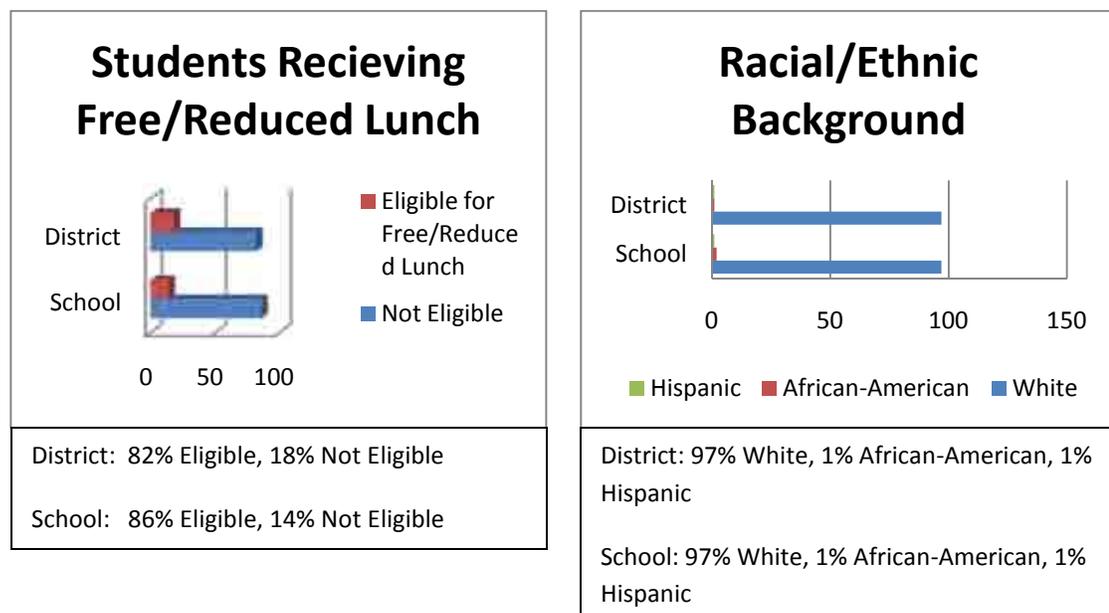


Contextual Factors

I will be student teaching at Venco High School in Venco, Rhode Island. In planning out my unit and how I am going to implement it in the classroom it is important to look more closely at the composition of the district, school, and classroom. What are the important factors that are going to affect student learning and present both challenges and successes when teaching my unit plan?

District and School Information (InfoWorks 2007-2008)



Classroom Factors

At Venco High School all of the classes are tracked by ability. They are labeled as Levels ranging from 3 to 1, 3 being the lowest. Any Level 2 or 3 classes that have a high number of students with I.E.Ps have an in-class support teacher to aid in the student's ability to learn. The tracking of students can be helpful in the planning of a unit because it allows for more focus on specific student differentiation rather than having to differentiate for every student in every

2 Contextual Factors

class. Those students who need more help are able to get that special attention during the class period.

The scheduling is done in blocks. Each block is ninety minutes long, four blocks a day. This scheduling means that classes meet every other day, so often times a review from the previous class time will be necessary as a way of making sure that all students understand what they have learned and the class as a whole is on the same page. Planning and timing is extremely important as a way of keeping the students, as well as the teacher, engaged for such a long period of time.

In looking at the physical classroom itself Venco High School prides itself on providing, when possible, its teachers and students with appropriate technology to aid in student learning. Almost all of the classrooms have a computer, some more than one. Many of the classrooms even have digital projectors and SmartBoards which can be greatly effective when planning a unit because visual media and technology is such a part of student's lives today that it can only benefit the students. The setup of desks varies from room to room but many encourage the interaction of students with the teacher, allowing for a student-centered learning experience.

The school climate exudes respect. The students are very respectful of one another and towards the teachers. When planning lessons, especially ones where discussion is necessary, it is important to make sure that students feel safe and confident to speak. By entering a climate that already requires this of its staff and student's classroom discussion will be helpful in making sure that students understand the lessons and can learn in a safe environment.

Contextual Factors

Characteristics of Class Members

In looking at the eleventh grade American Literature class that I will be focusing on it is amazing to see the great lack of diversity in the room. The class is composed of all white students. My main concern with this is that the students will not be able to connect with the diverse issues that will be explored in the upcoming unit. The other concern I have is the gender and age element in the classroom. The male students, ranging from 16 to 17, are an extremely talkative and dominating force in this class. Many of the issues that will be explored in the unit focus on gender, feminism in particular. I am concerned with the ability of the students, especially the males, to maturely handle the issues. When planning the unit it will be a top priority to present the material in ways that the students can understand and that will maintain a level of respect and maturity.

Students' Skills and Prior Learning

Since this is a Level 2 class many of the students have slight issues in either reading or writing, some display issues in both areas. When planning the unit it is important to keep in mind these issues and try to focus on areas that students show weakness in. Perhaps a lesson will be heavily focused on reading so that all students will understand, for example. The unit that the class just finished prior to my arrival was one on The Catcher in the Rye, a very un-diverse text. So in planning my own unit it will be important to keep in mind the lack of diverse exposure the students have and try to make as many personal connections as possible since the text I will be teaching is very racially diverse. The students really excel in vocabulary so that is something that will be used in my unit as a way of providing the students with something that

Contextual Factors

they can get great accomplishment out of. Technology is something that the students do really well with so it will be used whenever possible throughout the unit. The students seem to respond better to visual elements so that is something that needs to be taken into consideration when teaching the unit.

Implications for Instruction and Approaches to Differentiation

In looking at the overall design of the unit it is important to take the needs of specific students into consideration. Often time's methods of differentiation can benefit the class as a whole. When planning in class assignments it is important to keep the issue of time in mind. Since the blocks are ninety minutes long it is important to meet the needs of all students and allow time for work to be completed in a timely manner. This will also be taken into consideration when guiding class room discussion, provide all students enough time to gather their thoughts. This will apply to one particular student who is very shy in class and often times does not participate. By providing extra time this student will be able to better formulate her answers and become more confident in participating in class discussion and group work. Also because of the classes issues with writing there will be lots of low stakes writing done as a way to prepare the students for the more challenging writing assignments that will come at the middle and end of the unit. This will be especially true for a particular student who has issues with writing, both in handwriting and composition. This student will be provided with ways for him to successfully complete all writing assignments be through the use of technology or providing extra time and one on one conferencing.

When designing a unit it is important to take many factors into consideration. By looking at the school in terms of the areas of the district and specific classroom aspects the unit

Contextual Factors

will be that more successful. The ultimate goal of any unit is to effectively have an impact on student learning. This can only be achieved when the teacher is aware of the components that occur in all aspects of the learning and cultural environment.

Learning Goals and Unit Objectives

Learning Goals

Learning Goal 1: The students will learn that literature is not only told by/for/about those who are white. There are other stories out there that represent other races, but everyone can connect to them.

