

TITLE OF LESSON

English 2 Unit 1 Lesson 7 – Active Versus Passive Creation of Race
How is it decided who belongs and who doesn't?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 3.0, 3.5-3.9, 3.11; W1.0-2, 2.0, 2.2 a-d; W/O1.0-4; L/S1.0-9, 2.4 a-d

MATERIALS

Create Packet #4: Native American Poems from the following readings:

- “A Poem”, Leonard Peltier
- “We Exist”, Janice Gould
- “The Way to Start a Day”, Byrd Baylor
- “Come Brothers and Sisters”, Eve Zamora
- “Rising Voices”, Carla Willetto
- “Eating Bread”
- “Strange Fruit”, Joy Harjo

“Sure You Can Ask Me a Personal Question”, Diane Burns – Reading

Think Along Example – Teacher Page

LESSON OBJECTIVES

- To sustain silent reading for twenty minutes
 - To share ideas of who decides who belongs to a race and who doesn't with their peers
 - To evaluate the ideas of their peers in order to choose the most clear and effective journal to share with the class
 - To interpret a poem by utilizing the **Think Along** strategy
 - To incorporate summarizing, clarifying, questioning, and predicting into one strategy, the **Think Along** and use it as good readers do
 - To utilize evaluation writing to address questions about a text
-

EXPLANATION OF LESSON

Students will begin the period with Silent Sustained Reading. They will do this every day from now until lesson 27. Students will read their journals from last night and choose one to read to the class so that they can share good ideas with a larger audience and still conserve time to do the rest of the activities. Then students will look at a poem titled “Sure You Can Ask Me a Personal Question”, utilizing an old strategy called a **Think Along** to determine meaning. There is an example of a **Think Along** in the *Teacher Pages* of this unit. However, this is only meant as an example for the teacher. Do not show it to your class, as students have a tendency to think there are right and wrong answers and often will simply copy what you have down instead of thinking for themselves which defeats the whole purpose of a **THINK** along. Then they will look at how this author uses both active and passive creation of race to make a point. Finally, they will use the same strategy in their homework assignment and address the same question when evaluating the poems they read.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Hand back all graded assignments. Collect **Circle Diagrams** from last night. Initial all complete journals. Have students keep their journals on their desks. Make sure all students have a novel to read. Remind them that they should have chosen a novel they are really interested in reading, or more than likely they will not read, choosing instead to try to fake it. Tell them it will be fairly easy to see that they

have not read by their essays which are not book reports. The essays are opinions backed by real reasons supported by evidence from the novel. If they have not read, they will not be able to give intelligent, logical arguments. If there are students who do not have books, let them know you will be calling home again tonight.

- 2) **Daily Log** – Have students copy the daily log below.
- 3) **Silent Sustained Reading**—Have students take out their novels. You take out your novel, too. Read silently for 20 minutes. At the end of 20 minutes, ask if there are any students who read any interesting parts of their novel today. If someone raises their hand, have them explain the interesting part to the class. If no one raises their hand, tell a part of your novel that you found interesting.

Lecture					
Date	Journal	Discussion	Activity	Readings	Homework
		Active Versus Passive Creation of Race Identity: Who decides who belongs and who doesn't?	1. Silent Sustained Reading 2. Think Along of Poem 3. Close reading and presentation 4. Adding to Race Identity Images	Packet #4: Native American Poetry	1. Read Packet #4: Native American Poetry. 2.Highlight/Annotate Packet #4. 3. Choose one poem to create a Circle Diagram for an evaluation essay. Create the Circle Diagram.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Group Read Around** – Students should be seated in their groups. Have them pass their Journal #1 to the right. Tell them they will have 2 minutes to read the journal. At the end of 2 minutes, call time. Have them pass again to their right. Again, give them 2 minutes to read the journal. At the end of 2 minutes, call time. Have them pass to their right again. Give them 2 minutes to read. This should be the last pass if there are 4 people per group. At the end of 2 minutes, have them hand it back to the author. In their groups, ask students to decide which journal was the most well thought out and addressed all aspects of the question. Give them 2 minutes to choose. At the end of two minutes, ask each group which journal they chose. Have the authors of the journals read them to the class. Remind students that this is so that they can hear more than just the ideas of those in their group. They may use the ideas of others to think of new ideas or to enhance their own ideas.
2. Collect all journals.
3. Review – Ask students to look at the images they created for Native Americans. Review with them the words and ideas they used to represent them. Tell them they will be studying some poems by Native Americans today and tonight for homework.
4. Directions – Hand out the poem, “Sure You Can Ask Me a Personal Question” by Diane Burns. Tell them you are going to use a strategy called a **Think Along** to read this poem and understand its meaning. Ask them to pay close attention to how you do it, as they will be doing the same thing when they read their poems. Tell them a **Think Along** is exactly what it sounds like; you think along with the poem and write out what you are thinking. They should remember that the writing out of their thoughts when they are reading a text is called annotation. Tell them that a **Think Along** utilizes all of the strategies that adult readers use to access a text: questioning, clarifying, summarizing, and predicting.
5. **Think Along Model** – Post a copy of the poem on an overhead or have it already written on the chalkboard. An overhead is easiest because you will be writing in the spaces next to the text. Read the title out loud. Say what you think of the title, then next to the title, write out what you thought when you read it. (e.g., Sounds a bit sarcastic. I wonder if the mood of the poem will be sarcastic.) Read the first two lines. Again, tell the students

what you thought and write it next to the lines. (See **Think Along Example** in the *Teacher Pages* of this unit to get some ideas for thoughts and how this works. But try to do this cold with your first thoughts as you read something new, as that will be what you are asking students to do and it will help them to see you really do it.) Then open it up to the class. Tell students you are going to read the rest of the poem out loud and when the poem makes them think of something, they should raise their hand. Most readers are thinking all the time they are reading, they just do not know that they are thinking about what they are reading. Today, it is their job to capture their thoughts. Go through the entire poem, allowing students to stop you so that you can write their thoughts. Add your thoughts too as you go. Students may have different ideas about what the same line or words mean. That's a good thing! It means they are thinking. Remember, there is no right or wrong interpretation when it comes to poetry.

6. Discuss – When you have finished your **Think Along**, ask students to look at the poem again and identify all of the stereotypes this author has included. Write their responses on the board. Now, ask them to look at the image of Native Americans they created. How does their image compare with her stereotypes? Ask students the following questions:
 - a. Can a people be the stereotypes that have been created of them? If so, how? If not, why not?
 - b. Who created the stereotypes of Native Americans she mentions in her poem?
 - c. What is the tone of her poem? Why does she use this tone? How effective is her use of tone and why?
 - d. What is the message this author is trying to convey?
 - e. Is her poem active or passive creation of race identity? How?
 7. Wrap Up – Finally, ask them to look again at the Native American images they created. Is there anything they would add to the image now that they have read in this poem? Have them add now and decide where they will put them on the image, reminding them of the idea of outside versus inside.
 8. Homework Review – Hand out Packet #4: Native American Poems. Tell students they are to read all of the poems, create a **Think Along** for each one, and create a **Circle Diagram** that evaluates one or more of the poems using the question, “Do people on the outside or inside of a race decide who belongs to a race and who doesn't?” If there is time in class, have them start on their homework.
-

HOMEWORK

- 1) Read packet #4: Native American Poems.
 - 2) Create a **Think Along** for each poem.
 - 3) Create a **Circle Diagram** for one or more of the poems that addresses the question, “Do people on the outside or inside of a race decide who belongs and who doesn't?”
-

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

None