

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 should be able to read fiction with the understanding that there is something to be learned from it, that we engage in literature for enlightenment as much as for entertainment.

Student Outcome(s): RL3: Students will be able to determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of 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.
- In groups/breakout rooms, or alone, students will identify the theme or central idea of the story, understand its development over the course of the text, including how it emerges and is shaped and refined by specific details; and provide an objective summary of the text. In discussion, students will be able to cite evidence from the story to support their claim about the main idea/theme.

Assessment/Evaluation (Formative/Summative)

Students may demonstrate mastery of task by:

- Writing a well-organized, multi-paragraph essay in which they identify the central idea, or theme, of the text, including strong textual evidence to support their claim.

- Exploring the topic via Socratic Seminar;
- PBL task such as an exhibit board, slide show or a play/skit

Closure:

- Discussion of "Vanessa" - what was learned? How did this story contribute to your understanding of hate crimes and how they affect the victim(s), the perpetrator(s), our society;
- Next Steps: what might students do in their own lives to combat hate crimes?