Learning Goal 2: The students will become familiar with the concept of using a critical lens when reading literature.

Learning Goal 3: The students will address the importance of family and what the term “the American dream” means, not only in the text but in their personal lives.

Learning Goal 4: The students will understand the elements of drama and how those elements connect to their ability to effectively read a play.

Unit Objectives

Objective 1: The students will be able to comprehend and interpret the play A Raisin In The Sun.

NCTE Standards:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

GLEs:

- R–10–11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy (Local).
- R–10–2.1a Using strategies to unlock meaning (e.g., knowledge of word structure including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge) (State)
- R–10–4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (State)
- R–10–4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts**: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, novels, dramatic presentations,

Learning Goals and Unit Objectives

comedies, tragedies, satires, parodies, memoirs, epistles) (Local)

Domain/Level

Cognitive Domain- Comprehension

Objective 2: The students will be able to analyze the play A Raisin In The Sun by applying the Feminist Critical Lens.

NCTE Standards:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

GLEs

- R-10-5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)
- R-10-5.4 Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation (State)
- R-10-5.5 Explaining how the author's purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text (State)
- W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)
- W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)
- W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)

Domain/Level

Cognitive Domain-Analysis/Application

Objective 3: The students will be able to analyze music videos by applying the Feminist Critical Lens.

NCTE Standards:

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

GLEs

- R-10-5.4 Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation (State)

Learning Goals and Unit Objectives

R–10–5.5 Explaining how the author’s purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text (State)
 W–10–2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)
 W–10–2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)
 W–10–3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (State)

Domain/Level

Cognitive Domain- Analysis/Application

Objective 4: The students will compose an essay in which they create a definition of what the American Dream means to them and what their own American Dream is.

NCTE Standards

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

GLES

- W–10–14.2 Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (State)
 W–10–7.2 Stating and maintaining a focus/controlling idea/thesis (State)
 W–10–9.1 Applying rules of standard English usage to correct grammatical errors (State)

Domain/Level

Cognitive Domain - Synthesis

Objective 5: The students will be able to compose a Character Analysis where, in the form of a paper (with proper MLA), they analyze a character of their choice from A Raisin In The Sun.

NCTE Standards

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

GLEs

R–10–5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions

Learning Goals and Unit Objectives

(including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)

R-10-5.4 Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation (State)

R-10-5.5 Explaining how the author's purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text (State)

W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)

W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)

W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)

W-10-9.1 Applying rules of standard English usage to correct grammatical errors (State)

Domain/Level

Cognitive Domain – Analysis/Synthesis

Objective 6: The students will examine the historical aspects of the play A Raisin In The Sun and how that applies to their comprehension of the play.

NCTE Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

GLEs

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

Domain/Level

Cognitive- Analysis

Rationale

In this unit the students will explore many themes and focuses all encompassed under the major learning goals towards the text A Raisin In The Sun. This unit presents various objectives that will enhance the students understanding of the text as well as providing them with many tools and strategies that will assist them in the understanding of future texts. In

Learning Goals and Unit Objectives

composing this unit all aspects of student learning were taken into consideration in order to provide the students with the best, most effective learning experience.

The objectives were constructed on an order of higher level thinking skills that would be appropriate for this particular class. All of the objectives ask the students to perform higher level skills that will challenge them while staying within the appropriate realm of their abilities. Writing is an essential part in any English class and almost all of the objectives contain a writing component. The higher level writing that the students must do allows for them to gain a better understanding of the text as a whole as well as letting them understand the overall goals of the unit.

The unit explores many cultural, historical, and personal topics which are applied by the various objectives. One of the main goals of this unit, as a whole, is to allow for the students to make a personal connection with the text. The objectives all allow for this to happen because a great deal of the criteria within the objectives asks the students to draw on prior knowledge and/or personal experience. By highlighting those personal connections the students will be able to more easily meet those overall goals in a way that is accessible to them.

The most challenging of these objectives is asking the students to apply a critical lens to their reading of the text. This is a challenge because most high schools either do not use that pedagogy in their teaching or they use a different term for it. The ultimate challenge then becomes having students think in a style or way in which they are not accustomed to. The value of this objective is that this strategy of reading with a critical eye can transcend into other texts and situations and allow for the student to gain a useful technique that will aid them in various aspects of their learning.

Assessment Plan

Unit Objectives	Assessments	Justification for Assessment Methods	Adaptations
<p><u>Objective 1.</u> The students will be able to comprehend and interpret the play <u>A Raisin In The Sun</u></p>	<p><u>Pre-Assessment</u> -A survey -Quickwrites</p> <p><u>Formative Assessment</u> -Class Discussion -Vocabulary</p> <p><u>Post-Assessment</u> -Reading Quizzes -Vocabulary Quizzes</p>	<ul style="list-style-type: none"> • This pre-assessment was chosen as a way to gain a sense of what the students know about the time period in which the play is set. It also asks the students to define and write about some terms and issues that will be seen in the play. The quickwrites help them in understanding and making predictions • Classroom discussion allows for the teacher to get a sense of where the students are in terms of comprehending the play. Any issues can be addressed right there in a low stakes manner. The vocabulary exposes the students to words that they might not be familiar with and will help in their understanding. • Students will take small quizzes that assess their comprehension of a scene or act. Same with vocab. 	<ul style="list-style-type: none"> • Students will be given extra time if required. If writing is an issue a computer can be used to write answers or shared vocally. • Students that need more time to formulate answers will be given extra time. Since this is a talkative group this allows students to express their thoughts vocally. Vocab will be reviewed in class so students are all on the same page and all understand the vocab. • Extra time will be given to students that need it. Reviews will be done so that students understand the content being taught. Quizzes will be corrected right away so that students can move on knowing they understand the text.

Assessment Plan

<p><u>Objective 2.</u> The Students will be able to analyze the play <u>A Raisin In The Sun</u> by applying the Feminist Critical Lens.</p>	<p><u>Pre-Assessment</u> -Review of the Feminist Lens</p> <p><u>Formative Assessment</u> -Feminist Lens Character Worksheet</p> <p><u>Post-Assessment</u> -Feminist Lens Character Worksheet</p>	<ul style="list-style-type: none"> • This will allow as a way for the students to remind themselves of what the feminist lens is and clear up any misconceptions or confusion that exists. • The worksheet will assess whether the students can analyze the characters in terms of the strategies learned in the media lesson. • The students will be asked to write a feminist reading of one of the female characters from the text. This will show if the students understand the Feminist Lens in conjunction with the play 	<ul style="list-style-type: none"> • Students can use their notes or the teacher will refer back to the powerpoint from the media lesson if need be. • The graphic organizer appeals to not only visual learners but allows all students to effectively map out ideas. The worksheet will be shared out loud to assist students who are having difficulty. • The feminist reading can be either typed or written depending on student need. Any student that requires extra time will be given it.
<p><u>Objective 3.</u> The students will be able to analyze music videos by applying the Feminist Critical Lens.</p>	<p><u>Pre-Assessment</u> -A Word Chart</p> <p><u>Formative Assessment</u> -Classroom Discussion -Disney Princess Feminist Reading -Music Video Worksheet</p>	<ul style="list-style-type: none"> • The word chart allows for the students to start thinking in terms of gender and how certain stereotypes exist. This is a low stakes way of introducing students to the Feminist Critical Lens. • The classroom discussion will allow the teacher to slowly approach the concept of the Feminist Lens and help the students with any 	<ul style="list-style-type: none"> • Extra time will be given to students who need it. For vocal students answered maybe shared out loud. • All students will be given extra time for discussion and for the Disney Princess reading. The Disney Princess exercise will appeal to those

