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Cultural Stereotypes: The Great Debate

Cultural Stereotyping/The Great Debate

Willecia Stubbs

willecias@yahoo.com

The SEED School of Miami

6018

For information concerning Ideas with IMPACT opportunities including Adapter and Disseminator grants, please contact:

Audrey Onyeike, Program Director Ideas with IMPACT The Education Fund 305-558-4544, Ext. 113 Email:

audrey@educationfund.org www.educationfund.org

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Goals and Objectives

The Florida State Standards below were all goals for scholars depending on the lesson of the day.

LAFS.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
3. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
4. Acknowledge new information expressed by others and, when warranted, modify their own views.

V - LAFS.7.L.2.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

LAFS.7.L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening

LAFS.7.SL.1.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Course Outline/ Overview

A typical Middle School Languages Arts curriculum includes, both reading and writing instruction. In a typical middle school Language Arts curriculum both reading and writing are taught. The teacher is responsible for ensuring the students are prepared in both areas. However, teachers often focus more time on reading so that students can excel in standardized testing and read on their grade level. As a result, many students advance into high school and college without fundamental writing skills. Additionally, teachers are often given a curriculum/pacing guide they are not typically responsible for creating one on their own.

Here at The SEED School of Miami, we are missioned to prepare our students for college and beyond. We have gathered data from our graduates and found that writing was a challenge once they were in college. To correct that pattern, SEED Miami has divided our Language Arts program into two separate courses taught by two separate teachers. Reading and writing teachers participate in intensive trainings to teach them best practices for teaching reading and writing as separate courses.

We follow the Readers Workshop by Lucy Calkins that requires teachers to create their own Curriculum Map with units of study for each quarter of the school year. The Curriculum Maps are all in a sequence from sixth through eighth grade. Reader's Workshop goes in depth with allowing scholars to set goals and develop independent reading skills. During a typical day in reading class the teacher facilitates a mini lesson, then the scholars work in groups, and lastly independent working time. There is also an in-class library in all reading classrooms and the books are arranged by grade level.

Standards	<p>LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis</p> <p>IT - LAFS.7.RI.1.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>LAFS.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>LAFS.7.RL.3.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>LAFS.7.SL.1.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
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V - LAFS.7.L.3.4.c.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

