

Daily Instructional Lesson Plan

Content Area(s)/Course/Grade:
ELA 9-10

Unit: Reading and Understanding Literature

Lesson Topic: "Vanessa" short story

Date:

Teacher:

School:

Indicator(s)/Sub-Outcome(s)/Expectation(s): Students will be able to read a text in order to understand what the text says; select and cite evidence from the text to support any claims they make, and use inferences in the text, to support their understanding of the text.

Student Outcome(s): RL1: Students will be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will be able to read and understand a text that reflects historical and/or personal issues and conflicts that they may have experienced directly, seen in others, or seen in news coverage.

Context for Learning

We have seen an uptick in hate crimes and negative language against Asian-Americans and other groups recently, possibly as a direct result of recent political events and repercussions. It is important for students to be able to access literature and understand how it reflects current or historical events, and how reading this literature can serve as a powerful instructional tool, both in understanding the historical context of these events, and why these events are important.

Instructional Delivery

Opening Activities/Motivation: Check-In, Community-Building Circle or Journal Prompt using these/similar prompts:

- "Describe a time when you were the victim of a racist verbal attack. What happened? How did it make you feel? How did you react?"
- "Describe a time when you initiated a racist verbal attack on someone. What happened? Why did you do it? How did the person/people react?"

Procedures:

- Read "Vanessa" short story multiple times (specify purpose for each reading). Use your own annotation guide.
- Students will work alone or in groups to close read and annotate.

Assessment/Evaluation (Formative/Summative)

Students will write a multi-paragraph, well-organized essay in which they address the following prompt: "What struggle did Vanessa confront in the story, and how did the situation change her? Use evidence and inferences from the text to support your claim."

Closure: (one or all)

- 1) Share weak, middle and strong essays (anonymous) via shared drive or document camera; classroom discussion/small-group/breakout rooms for discussion
- 2) Circle, check-in or whole-group discussion to assess how Vanessa's challenge parallels students' struggles.
- 3) Circle, check-in or whole-group discussion to survey how students might address a similar situation in their circle of friends.