Assessment Plan

	<p><u>Post-Assessment</u> -Music Video Analysis -Quickwrite</p>	<p>confusion they might have. The Disney feminist reading allows the students to apply this skill in a low-stakes fashion where confusion can also be easily addressed and the students can easily perform an analysis. The worksheet allows for the students to take notes on certain elements of the video. Sharing aloud lets the teacher assess if the students understand.</p> <ul style="list-style-type: none"> The worksheet will show if the students are able to take their newly acquired knowledge of the feminist lens and apply it to analyzing two music videos. The worksheet asks them to write a paragraph. The quickwrite allows the teacher to see what the students got out of this lesson. It can also serve as a way to see if there is any confusion among the students. 	<p>students who are visual learners. Students will be given time after each video to fill out the chart so they can better gather their thoughts</p> <ul style="list-style-type: none"> A graphic organizer will be presented so that students will be able to organize their ideas better. The music video will engage all students and will be easily accessible if they need to refer back for the written part of the worksheet.
<p><u>Objective 4.</u> The Students will compose an essay in which they create a definition of what the American Dream means to them and what their own American Dream is.</p>	<p><u>Pre-Assessment</u> -Quickwrite</p>	<ul style="list-style-type: none"> By doing a quickwrite you are getting a general sense of what the students already know about the topic in a low key style, which will them later on in composing their essay. 	<ul style="list-style-type: none"> Students that need extra time will be given it and any student that needs to type their answer or express it vocally will be allowed to do so.

Assessment Plan

	<p><u>Formative Assessment</u> -Questions during Power Point Presentation</p> <p><u>Post-Assessment</u> -An essay</p>	<ul style="list-style-type: none"> • The questions are answered during the presentation which allows the teacher to see what the students understand. Since the questions are answered in class and will then be collected the teacher is able to address issues of confusion during class and during the next class if need be. • The essay will allow for the students to express what they have learned about the American Dream and apply it to them as a way of making it more meaningful. 	<ul style="list-style-type: none"> • The PowerPoint appeals to visual learners. The questions allow students to just write their answers if they don't want to answer vocally. • This can be typed or written for students that don't have a computer. Extra time will be given to students if needed. Students are also allowed to make a personal connection with the text
<p><u>Objective 5.</u> The Students will be able to compose a Character Analysis where, in the form of a paper (with proper MLA), they analyze a character of their choice from <u>A Raisin In The Sun.</u></p>	<p><u>Pre-Assessment</u> -MLA questions</p> <p><u>Formative Assessment</u> -Character Trait Worksheet -Peer Revision Workshop</p>	<ul style="list-style-type: none"> • Since the paper asks them to use MLA it is important to be aware of their knowledge of the format. The questions will allow them to show as a whole what they can do in terms of citing quotes. • The Character worksheet allows the students to plot out their ideas for their papers. It also lets the teacher see if the students understand what the assignment is asking of them and if they can find evidence from the text that they will 	<ul style="list-style-type: none"> • Students will be given format worksheets so they have concrete examples to refer back to. • This is a graphic organizer that will allow all students to chart out their ideas for their paper. The teacher is available for one-on-one conferencing for students who need it. Students will benefit from the small groups to share their writing

Assessment Plan

	<p><u>Post-Assessment</u> -Character Analysis Paper</p>	<p>use in their paper.</p> <ul style="list-style-type: none"> The paper will be the culminating assessment of the unit. It will show their understanding of the play in terms of the characters. It will also show their ability to write an effective paper in the correct format which will be a skill that they will use in future English classes and in college. 	<p>in a non threatening way since they are allowed to pick the groups.</p> <ul style="list-style-type: none"> Students will be given extra time to complete the paper if needed. The paper will be typed so that students with handwriting issues can better present their work. Students may email paper to the teacher if needed. The Students are also offered choice in what character they want to write about. The directions will be reviewed in class so that all students are aware of what the assignment is asking of them.
<p><u>Objective 6.</u> The students will examine the historical aspects of the play <u>A Raisin In The Sun</u> and how that applies to their comprehension of the play.</p>	<p><u>Pre-Assessment</u> -A survey</p> <p><u>Formative Assessment</u> -Class Discussion -1950s Video Clips Questions -Hansberry Bio questions -Hansberry Timeline</p>	<ul style="list-style-type: none"> This pre-assessment was chosen as a way to gain a sense of what the students know about the time period in which the play is set. It also asks the students to define and write about some terms and issues that will be seen in the play. This will show if the students understand the elements and stereotypes of the time period in which the play was written. It also gives the students a sense of who the author is and will help in 	<ul style="list-style-type: none"> Students will be given extra time if needed. The survey will be shared vocally for the students who are better at discussion then writing. The video clips appeal to visual learners. The questions allow for students who are either vocal or would rather write to actively participate. Extra time will be given if needed.

Assessment Plan

	<u>Post Assessment</u> -1950s Video Clip Questions -Hansberry Timeline	their understanding of the play. <ul style="list-style-type: none"> Both the video clip questions and the timeline will show that the students understand the historical and cultural context of the time period and will aid in their understanding of the play 	<ul style="list-style-type: none"> The timeline lets students make a more personal connection. It can be either typed or written depending on student need. It can be completed for HW if needed.
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See Appendix for all Assessment Instruments.

Rationale

In this unit it is important to use a variety of assessments when evaluating student learning. In looking at the various objectives all the students will be both engaged and appropriately challenged. The formative assessments are particularly important because it allows for the instant display of student understanding. Since many of the formative assessments are either vocally or written based I will be able to address any problems that the students are having with learning concepts right away. This allows for all students to be assessed. By having them write I have hard evidence of their understanding and if need be I can address any learning issues at the beginning of next class. To support this I will be collecting all of the formative assessments. I will also do this because many of the students only participate if they know that the class work will count for something.

