Name: Cindy Spoon

Course: Critical Reading (for 9th -12th grade advanced intermediate ESOL students)

Lesson Title: Africa for Norway (How Stereotypes Impact the World)

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  **From the Common Core State standards**  **ELA – Literacy.RI.9-10.6** Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose  **ELA-Literacy.SL 9 -10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners building on other’s ideas and expressing their own clearly and persuasively  **RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.  RH 11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  **R1 CCR Anchor Standard** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **National Council for the Social Studies Curriculum Standards**   * Compare ways in which people from different cultures think about and deal with their physical environment and social conditions. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  - develop critical thinking skills when consuming media  - collaborate with others towards a common goal  - effectively present their opinions and facts using academic language  - make connections between themselves and people from other nations  - act individually or as a group to make a positive impact in the world | |
| ***Meaning*** | |
| UNDERSTANDINGS *Students will understand that…*  - fundraising campaigns can have a negative impact on people’s perceptions  - stereotypes occur and ways to  dissipate them  - they can take action as an individual to effect change in the world  - the media plays a role in perpetuating stereotypes  - the internet can play a role in connecting people across economic and social divides  - it is within their ability to impact the world in positive ways | ESSENTIAL QUESTIONS   * How can a serious message be conveyed in creative and engaging ways? * How are stereotypes acquired? * How do stereotypes impact individuals and countries? * How can I as an individual make a difference in the world? * What are the differences and similarities across cultures? |
| ***Acquisition*** | |
| *Students will know…*   * how satire is used to convey a message * how countries are categorized as   “developing countries”   * 7 - 9 new academic vocabulary words * how the internet can be used to link   people across nations and cultures  - how to make a more humane world through citizen action | *Students will be skilled at…*  -analyzing data to determine if a country is categorized as a developing country  - determining if a piece of text or media is satirical  - presenting their opinions clearly in group discussions  - Analyzing the meaning, use, and effect of word connotations, multiple meanings, and academic vocabulary.  - connecting world affairs to their own lives  - using the internet to research  - presenting their opinions and listening attentively to others |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Provides a realistic, thoughtful statement about a possible stereotype.  Accesses the internet and researches three facts about a country.  Provide facts from the articles or images from the video to support their opinion.  Demonstrates thoughtful comments in a discussion using specific academic vocabulary.  Provides a persuasive presentation that is supported with facts and visuals.  List questions that can elicit knowledge and understanding across nations and belief systems. | Students discuss and collaborate with a peer the stereotypes others may have of them.  **CIA Factbook website:** Sudents will research three pieces of data about a specific country (GDP, Life expectancy, Literacy)  **Video “Radi-Aid”:** Students will view the video Africa For Norway and discuss their knowledge of Norway and whether it is a developing country or developed. Then they will read two articles, which summarize the Radi-Aid video. Students will be asked to identify the satirical message (Norway needs African students to send them radiators) and the realistic message (fundraising campaigns can perpetuate negative stereotypes).  **Radi-Aids Goals:** Students will read the information on the Radi-Aid website about the goals of this media campaign. Students will make a connection between their own lives and the campaign’s goals. They will also brainstorm ways that they as individuals or as a group can help carryout the organization’s goals.  **Kiva.org website:** Students will choose an entrepreneur on the website Kiva.org and do research about his/her country. In teams, students will create a presentation to persuade classmates that the person they chose is most deserving of our help. They will show this country on a map, be able to discuss the literacy, life expectancy and GDP of this country and what the entrepreneur is planning to do with donations raised through Kiva.  **ePals website:** Students will be matched with a classroom in another country that is also interested in learning about and discussing the concept of stereotypes. Students will generate questions that they feel will help them better understand sudents from another country. | |
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| **Stage 3 – Learning Plan** | | |

1. **What is a stereotype?** This question is asked as a quick exit card activity to assess students’ prior knowledge.
2. **Discussion of the term “stereotype.** Students will discuss three examples of stereotypes. (Women are bad drivers. Women are afraid of spiders. Women are good at understanding people’s feelings.) Are stereotypes always wrong? Are they always negative? How do we acquire stereotypes? In pairs of country, trait, or gender alike students, the class will generate stereotypes that they believe others may hold of them (as Dominicans, tall people, Asians, etc.).
3. **CIA Factbook:** Students will be introduced to the terms “developed” and “developing” countries. As a class, students will discuss stereotypes they may hold about each category of country. Students will research threefacts: Literacy Rate, Life Expectancy and GDP about a country of their choice and write these three facts on a notecard. Students will then create a continuum line on the board with their cards. USA is placed at one end representing “developed”. Haiti is placed at the other end representing developing. As the cards are placed on the board, discuss how the facts overlap (i.e. Guatemala has lower literacy than El Salvador, but higher Life Expectancy).
4. **Radi-Aid Video:** Students will watch the music video *We Are the World* on YouTube and listen for negative messages that it conveys about Africa. Students are given the term satire and told they will view a satire of the *We Are The World* music video. The Radi-Aid video shows South African students collecting radiators and sending them to Norway, which is depicted as a bitterly cold land where people are dying of frostbite. Students are asked whether they think Norway is a developed or developing country.
5. **Article analysis and discussion:** Students read two articles which summarize the Radi-Aid video. They are looking for text evidence which supports either the satirical message of the video or the real message. Students are given sentence prompts to support their responses. They must state the article and paragraph that they will be referencing and then read the sentence they think supports either the satirical or real message. Classmates are encouraged to respond, also using sentence prompts for support. (I agree with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I also found that message in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.) (I disagree. I think \_\_\_\_\_\_\_\_\_\_\_\_\_\_.)
6. **Radi-Aids Goals:** Students will generate a list of Radi-Aid goals from the summary articles and discuss how they may connect to this organization. Then they will be given the actual list from the Radi-Aid website. One of the stated goals is to make developed countries aware of the negative impact that fundraising campaigns can have on a developing nation, including discouraging needed investments. From here students will discuss how they can make an impact as an indivual or as a group towards this issue.
7. **Kiva.org:** This organization connects individuals or groups with an entrepreneur in another city or country who is in need of capital investment. Loans can range from $500. - $5,000. Students will research an entrepreneur (including the level of development in their country based on the three facts researched earlier) and his/her business plan and then prepare a presentation to convince classmates to help this person. (I have grand ideas to have my students sell pizza after school to raise funds so we can really invest with an entrepreneur. Minimum donation is $25.) The broader discussion of this activity is to help students see people working as positive change agents even in some of the poorest countries.
8. **ePals.org:** As a culminating activity, I want to match my class with a class in another country that is also interested in talking about stereotypes. Students will generate a list of questions that will help them learn about engage with students from another culture and nation.