), “Be Like You” (The Jungle Book) song lyrics</p>	

	Lesson Stages	Learning Activities	Time
1	<b>Warm-up</b>	Watch “What Makes the Red Man Red” from Peter Pan. Followed by Frank Waln’s “What Makes the Red Man Red”	5 mins
2	<b>Presentation</b>	<p>Compare and contrast videos, turning a negative into a positive.</p> <p>Guiding questions:</p> <ul style="list-style-type: none"> <li>• Think of other cartoons (Disney in particular) that have been racially insensitive. Introduce Lady and the Tramp, The Jungle Book, Pocahontas if they are not mentioned.</li> <li>• Why do you think these songs were so insensitive? (Point out era of film’s release, give examples of racial insensitivity during film’s timeframe for reference)</li> </ul> <p>Introduce writing assignment and give constraints:</p> <ul style="list-style-type: none"> <li>• Write a black-out poem over a racially insensitive Disney song</li> </ul> <p>Display example poem on projector</p>	15 mins
3	<b>Practice and Production</b>	<p>Students work on their poems</p> <p>Those who finish early may select another poem to black-out</p>	30 mins
4	<b>Closure</b>	One or two students share their poem aloud. Explain the benefits of turning negative aspects of history into positive education for the future	10 mins

<b>Adaptations for English Language Learners</b>	Write-Pair-Share Make copies of Disney songs in L1, translate their version of poem into English.
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<b>Assessment/ Evaluation of Students' Learning</b>	Students given full marks for completion and participation in poem writing. Note student's engagement with the subject material.
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<b>Reflection</b>	At this stage in the student's education, I want them to develop a sense of understanding towards historical texts/documents/films. I would like to introduce the evolution of thought towards stereotypes and cultural acceptance in media.
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### Example of a poem:

We are Siamese if you **please**  
We are Siamese if you **don't** please  
We are from a residence of Siam  
There is no finer cat than I am

Do you see **that thing** swimming round and round  
Maybe we can reach on in and **make it drown**  
If we sneaking up upon it carefully  
There will be head for you and a tail for me

We are Siamese if you please  
We are Siamese if you please  
Now **we're looking** over our new domicile  
If we like we stay **for** maybe quite a while

We are Siamese if you please  
We are Siamese if you don't please  
We are from a residence of Siam  
There is no **finer** cat than I am

Do you hear what I hear a baby **cry**  
Where we finding baby there's milk nearby  
And if we look in baby buggy there could be  
Plenty of milk for you and also some for me

~~We are Siamese if you please~~  
~~We are Siamese if you please~~  
~~Now we're looking over our new domicile~~  
~~If we like we stay for maybe quite a while~~

~~We are Siamese if you please~~  
~~We are Siamese if **you don't please**~~  
~~We are from a residence of Siam~~  
~~There is no finer cat than I am~~

~~We are Siamese if you please~~  
~~We are Siamese if you don't please~~  
~~We are from a residence of Siam~~  
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~~We are Siamese if you please~~  
~~We are Siamese if you don't please~~  
~~We are from a residence of Siam~~  
~~There is no finer cat than I am~~