In terms of the scoring of the formative assessments much of it will be done on a check system. A check plus will equal an A, check equals a B, and check minus equals a C. It was important to score this way because this is a system that the students are used

Assessment Plan

and I felt that consistency would be very important when it came to grading. The students know this system and it is easy for them to understand. When looking at pre-assessment in terms of scoring I felt that merely just a check for completion was all that was needed. Since much of the assessment is done right then and there actual grading was not important. Also pre-assessment is meant to measure what the students already know, so putting a grade on something that they might not have been able to successfully complete would not be fair. For the post-assessments many have a rubric that clearly spell out the criteria the students must follow in order to successfully complete the assignment. The only post assessments that do not have a rubric are any worksheets or quizzes. The worksheets will be graded using the check system and quizzes will be given a point value.

Introduction

- See appendix for Pre-Assessment Survey.

RESULTS OF PRE-ASSESSMENT SURVEY

<p>1. Name two elements of Pop Culture from the 50s.</p>	<p>-25 students put music or Rock-n-Roll as an answer. -Other answers consisted of very vague terms such as culture and cigarettes.</p> <p>This will help in planning my WOW Lesson since it will be an introduction to the 1950s. This will serve as a way of giving the students some context as to what was going on when the play was written.</p>
<p>2. True or False. Everyone in the 50s were treated equally?</p>	<p>-All the students answered false.</p> <p>This concept will prove to be useful because hopefully many of the students will understand the themes in the play in regards to racism and women's role in society.</p>
<p>3. True or False. Families were very important in the 50s?</p>	<p>-18 students put true -7 put false</p> <p>Many of the students were confused by this question. They weren't sure what I meant by it. "Important to who?" was a question that was posed. In my unit I want to show how the importance of family and unity is a theme in the play.</p>
<p>4. True or False. The 50s was a time when many families moved to the suburbs?</p>	<p>-20 students answered true -5 answered false</p> <p>This question was interesting because the students that put false didn't know what suburbs meant. This idea is very essential to the play so it is important that the students understand it and the idea of the "suburbs" will be a component of a few lessons.</p>
<p>5. Define Segregation.</p>	<p>The students all answered it but very vaguely, most just said blacks against whites. Two students described race, religion and gender. This concept is important for the students to understand because it is an essential plot point in the play so they will need to gain a better understanding of it in order to understand the play.</p>
<p>6. True or False. In the 50s there was segregation?</p>	<p>-24 students said true -1 student said false</p> <p>The student who said false thought that segregation started in the 60s. However, even though most of the students gave the expected answer, based upon their lack of being able to define segregation it will be important to cover this in future lessons.</p>
<p>7. What was the "perceived" main role of women in the 50s?</p>	<p>Answers for this varied. Many of the students said housewife, cook, or mother. This was many of the</p>

Design for Instruction

	answers I was hoping for because it helps to show that they have many of the perceived stereotypes of women in their mind set. This will help when teaching the feminist lens because it can serve as a jumping off point for discussion and it will show them the importance of those stereotypes in the play and in today's society.
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Text and Theme

The Text that will be taught is A Raisin In The Sun. The themes that will be explored are The American Dream, family, and the role of women in society.

Unit Calendar

Mon WOW Lesson -Introduce the 50s -Read Hansberry bio -go over timeline Objective 1,6	Tues	Wed -Review timelines -Elements of Drama PowerPoint -Read the opening -Do floor plan activity -Pass out vocab -rd. pgs.25-53 for HW Objective 1,6	Thurs	Fri. -Quiz -Review vocab -Character Debate Activity -rd. pgs.54-75 for HW Objective 1,5
Mon	Tues -American Dream PowerPoint -American Dream worksheet -Listen to American Dream song -Assign American Dream Essay Objective 4,6	Wed	Thurs -Collect Essay Media Lesson -Word Chart -Feminist Lens PowerPoint(including Disney Princess ex.) -Show two music video clips -Music video worksheet for homework Objective 3	Fri
Mon -review music video worksheet -quickwrite -Watch clips of the movie version	Tues	Wed -vocab review -quickwrite -read Act II scene 1 in class -Class Discussion Objective 1, 2, 5	Thurs	Fri -vocab quiz -Feminist Lens Lesson -Feminist lens worksheet for HW -read Act II scene 2 in class

Design for Instruction

Objective 1,3				-vocab Objective 1,2
Mon	Tues -review Feminist Lens worksheet -review vocab -Read Lily- White/San-Fran racism articles -do worksheet Objective 1,2,6	Wed	Thurs -vocab -read Act II scene 3 in class. -Pass out final paper assignment Objective 1,5	Fri
Mon -Agree/Disagree Activity -Character Trait worksheet -vocab for HW Objective 1,4,5	Tues	Wed -MLA format for paper -Start Act III in class -Assign rough draft paper due for next class Objective 1,5	Thurs	Fri
Mon -Peer Revision of rough drafts -Conference with students if needed -Finish Act III in class Objective 1,5	Tues	Wed -Vocab quiz -rd. "A Dream Deferred" -Finish movie Objective 1	Thurs	Fri -Final draft of papers due -students share Objective 5

Lesson Plans

WOW Lesson Plan

Instructional Plan:

Context:

Subject and Grade Level: American Literature 11th Grade

Topic/Theme/Unit: The 1950s/A Raisin In The Sun

Time: One 90 min. Class period

Planning:

Purpose: This lesson is meant to serve as an introduction to the unit about A Raisin In The Sun. It will prepare them for the unit by introducing the historical and cultural context of the text.

Design for Instruction

Objectives: The students will examine the historical aspects of the play A Raisin In The Sun and how that applies to their comprehension of the play.

Materials: 1950s Survey
Video clips of 50s commercials and an episode of *Leave it to Beaver*.
Copies of 1950s worksheet.
Computer/projector/smartboard to play clips
Copies of *To Be Young, Black, and Gifted* by Lorraine Hansberry
Copies of Hansberry questions
Lorraine Hansberry Historical Timeline

Instructional Strategies: Cooperative learning (The students will be work as a whole when viewing the clips).

Scaffolding/Student Engagement/Differentiated Instruction:

The students will be engaged through the use of video clips.

This lesson allows the students to watch video clips as many of them are visual learners.

Students who need extra time will be given it.

Flow of Instruction:

Set Induction: The lesson will start with a survey that asks the students to answer true/false questions that allow them to show their understanding of the time period. It also has some written questions so that it also asks some higher order questions.

List of teaching activities:

After the Set Induction explain to the students the purpose of the survey. Lead a quick discussion about what they know about the 50s. What are some stereotypes? What are images that they think of? Pass out copies of the questions for the video clips that way students will be able to answer them while they are viewing the clips.

After each clip give the students some time to write and gather their thoughts.

After all the clips are done lead the class into a discussion about what the video clips portray. What stereotypes did they notice? What do they notice about the women in the video clips?

Start to lead the students into a discussion about the lack of race in the video clips. Are any other races represented? This will serve as a lead way into a quick discussion about the play we will be reading and who the author is.

Pass out copies of *To Be Young, Black, and Gifted* along with discussion questions and have the students conduct silent reading while they answer the discussion questions.

Review the discussion questions so that the students fully understand the importance of the author in terms of the cultural and historical context of the play they will be reading.

