

TITLE OF LESSON

English 2 Unit 1 Lesson 24 – Interactions of Perspectives of Race

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 3.0, 3.3-9, L/S1.0-1, 2.4a-d

MATERIALS

“Just Walk On By” by Brent Staples – Reading

LESSON OBJECTIVES

- To identify possible results when different perspectives of race interact
 - To read “Just Walk On By”, by Brent Staples
 - To have students review their strengths and weaknesses as essay writers
 - To set goals for their next piece of writing
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EXPLANATION OF LESSON

Today, students will be reading, “Just Walk on By” by Brent Staples, and identifying the author’s intended message, target audience, and bias. Then they will begin to pull out his ideas of the possible results of colliding perspectives of race. Finally, they will use this piece as a means to discussing how plays may be used to convey messages of race identity.

Because the content of the following lessons may change the students’ ideas of what is on the inside of race identity, students should be aware that they will have the opportunity to revise their images to include any new ideas they believe are relevant. Also, you will need to define the target vocabulary (above) and list the words with their definitions on the front board before class. All of the words are taken from today’s readings.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Hand back all graded images. Have students place them in the appropriate section of their binders. Remind them that if they lose these, they will be missing 1/3 of their final project.
- 2) **Daily Log** – Have students copy the Daily Log below.
- 3) **Goal Setting** – Pass back Essay #3. Have students look at the grade they received and compare it to the grade they said they wanted to earn (you should have a copy of the grade they were aiming for; they gave it to you the last time they did goal setting).

Have students take out the **Evaluation Rubric** they should be keeping in their binders. Ask them to take out another sheet of paper, write their name and the date on it, and decide what grade they would like to aim for in their next essay. Have them look at the **Evaluation Rubric** and the Grading Procedure at the end of the **Essay #3 Requirements** sheet to decide what they need to improve in order to get the grade they say they would like to earn. Then ask them to write specifically what they will work on to get the grade they have written out. It could be that they need to work on turning their work in on time, writing a second draft, getting their paper edited properly, making sure to include 3 reasons that back up their thesis statement, or at least 2 pieces of supporting evidence with quotes from the text. Have them choose at least 2 specific things they can do to earn the grade they are shooting for.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Perspectives of Race Identity	1. Goal Setting 2. Group Reading	“Just Walk On By”, Brent	1. Write out vocabulary definitions in your own words.

				Staples	2. Create a sentence for each vocabulary word. 3. Make flash cards of vocabulary words. 4. Study your flash cards.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Vocabulary – Post the Target Vocabulary words (see above) on the front board with the definitions. Have students add them to their vocabulary list. Explain that their homework is to write the definitions in their own words and create a sentence for each that clearly illustrates the meaning and is used correctly. Let the students know that all of the words are taken from today's reading and are meant to help them to understand the text.
2. Reading – Pass out Brent Staples, "Just Walk On By". In their assigned groups, ask students to decide how they would like to read this piece (e.g., silently, one person reads aloud while the rest of the group listens, each student in the circle reads a paragraph until the entire piece is read, *Popcorn* read). When they have decided, tell them that while they are reading, they must **highlight/annotate** the piece. They will have 20 minutes to finish reading.
3. Group Work – At the end of 20 minutes, call time. On a separate sheet of paper, tell the groups they are to decide what the author's intended message, target audience, and bias is and write it down. They must all agree on the group's answers. Next to each answer, they should list at least two pieces of evidence from the text that would lead them to believe their answers are correct. Tell them they will have ten minutes to complete this portion of the activity. All students should be taking notes.
4. Presentations – At the end of ten minutes, call time. Randomly call on a member of each group to present. Remind students that each group may have a different answer. It's alright, as long as they have solid reasons and evidence to support their opinions.
5. Process Observer – Although the process observer has not shown up in group work for a while, it is important every now and again to have students look at how they work together as a group. Save time to listen to the reports of each process observer, being careful to ask them what suggestions they might give their group for the next time they work together.
6. Identifying Perspectives – When students have finished presenting, ask them to give examples of the perspectives of race identity that Staples presents in his essay. List them on the front board and ask students to write them on their papers.
7. Discussion – Ask students which of the perspectives in Staples essay are true, if any. Why? Have students look at the original images and ideas they listed about African-Americans. Are any the same? Different? Why? Ask them to add any they believe should be on the class chart/image. Now that they have had the opportunity to study what is on the outside and inside of race identity, would they say that maybe Brent Staples believes there is an inside to race identity? If so, what is it?
8. Explain to students that for the next couple of weeks, they will be reading *A Raisin in the Sun* and studying African-Americans.

HOMEWORK

- 1) Re-write vocabulary definitions in your own words.
- 2) Create a sentence for each vocabulary word.
- 3) Make **flash cards** for all vocabulary words you have been given so far in this unit.
- 4) Study your vocabulary flash cards.
- 5) Continue reading your novel.

GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Time Keeper – Your job is to keep track of the time and make sure your group accomplishes their assignment in the time given. You are to help the facilitator keep everyone focused, reminding them of the time they have left to finish.

Notetaker – Your job is to write out the words the group is giving you. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Process Observer – Your job is to observe how your group members work together to accomplish a task. You must write down your thoughts about how your group members work together to generate ideas. It is not your job to say anything to them about what you are writing during the exercise, but you will report back to them after the exercise is complete.

DOCUMENTATION FOR PORTFOLIO

- Evaluation Essay #1
 - Evaluation Essay #2
 - Project 2: Deconstructing Newspapers
 - Evaluation Essay #3
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TARGET VOCABULARY

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|-----------|---------------------|
| affluent | bravado |
| unwieldy | perilous |
| bout | ad hoc posse |
| insomnia | proprietor |
| wayfarers | congenial |
| foyer | constitutional (n.) |