LAFS.7.L.2.3.a.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Key Concepts	Introduction to Unit three and four Cultural stereotyping/beliefs Cultural stereotyping/ beliefs PowerPoint Introduction to Debating Articles (Biographies of leaders) “The war of the wall”- Toni Cade “Judgement Day” Flannery O’Connor Reading logs (in class) “Jet Setting” Annotating Leaders in Motion (Stations) “Reliable source” Friday Just Right book check Vocabulary list (Great Leaders) QUIZ (Debate terms)
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Objective	<p>The scholars will be able to</p> <p>Scholar reads objective</p> <p>Demonstrate understanding of the PowerPoint that we have covered over the last two weeks by taking a quiz comprised of questions covering the PowerPoint which is centered around Cultural Stereotyping</p>	<p>The scholars will be able to</p> <p>Scholar reads objective</p> <p>IT - LAFS.7.RI.1.2.</p> <p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>LAFS.7.RI.1.3</p> <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals</p>	<p>The scholars will be able to</p> <p>Scholar reads objective</p> <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Scholars will apply the above standard</p> <p>By writing their very own speech with a focus of cultural stereotyping and an emphasis on the interactions between</p>	<p>The scholars will be able to</p> <p>Scholar reads objective</p> <p>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Scholars will apply the above standard by comparing an article from the same time period as their leader and compare it to 2019 and dissect the</p>	<p>The scholars will be able to</p> <p>Scholar reads objective</p> <p>Demonstrate mastery surrounding the standards that we covered this week (Monday-Thursday)</p> <p>“Reliable sourceFridays” Consist of spiraling standards which we focused on during the week and it is rolled out as a way for scholars to take the skills given during the week and conduct their own research based on the guidelines for the debate.</p>
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		<p>or events, or how individuals influence ideas or events).</p> <p>LAFS.7.SL.1.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>Scholars will apply the above standards by participating in Leaders in Motion; all scholars will have the opportunity to actively reflect on the articles based on the leaders which whom they will be portraying in the</p>	<p>the individual, and events of their choice based on their leader.</p>	<p>similarities/differences of cultural stereotyping then and now</p>	
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		debate, all leaders chosen faced some form of cultural stereotyping, a Florida state standard will be assigned to each station.			
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<p>Mini-Lesson Connection (activate prior knowledge and focus students attention on the lesson)</p>	<p>Scholar reads DO:NOW</p> <p>Scholars please take out a pencil and prepare for your Quiz covering “The PowerPoint based on Cultural Stereotyping”</p> <p>Hello scholars last week we ended the week by participating in “Reliable source” Friday and scholars had an opportunity to research their impactful leader which whom they are portraying for the debate .</p>	<p>Scholar reads DO:NOW</p> <p>Please stand in the front of the room and prepare for Leaders in motion</p> <p>Hello scholars yesterday</p> <p>We had a quiz which focused on the PowerPoint we covered based on Cultural Stereotyping</p> <p>Today we will Participate in Leaders in Motion all scholars will have the opportunity to actively reflect on the articles which are based on the leaders which whom they</p>	<p>Scholar reads DO:NOW</p> <p>Scholars, when one analyzes a character what are the steps one should take?</p> <p>Hello scholars on Tuesday we participated in Leaders in Motion all scholars had the opportunity to actively reflect on the articles which are based on the leaders which whom they will portray for the debate each class participated by going to each station, which a standard will be assigned to each station. Scholars will be assigned to groups by Ms. Stubbs and within each group ,there were also roles</p>	<p>Scholar reads DO:NOW</p> <p>Which time period do you think has experienced the bulk of cultural stereotyping?</p> <p>Hello scholars yesterday</p> <p>We wrote our very own short speeches with a focus of cultural stereotyping and an emphasis on the interactions between the individual, and events which you selected.</p> <p>Today we are going to</p>	<p>Scholar reads DO:NOW</p> <p>Please stand by your desk and prepare for “Reliable source” Friday</p> <p>Hello scholars happy “Reliable source”. Friday</p> <p>Yesterday we compared an article from the same time period as each scholars’ leader whom they will portray in the debate and compared it to an article surrounding cultural stereotyping now in 2019 the similarities and the differences of cultural stereotyping then and now.</p>