Design for Instruction

Closure: For a closure pass out a timeline that combines facts of black history with significant moments in Lorraine Hansberry's life. For homework have the students compose their own time line in which they describe ten significant moments in their own life.

Assessment:

The assessment will be the worksheets and the survey that the students do. Classroom discussion will also serve as a form of assessment.

Standards:

NCTE Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

GLEs

R-10-7.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R-10-8.1 Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

Media Lesson

Subject and Grade Level: American Lit. Grade 11.

Topic/Theme/Unit: Feminist Critical Lens Media Lesson/*A Raisin in the Sun*

Time: One 90 min. class

Purpose: The purpose of this lesson is to show students that there is more than one way to read and analyze a text. By looking at the text through the feminist lens the students will get a deeper meaning of many of the themes in *A Raisin in the Sun* since many of the characters are female.

Objectives:

- The students will be able to illustrate a working knowledge of what the Feminist Critical Lens is.
- The students will be able to apply what they have learned about the Feminist Critical Lens to an image of a Disney princess.
- The students will be able to analyze two music video clips and write a Feminist reading of each clip.

Materials:

Design for Instruction

- Pre-assessment worksheet
- PowerPoint presentation on feminist critical lens
- Video clip of Taylor Swift's "Love Song"
- Video clip of Lady Gaga's "Bad Romance"
- Graphic Organizer for video clips

Instructional Strategies: Progressive learning (The students will be viewing video clips that will pertain to their own culture). Analytical (The students are analyzing the video clips).

Scaffolding/Student Engagement/Differentiated Instruction:

This lesson will be scaffolded by going through each part of the PowerPoint very slowly and carefully. The students will be engaged through the use of video clips and a PowerPoint. This lesson allows the students to watch video clips as many of them are visual learners. Students who need extra time will be given it.

Flow of Instruction:

❖ Set Induction

The students will be handed a worksheet that will serve as a pre-assessment. The worksheet has a chart that is divided into four categories: Male, Female, Both, Neither. At the bottom of the chart is a list of twelve words that are associated with A Raisin in the Sun. The students will be asked to place the words in the column they fill are appropriate. Discussion will follow: "Where did you put words?"; "Why did you put a word there?"; "Did you find any words that were difficult to place?"...etc.

❖ List of Activities

- First the students will be shown a powerpoint which helps to explain what the feminist critical lens is. Some topics for discussion are "ways that we read a text". The students are given a list of some basic terms as a way of helping their understanding of the feminist lens. One slide addresses the issue of women's role in society. Explain to the students about patriarchy. A question to pose to the students is "what are some stereotypes about women that exist in our society?"
- The students will then be shown a very simple example of a feminist reading. They will be shown an image of Disney's Snow White. Next to the image is what the traditional view of this image is. Explain to the students how this reading was reached. Talk about how princesses are often connected with beauty and obtaining the love of a prince. In the case of Snow White her black hair, white skin, and red lips; also how the prince kisses her and she is revived. Below that is the feminist view: All beauty no brains and she needs the prince in order to be happy. Talk about how Snow White is not very complex, a very dainty figure. The next slide asks the student to now do this, with the aid of the teacher, for another Disney princess. In this case Cinderella. The teacher will ask them guiding questions such as how is Cinderella always thought of? Then try to ask them guiding questions addressing the issue of feminism. Does Cinderella have power? How does Cinderella achieve happiness? Does her looks affect the reading at all?
- The students will then watch two music video clips: Taylor Swift and Lady Gaga. They will, on their own, analyze these clips and try to make a feminist reading of the clips.

Design for Instruction

- ❖ Closure: Ask the students to do a quickwrite asking them to briefly write about something that they learned today.

Assessment:

By assisting the students in using the feminist lens in looking at the image of the Disney Princess the students will be able to perform a low stakes exercise displaying their understanding of the lens. The analysis of the video clips shows that the students understand the basic elements of the critical lens and can apply it to a more challenging visual image. The graphic organizer asks them to look at visual elements and representations of women in society. This serves as a way of guiding the students to reach their own conclusions.

Standards:

NCTE:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

GLEs or GSEs (Grade Level/Grade Span Expectancies):

R–10–5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)

R–10–16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)

R–10–8.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts (State)

Work Cited:

Critical Encounters in High School English by Deborah Appleman

Critical Lens Lesson

Subject and Grade Level: American Lit. Grade 11.

Design for Instruction

Topic/Theme/Unit: Feminist Critical Lens/A Raisin in the Sun

Time: One 90 min. class

Purpose: The purpose of this lesson is to show students that there is more than one way to read and analyze a text. By looking at the text through the feminist lens the students will get a deeper meaning of many of the themes in A Raisin in the Sun since many of the characters are female.

Objectives:

- The students will be able to illustrate a working knowledge of what the Feminist Critical Lens is.
- The students will be able to apply what they have learned about the Feminist Critical Lens to the female characters in A Raisin In The Sun.

Materials:

- Notes from Feminist Critical Lens Media Lesson
- PowerPoint presentation on feminist critical lens if needed
- A copy of A Raisin In The Sun
- Graphic Organizer for female characters

Instructional Strategies: Analytical (The students are analyzing characters from the text).

Scaffolding/Student Engagement/Differentiated Instruction:

This lesson will be scaffolded by going through each part of the PowerPoint very slowly and carefully again if needed. Students who need extra time will be given it and the graphic organizer will help students in their understanding.

Flow of Instruction:

❖ Set Induction

A review of the Feminist Critical Lens and what it is. If needed the PowerPoint from a previous lesson will be used if it will help enhance the students' understanding of the concepts.

❖ List of Activities

- The students will be given a graphic organizer that displays the three female characters in the play
- The students will then fill out the chart as a whole class a way of making the analysis more understandable for the students. The graphic organizer asks the students to look at how the female characters are stereotypically represented. The class will be lead in a discussion about what this means in terms of the society of 50s. The organizer also asks the students to look at how the female characters go against social norms.

❖ Closure: The students will then write a one paragraph feminist reading on one female character from the play of their choosing.

Design for Instruction

Assessment:

The review will serve as a basic assessment to see if the students remember the concept of the feminist lens. The graphic organizer and the homework will also serve as an assessment because it will showcase if they can apply this skill to a literary text.

Standards:

NCTE:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

GLEs

- R-10-5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or Changes over time (State)
- R-10-5.4 Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation (State)
- R-10-5.5 Explaining how the author's purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text (State)
- W-10-2.1 Selecting and summarizing key ideas to set context, appropriate to audience (State)
- W-10-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)
- W-10-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State)

Rationale

In creating this unit it was extremely important that the students connect with the text.

This is a school that sees little to no diversity so designing a unit around a text that deals with race and diversity was a challenge. The lessons had to be engaging while allowing for the student to achieve the success. The unit is set up so that each learning goal is expressed in some form of a lesson or assignment. The students in all the lessons will be able to make some sort of personal or social connection which is key if they are going to be engaged in the text at all.

