

## Day Eleven: Prejudice and Introductions/Conclusions

Topic: How children are taught prejudice and constructing introductions and conclusions

Goal: Students will understand how prejudice and biases affect the world and individuals' daily lives.  
 Students will understand how issues of oppression, freedom, courage, prejudice, and apathy are continuous problems or concerns in literature and the world.

Duration: 90 min.

Materials:

- Ch 6-9 vocabulary test
- “Disney Creates a Princess to Beat Racism Accusations” copies
- “Stereotypes and Racism in Children’s Movies” copies
- Power Point on introductions and conclusions
- “Being Carefully Taught” writing prompt

High School Content Expectations	Objectives: Students will be able to ...	Assessment
<p><b>CE 4.1.1</b> Use sentence structures and vocabulary effectively within different modes and for various rhetorical purposes</p> <p><b>CE 2.1.4</b> Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning.</p> <p><b>CE 2.1.2</b> Make supported inferences and draw conclusions based on informational print and multimedia and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p> <p><b>CE 3.1.5</b> Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors in different types of text, in different historical periods, and/or from different cultural perspectives.</p>	<p>Select correct definitions for vocabulary words and use them in a sentence</p> <p>Identify the thesis in both articles</p> <p>Determine the difference between beliefs/opinions and a thesis statement</p> <p>Support claims with evidence</p> <p>Compare and contrast articles and novel</p>	<p>Ch 6-9 vocabulary test</p> <p>Class discussion</p> <p>Class discussion and “Being Carefully Taught” essay</p>

<p><b>CE 2.3.4</b> Critically interpret primary and secondary research-related documents.</p> <p><b>CE 1.3.5</b> From the onset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p> <p><b>CE 1.3.2</b> Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction, well-constructed paragraphs, transition sentences, and a powerful conclusion.</p>	<p>Give examples of how stereotypes can be perpetuated or taught to children</p> <p>Identify the components of an introduction and conclusion and how this helps the reader</p> <p>Construct an introduction and conclusion</p> <p>Write a five paragraph essay</p>	<p>Picking out components from examples as a class</p> <p>Class practice constructing and “Being Carefully Taught” essay</p>
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**Opening Set:**

- Students take the Ch 6-9 vocabulary test
- Teacher asks how many of them have heard about the new movie Disney is in the process of making.

**Teaching Sequence:**

- Teacher passes out “Disney Creates a Princess to Beat Racism Accusations” articles to students and then proceeds to read the article in its entirety to the class.
- Teacher asks the students to state the articles main argument and point out a sentence that does this the best. She explains that this is the article’s thesis.
- Then the teacher asks the students if they think the article did a good job supporting its claims and to explain why or why not.
- Teacher then passes out “Stereotypes and Racism in Children’s Movies” articles to students and proceeds to read it to the class. As she reads, she stops to ask questions or take comments from the students.
- Teacher asks the students to pick out what evidence the article uses to support its claims.
- Teacher asks students if they agree with the article and to discuss how these stereotypes can be perpetuated in society.

- Teacher then uses the arguments from these articles to explain that the students are going to use them to come up with powerful introductions and conclusions, picking up from where they left off the day before.
- Teacher uses Power Point presentation on the topic to give guidelines for creating a good introduction and conclusion, with dos and don'ts. She explains each part as she progresses through the slides. Teacher reminds the students these slides will be on-line, so they do not have to copy everything word for word from the slides, but only take notes on the important parts.
- Students pick out components of effective introductions and conclusions in examples in the presentation. Teacher highlights them on the computer as students figure them out.
- Students work in pairs to create an effective introduction on the article "My Big Bad Mouth" from the day before.

#### Closing:

- Teacher explains that they are going to practice these skills by composing an essay using the articles they read today, *Night*, and their own answering the question of whether or not children have to be taught hatred, or if they are born with the ability to hate.
- Teacher reminds the students of due dates coming up.

#### Independent Practice and Assessment:

- Students' construction of introduction will allow the teacher to assess if the students understood and can apply the skills they just learned.
- Students' essays will allow the teacher to see if the students understand how prejudice is perpetuated, as well as their ability to construct a five paragraph essay that is well supported, has a clear, logical argument, and a good introduction and conclusion.

#### Adaptations and Differentiation:

- Re-teaching: If the students do not understand how to create a well constructed essay, the teacher will re-teach the concept in a class period devoted to the topic. The teacher will also make herself available to individually work with students who do not understand the concept.
- Independent Practice: Students that need more help constructing their essays can come to the teacher before or after school for guidance. The teacher can also run off copies of an organization worksheet to help the students outline their thoughts and argument.
- Extension: If some students have already mastered the five paragraph essay and extending an argument, the teacher can have them try to write their essay without following this format and using more sources to support their thesis.