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	<p>Today we will partake in</p> <p>Taking a quiz which will focus on the PowerPoint based on Cultural Stereotyping.</p>	<p>will portray for the debate each class will participate by going to each station, which a standard will be assigned to each station. Scholars will be assigned to groups by Ms. Stubbs and within each group there will also be roles given to each student as they are working together.</p>	<p>given to each student as they were working together.</p> <p>Today we are going to</p> <p>Write our very own speeches as the leaders which whom we are portraying in the debate with a focus of cultural stereotyping and an emphasis on the interactions between the individual, and events which you may select as you write your speech.</p>	<p>Be comparing an article from the same time period as each scholars' leader whom they will portray in the debate and compare it to an article surrounding cultural stereotyping now in 2019 the similarities and the differences of cultural stereotyping then and now.</p>	<p>Today is</p> <p>“RELIABLE SOURCE” Friday scholars will each be given a laptop for the duration of the class and given reliable resources to search for information surrounding their leader whom they will portray in the debate and information surrounding cultural stereotyping.</p>
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<p>Mini-Lesson Teach (demonstrate the teaching point as if you were working independently)</p>	<p>Scholars Ms. Stubbs will model this activity for you first by explaining that there should only be one pencil on your desk and no paper because Ms. Stubbs will give each student the printed test that they will take today</p>	<p>Scholars Ms. Stubbs will model this activity for the class first by explaining the standards in which scholars will see at each station and examples of different questions that they may encounter as a group.</p>	<p>Scholars Ms. Stubbs will model this activity for you first by displaying the speech that she wrote titled “The leader within” Ms. Stubbs will explain how she selected the introduction of her speech along with the theme and the events also how she made cultural stereotyping a major key point within her speech.</p>	<p>Scholars Ms. Stubbs will model this activity for you first, by reading an excerpt of the article from the same time period as the great leader Malcolm X and an article from the time period of now 2019, Highlighting the similarities and the differences of each period.</p>	<p>Scholars Ms. Stubbs will model this activity for you first by explaining the standards we focused on M-T and then Ms. Stubbs will explain what websites are considered reliable and the ones that are NOT.</p>
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<p>Mini-Lesson Active Engagement (coach and assess students during this time)</p>	<p>“Practice makes permanent”</p> <p>Scholars now you will have the opportunity to take a quiz which will focus on the PowerPoint based on Cultural Stereotyping.</p>	<p>“Practice makes permanent”</p> <p>Scholars you will now have the opportunity to participate in “Leaders in Motion”</p>	<p>“Practice makes permanent”</p> <p>Scholars now you will have the opportunity to write your very own speech with a focus of cultural stereotyping and an emphasis on the interactions between the individual, and events of their choice.</p>	<p>“Practice makes permanent”</p> <p>Scholars now you will have the opportunity to read an article from the same time period as your leader and this time period and decipher the similarities and differences of the two time periods based on cultural stereotyping.</p>	<p>“Practice makes permanent”</p> <p>Scholars now you will have the opportunity to participate in “RELIABLE SOURCE”</p> <p>Friday</p>
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<p>Mini-Lesson Link (Review and clarify key points, globalizing their utility from now to the future)</p>	<p>Please remember scholars</p> <p>That once you have completed your quiz please wait quietly for further instructions</p>	<p>Please scholars don't forget</p> <p>You're all a group so each person's P.O.V concerning his/her leader is valid and all members of the group deserves and should receive equal respect. Display all SEED CORE VALUES</p>	<p>Scholars always remember</p> <p>That as you select you begin writing your speech remember you are writing from the viewpoint of your influential leader not yourself.</p>	<p>Please remember scholars</p> <p>That as you are comparing the two different articles based on the same theme keep in mind the time period of each.</p>	<p>Please remember scholars that "RELIABLE SOURCE" Friday is a time for you to review and reflect on the academic week and prep for the debate by conducting reliable research.</p>
<p>Mid-Workshop (opportunity to assess through conferring and a chance to teach another skill to the group)</p>	<p>Ms. Stubbs will now assess scholars as they take their quiz</p>	<p>Ms. Stubbs will now assess all scholars as they participate in Leaders in Motion</p>	<p>Ms. Stubbs will now assess scholars as they write their speeches with a focus on cultural stereotyping.</p>	<p>Ms. Stubbs will now assess scholars as they read both articles and note the similarities/differences of the articles based on cultural stereotyping.</p>	<p>Ms. Stubbs will now assess scholars as they participate in "RELIABLE SOURCE" Friday</p>