Design for Instruction

In connection with keeping the students engaged it is extremely important that technology be used throughout this unit. This is a class that is filled with very visual learners. Whenever it is possible PowerPoint will be used so that the students have a visual aid in assisting their understanding of the material. Videos, be it films or clips from youtube will also be used so that students can make that visual connection that they sometimes have difficulty with in terms of the written word.

The classroom environment will be one that has a great sense of community. Since the class is a more talkative, rambunctious group I have planned a great deal of classroom discussion which I believe will help in giving the student an open forum in which they can express their thoughts, ideas, and personal connections that they have with the text or any of the themes and issues we will discuss. Due to the fact that I will be teaching about feminism in this unit it is extremely important that the students understand the need for respect, difference, and compassion in the classroom. The class is very male driven so it is imperative that the females feel comfortable to share their viewpoints on the issues and not feel like they are being bullied by the males or that the males make inappropriate comments. If there is no respect than there cannot be a successful learning environment. Any derailing from this by any student will not be tolerated. No student should have to feel afraid to voice what they believe.

Instructional Decision-Making

In the initial planning of the unit there are many factors that are not taken into consideration when the Learning Goals and Unit objective are created. It is not until the actual implementation of a specific task or assessment that causes you to rethink the way that you are going to approach how you are going to teach this unit.

Incident 1

The first incident that made me change my course of instruction was near the beginning of my unit. In order to try to plan for more in-class activities I had decided to have the students read the play A Raisin in the Sun outside of class. I thought that more activities would help enable the student's understanding of the play and make the class more engaging. In order to assess how the students understood the play I was going to give them quizzes to see what they read and understood. The first quiz saw a definite opposition in the expected results. Most of the students did very poorly on the exam where only about six of them received a grade above an 80. Since we corrected the quizzes in class I was able to see these results right away. I posed the question to the class as why they did so poorly and they said that they did not understand what was going on in the play. I then did a review in class to try and help them understand what was going on and try to point out to them what I felt would be helpful in their understanding of future objectives. The students were very confused and said that it would help them if they could actually see or hear what was going on. I decided then that next class we would instead act out the play having people be characters and get up in front of the class to give them that visual aspect.

The next class I had students volunteer for parts and then gave them some props to try and make the experience even more real for them. The students had first had some difficulty getting into the actual performance of it but after getting further into the scene they started to pick up better on the rhythm of reading the dialogue and performing it.

Instructional Decision-Making

Strictly based upon actually looking at the students reading along with the “actors” they seemed to be getting the text more and becoming engaged with it as particular students put their own twists on certain characters. The next quiz saw a huge jump in improvement with most students scoring 80 or above with two or three grades below an 80. Even the class discussion improved because the students could see the physical action going on rather than just sitting by themselves reading trying to visualize the action while trying to get the rhythm of as many as four characters speaking.

In order to even further their understanding I decided to show clips from the film that way the students could really get a visual of the play in terms of set, action and how professional actors would present the text. This helped greatly because the students were able to see how a certain scene or character reaction should be played and help add to the character development, which would certainly help them in future tasks.

After seeing the confusion that my students were having I decided that it was more important that they understand the play itself. By having them act it out and this showed a great improvement in how they read the play and could express that understanding to me. Classroom discussion became so much more engaging because the students were able to see that visual representation. As one student said: “Mr. B it’s a play, aren’t they meant to be seen?” When I was creating the unit that thought never entered my mind. So in answer to his question, yes they are.

Incident 2

The next incident of instructional decision making that I made was geared toward one individual student but the outcome ended up benefitting the class as a whole. One student, who is very often absent or when he is in class can be very distracting and disruptive. I noticed that he almost never would participate in class discussion and his quizzes were very poor. In

Instructional Decision-Making

passing during one class I heard him talking to another student about his experience in the Drama Club. It was then I decided that I would use that to my advantage, since he was acting out in class why not at least act out the text. I was expecting him to fight me on this but he was actually very willing and happy to perform the role of Walter. This was a great idea because he was great. He really took the stage directions and used them to give his own performance of Walter. He especially did well whenever Walter had a real dramatic scene, he really got into it. So I decided that he would continue to perform the role of Walter anytime he was there. The class really liked to watch him get into the role and the other students that were performing liked it because it made being in front of your peers and reading a little easier and less intimidating.

Now in terms of the assessments for him it really only made half a difference. His quizzes were still not good because he either did not answer them or was absent. But his contribution to classroom discussion improved greatly. He got a lot more involved in the conversation because in his interaction with the other students reading their characters he was able to build upon that to show that he had an understanding of the action of the play and some of the themes that were being discussed. This is a student who often times does not come to class and when he does he is loud, obnoxious or asleep. By allowing him to put that energy in the performances I was allowing for an environment where the students were able to learn better and feel more comfortable.

Candidate Reflection

In looking back over my Student Teaching Experience it is remarkable to me the great amount of growth and realization that a person gets from finally stepping into the shoes of a teacher. As a whole the experience was everything I thought it would be and more. The level of stress that goes with the career of being a teacher is very high. I also feel that it is important to stress that this is more than just a career. This does not end when the bell rings and you walk out to the parking lot. Teaching can be very consuming in terms of time and mental states of mind. So to look back on particular incidents that I feel stood out to me the most was not difficult, there were many to choose from. I think the most important ones though are the ones that will really show you what it will be like when you are the actual teacher and not the student-teacher. The incidents that were most important to me were the ones that showed me more of the negative side of teaching. I feel that it is important to reflect on that so when I am a teacher I am prepared to face those challenges and issues. Student teaching is the time to wade in the water and get your feet wet.

My first week of teaching was such a challenge because it was time to perform. This is what the past few years have been all about and it was finally here, the chance to teach. The moment that really stayed with me was after I had begun the text and assigned reading for homework. I thought that since I spent hours planning lessons and coming with fun and exciting things to talk about the kids were going to be very enthusiastic, prepared, understand what they had read. Why wouldn't they. The next day of course the students either did not read or did not understand what they read at all. I remember in that moment my inner emotions were raging. "What do you mean you didn't read?" "How can you not understand

Candidate Reflection

this, it's easy?" I of course did not vocalize this to the students but it was what I was feeling. I of course had to rework my entire unit. If the students don't understand then they are not going to read the text. This was such an eye-opener to me. It made me realize that I am responsible for the way that these students comprehend this material. Not my cooperating teacher or my professor, I am in the driver's seat now. That was probably the scariest realization of the entire Student Teaching experience. As a teacher it is your job to make sure that the students understand what you are teaching them. If they don't then you better find a way. It was then that I realized what the true nature of this all means. It is about them; we're not teaching to a roomful of seats are we? Those seats are filled with young minds and like it or not it is up to us as teachers to give them the tools that are necessary for them to succeed. It doesn't mean that you have to have "straight A" students but as long as we give them the tools they need for success, then that is all we can do.

