Unit Plan

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| Teacher Name: Suzanne Teague | |
| Grade Level: 11th-12th Grade | Core Focus: Examine propaganda and media bias and explore a variety of banned and challenged books |
| Unit Title: Understanding Controversial Issues | |
| Unit Rationale:  **Why do you want to teach this lesson?**  I want to teach this lesson to students because often times it is not taught in classrooms. I want the students to know the difference between a bias opinion and a stereotypical opinion. It is often found in media, which plays a major role in our culture today. Sometimes students are not aware how media stereotyping can affect their own lives. This is a lesson that can get students to feel comfortable, about a very powerful lesson. Often times books that have been banned from the school systems has hindered some students knowledge about other prolific writers. More specifically, African American writers that wrote numerous controversial themed books. In some schools most English Literature courses the same books are taught, I want my class curriculum to be different. Different in the way that the students can be informed about the different literature and writers that has influenced our society. Banned books, have lessons that can be taught to the students, just like the popular books that are taught. I will not require the students to read the books, but we will read passages from the book and talk about them in depth in class.  **What will your students learn from it?**  My ultimate goal for the students is to learn how effective media stereotyping has affected our culture. Students are sometimes are not aware of the role media plays in forming our perceptions about culture and race. Teaching the students how to interpret what it means to have a stereotype attitude and a bias attitude towards individuals. Teaching about stereotypes can become a challenge, because there will be controversial issues and topics that will be discussed. More specifically , race and gender has always been a challenging subject to teach to students. Also, I would like them to learn that are various ways that stereotyping can appear, whether it is in media or the work field. Creating their own list of stereotypes will help them complete other assignments in the unit. For example, some stereotypes that they can focus on could be in your school, the community or the media. This will be our introduction to the unit lesson that will over, understanding controversial issues and censorship in the classrooms.The students will read a wide range of print and non print texts to build understanding of texts that have been banned. As a teacher I will also try to inform my students why some books have been banned from the curriculum. Some students may agree that the book should remain as a banned texts, however some may question why specific books are taught and some are not.  **Why is it important?**  It is important for young people to understand their individual rights and what they can do to protect their rights. Also, it is needed to understand the way in which bias and stereotypes are used in the media to influence popular opinions. In this lesson, students will examine media bias and explore a variety of stereotypes that have influenced our culture. | |
| Unit Goals (no more than 4):  Describe the ways that banned books can still be taught in the classrooms  Identify the stereotypes that can be found in media  Discuss the effects of having a bias or stereotypical attitude towards specific people, places, or things. | |
| Unit Length:  The lesson will take approximately 4-5 weeks to complete  Week 1: Will begin with a discussion of bias and stereotypical behavior that they have either witnessed or encountered. Students will identify some of the most common stereotyped groups, such as minorities, women, young men. Students will look at magazine ads and they will need to write down any propaganda techniques that were used in the ad. (I will prepare a list of books that have been banned or challenged, provide each student with a copy, and they will need to journal why they think the book was banned)  Week 2-3: Will do in depth research online about why specific books are challenged and indentify the most common reasons for banning books. I will ask a variety of questions pertaining to banned and challenged books. Such as, Why might it be important for students to read books that explore controversial or sensitive topics? How might controversial books be used to help others break down stereotypes and bias? After the students read a short passage from the banned novel they will need to focus on the techniques the writers use, theme, and write down any positive or negative bias or stereotyping that appears in the story. After reading the book the students will determine whether the book should remain banned and give reasons why it should or should not.  Week 4-5: Students will create an ad campaign to support their decision to ban or not ban the book they read. They will use their understanding of propaganda techniques when creating their person campaign. They can create a magazine ad, a radio ad, a poster, etc. in summary write a message that is intended for audience and in detail explain their reasoning. | |
| Pre-Assessment:  How will you know your students’ prior knowledge of the focus and goals of the unit?  I will have an open discussion on what they know what it means to ban or challenge a book. Also, I will have the students explain to me what it means to have stereotype or bias opinions about specific things, persons, or place. The students will be able to tell me if they know any books that they have been read and explain why they think the books were banned. | |
| Post-Assessment:  The students' will create an ad about the book that they read that was banned from the curriculum. | |
| ISBE Common Core Standards Covered *(Should be a minimum of two)*:  Standard 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical, economic, social and political issues and perspectives  Standard 1.C.5a use questions and predictions to guide reading across complex materials  Standard 1.C.5c critically evaluate information from multiple sources | |