Share (Partner shares, whole class, or symphony shares)	Whole class symphony shares	Whole class symphony shares	Whole class symphony shares	Whole class symphony shares	Whole class symphony shares
Differentiated Instruction?	Whole group, independent practice one-on-one conferencing	Whole group, independent practice one-on-one conferencing	Whole group, small group and independent work One-on-one conferencing	Whole group, small group and independent work One-on-one conferencing	Whole group, small group and independent work One-on-one conferencing

<p>DI: ESE/GIFTED and ESOL accommodations]</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>	<p>A13 – Use of Illustrations / Diagrams A15 – Use of simple, Direct Language A16 – Vary Complexity of Assignment B1 – Categorize Vocabulary B2 – Explain Key Concepts C1 – Charts</p>
<p>Assessment</p>	<p>Quiz “Cultural Stereotyping” PowerPoint</p>	<p>Leaders in Motion</p>	<p>Speeches based on Cultural Stereotyping</p>	<p>Time period (Cultural stereotyping)</p>	<p>“Reliable source” Friday</p>
<p>Homework</p>	<p>Read and study “Jet setting” notes prep for debate</p>	<p>READ and study cultural/stereotyping beliefs “Jet setting” notes prep for debate</p>	<p>READ and study “Jet setting” notes for unit three/four cultural stereotyping prep for debate</p>	<p>READ and study Vocabulary and Jet setting notes, prep for debate</p>	<p>READ and study Vocabulary and Jet setting notes prep for debate</p>

Materials	Pencils, paper, J.R books, Reading journals quiz POSITIVE Attitudes	Pencils, paper, J.R books, Reading journals markers chart paper articles of leaders Florida state standards “POSITIVE Attitudes	Pencils, paper and J.R books Reading journals POSITIVE Attitudes	Pencils, paper and J.R books Reading journals, articles POSITI VE Attitudes	Pencils, paper and J.R books Reading journals POSITIVE Attitudes
Core Values	Respect Gratitude Self-discipline Responsibility Integrity Compassion	Respect Gratitude Self-discipline Responsibility Integrity Compassion	Respect Gratitude Self-discipline Responsibility Integrity Compassion	Respect Gratitude Self-discipline Responsibility Integrity Compassion	Respect Gratitude Self-discipline Responsibility Integrity Compassion

Step by Step Guidelines

Florida State Standard: LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis

Jet setting is parallel with Blossom Airlines Flight 118 classroom theme, it is an annotation activity. During the activity the students used an anchor chart that had symbols for students to select to annotate a text. By the end of the school year the students memorized and applied the symbols without referencing the anchor chart.

Florida State Standard:LAFS.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Leaders in Motion is parallel to Differentiated Instruction. The activity consists of four to five stations. Scholars are placed in groups and informed that each group will have different biographies(articles) of the leaders which whom they will be portraying for the debate.

- *Stand tall Station* each scholar is instructed to analyze the individual which whom they are reading about at the station, and indicate what event/s or ideas took place in his/her life that caused the leader to stand tall against injustice.

Florida State Standard: V - LAFS.7.L.3.4.c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- *Vocabulary Station* each scholar is instructed to identify words that he/she may have not known from reading the article surrounding the different leaders and utilize context clues from the text to formulate a definition.

Florida State Standard - LAFS.7.L.2.3.a.Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- *Legacy Station* each scholar is instructed to identify the theme/key ideas within the article (informational text) and explain as a group how they reached that conclusion. The focus of the theme/key ideas should connect to the legacy of the leader.

Florida State Standard: IT - LAFS.7.RI.1.2.Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

- *Debate at once* each scholar is instructed to select a scene from two different articles, and debate at once out with one of their peers within their group . Scholars must have an in depth debate about the central idea and fully comprehend the perspective of the leader before the mini debate. The scholars are encouraged to ask their group members critical thinking questions to ensure each group member has an understanding of the central idea after the debate.

Florida Standard: LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

B. Acknowledge new information expressed by others and, when warranted, modify their own views.

3. Reliable source Fridays is a reflective instruction, formatted as an educational close to the week allowing scholars to research their leader which whom he/she will be portraying in the great debate i.e their speeches, early life, adulthood, and their overall look including but not limited too ,wardrobe, hair, and mission to fight against injustice. Scholars are given reliable websites to utilize as a trusted source.

Resource List

F&P Kit

This is the Fountas and Pinnell leveled reading assessment kit, which is how we test our students reading level, through the reading workshop model.

Teachers College Readers Workshop guide by Lucy Calkins

This is the guide we utilize at The SEED School of Miami which is how we structure all of our reading and writing classes.

Biographies

Of Great leaders

Powerpoint

Cultural Stereotyping

Anchor Chart

Annotating