The second critical incident in my Student Teaching experience connects very well to the first one, but more in terms of professional development. At Coventry High School in order to graduate the students must complete content-area tasks successfully and put them into a culminating portfolio. I decided that for the final assessment of my unit I would use a task that way it would benefit the students if they did well with it. I was a little bit confused though on what made a task a task and how it was created so I went to an English Department meeting where graduation, standards and tasks would be the main focus. This meeting was so informative because it allowed me to see the inner workings of the curriculum and the frustrations that teachers, as well as administration face. I know that when I first started my educational journey to become a teacher, standards were there but I really did not pay much

Candidate Reflection

attention to them. In my opinion they were just a formality, something you put on the lesson plan to impress your professor. But this meeting really opened my eyes to how that is not the case. In terms of student learning and the ultimate goal, which is graduation, right now standards are extremely important. I may not agree with them as a teacher but right now this is how they measure success in terms of what our students can produce, so it is important to follow them. What really alarmed me at the meeting is how that the standards are in the process of being changed and with changing standards means a possibly changing curriculum. In terms of student work this could mean the development of more tasks or the elimination of certain ones that might not meet the standard. I sat in that meeting feeling battered and defeated. How am I ever going to measure up to this? How will I ever be able to lead instruction that adheres to these standards and leads student on a successful path? Fortunately the department head saw the concern in my face and addressed it. She said, "I know this must be an awful lot for you to take in, but don't worry we are just as worried and concerned as you are." That did make me feel a little bit better. I think with an experience like student teaching, and eventually a career in teaching, it is so important to have that advocacy and that sense of community. I walked out of that meeting still feeling a bit damaged, but with a glimmer of hope. I did question that day whether or not I wanted to be a teacher anymore. The whole idea of standards and how our students are expected to fit into this one particular criteria is very alarming to me. But right now that is the way that education is. So in terms of our students I learned that it is extremely important to be aware of what is going on. If I can't teach them or provide them with ways to produce tasks for a successful portfolio then I am doing them a huge injustice. As teachers we may have to adhere to standards but it is up to us

Candidate Reflection

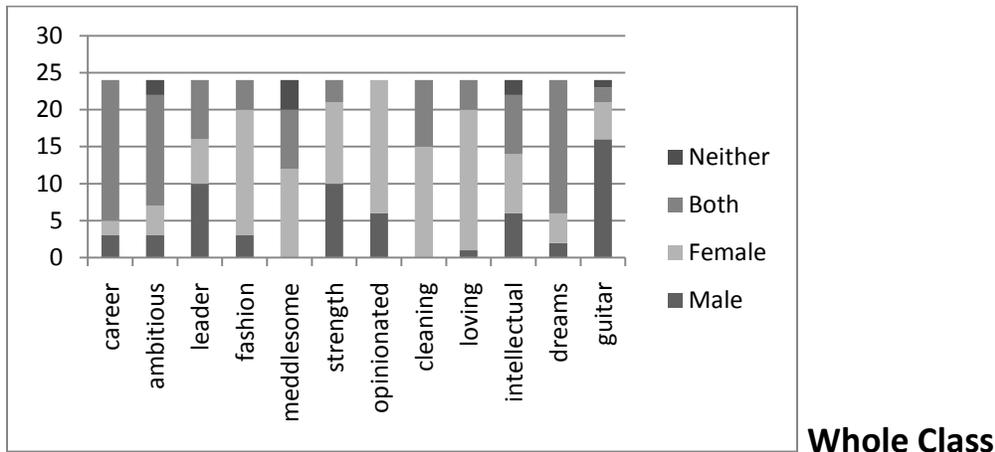
to take those standards and out of that produce lessons that are fun, engaging and worthwhile. Not just simply a checklist on a state mandated spreadsheet.

In looking over my Student Teaching experience one thing that I have really learned is the value of the teacher as student. Professional Development will always exist and it is up to us as teachers to go out and seek ways to improve our methods. As teachers we are never done, you can't teach a text the same way all the time. That is why it is great that teaching really looks at how we teach and why we are teaching. What is the purpose of our lessons? All the time I constantly saw other teachers getting feedback on plans for a lesson or an idea for an outside text that would really help the students understand a certain topic. I think this is one of the things that I really love about teaching. I love the way that everyone pulls together for the purpose of the greater good. In this case the greater good is student understanding and making sure that they are given every possible opportunity to succeed. The standards may change the curriculum maybe different but in the end it is all about the students. I think that is what I have learned above everything else, we are here for them.

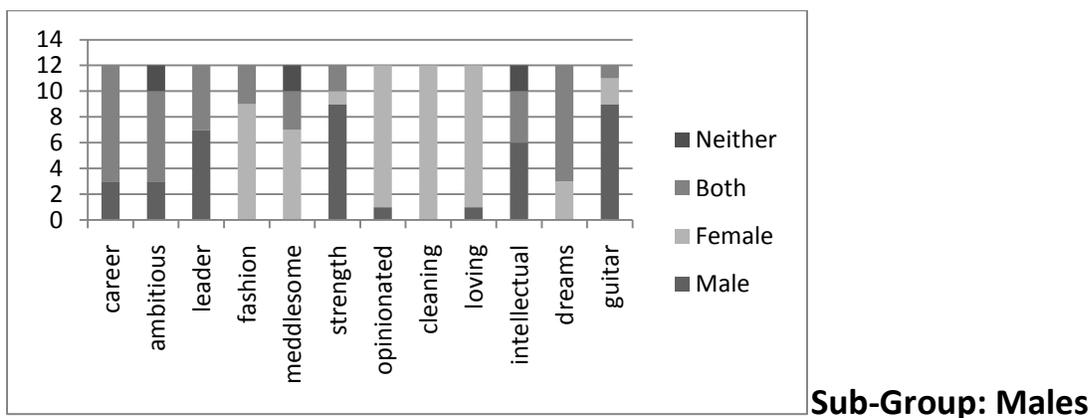
Analysis of Student Learning

Objective 3. The students will be able to analyze music videos by applying the Feminist Critical Lens.

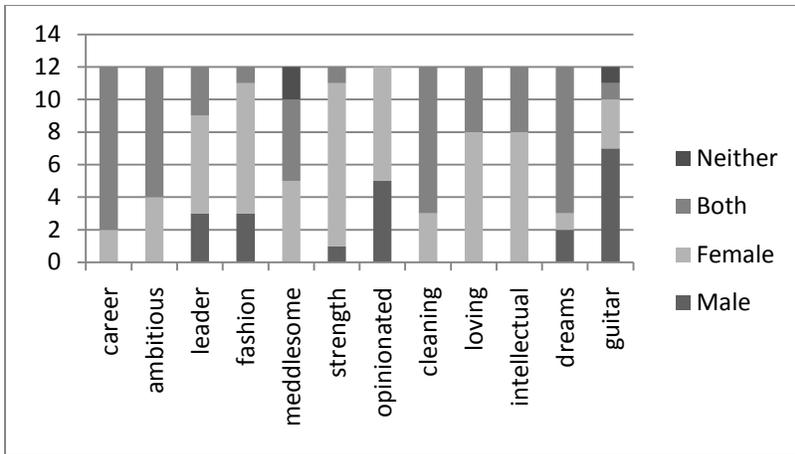
Pre-Assessment:



The pre-assessment for this objective was hard to measure because of the nature of it. It wasn't really an assessment of what they know but what they think. The word chart was composed of words (connected to the text) that would force the students to think of what, if any, gender stereotypes existed in conjunction with those words. The way that this was analyzed was by I took each word and counted how many times they were placed in specific columns. The results for the most part were a bit surprising to me. A lot of the students put words in the female column or the both column. This could be due to the abundance of female characters in the text or the perhaps the nature of the words.



Analysis of Student Learning



Sub-Group: Females

I chose to look at this assessment in terms of gender, since that is part of the main focus of the objective. In looking at the male chart you see how the males aligned a lot of the words with themselves. However, certain words had a high response of a female association with them.

The female chart shows a bit of the same pattern. The females associated all the words with their own gender, some more than others. Many words also saw a high response within the both column.

In looking at these two charts together the data again points to a high female association with a lot of the words. This again could be attributed to the text or the nature of the words.

Individual Students:

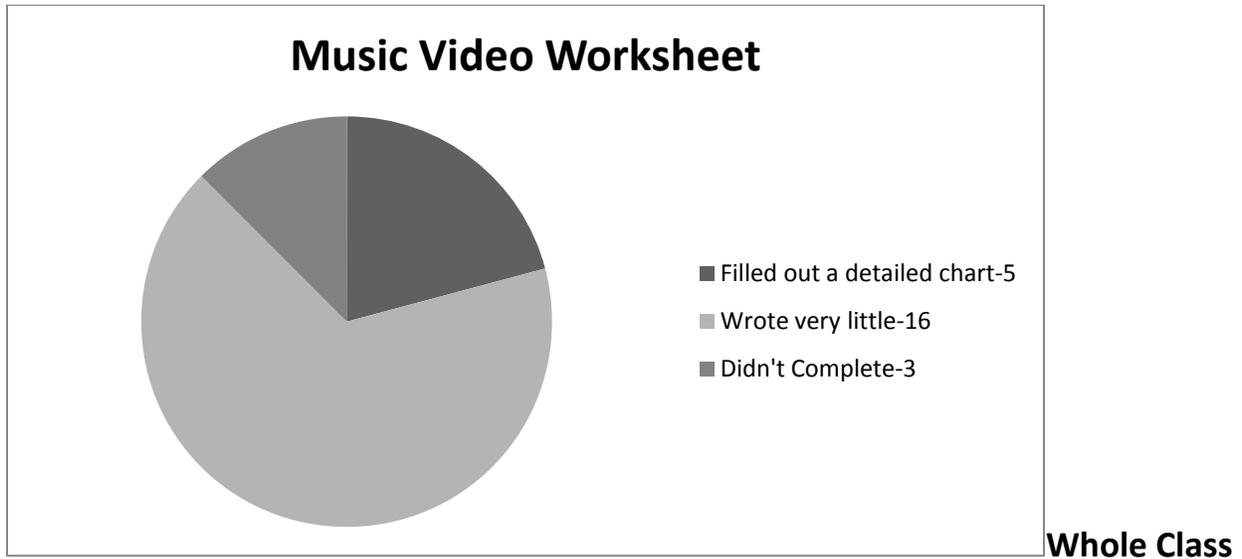
Student A

Male	Guitar, Career, Leader, Strength
Female	Opinionated, intellectual, Fashion, Cleaning, Loving
Both	Ambitious, Dreams
Neither	Meddlesome

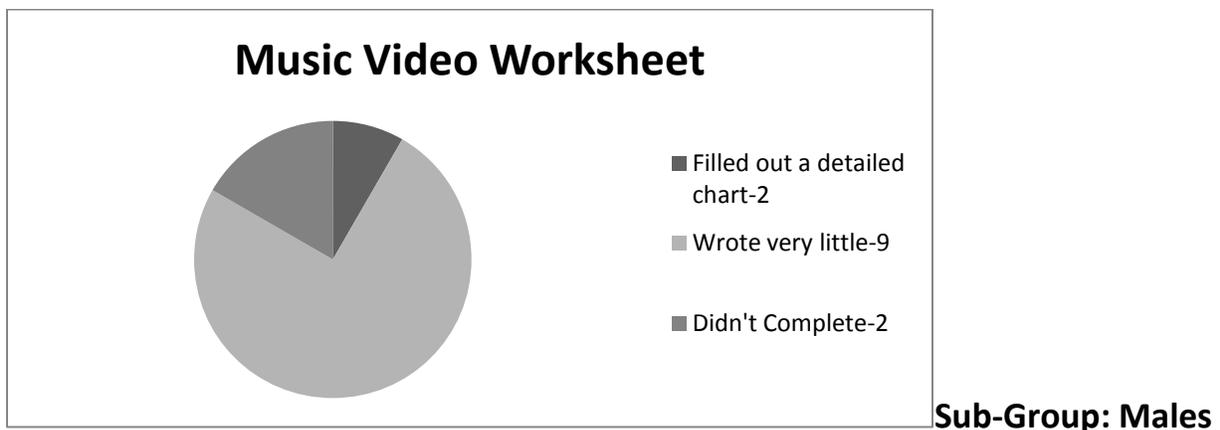
Student B

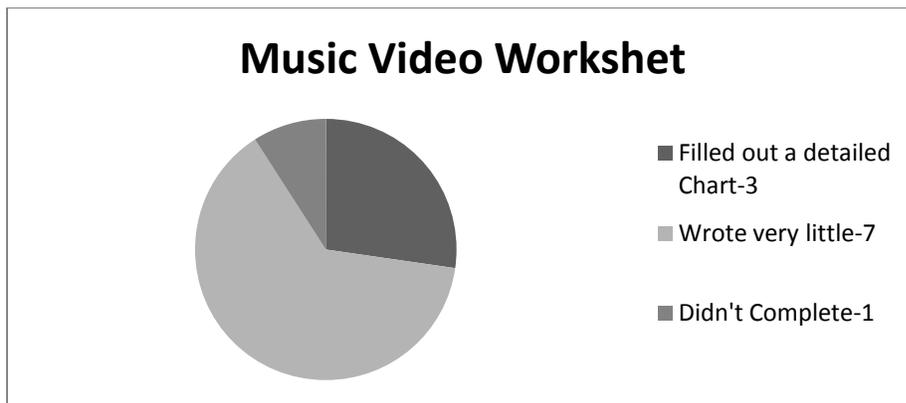
Male	Leader, Strength, Guitar
Female	Fashion, Cleaning
Both	Career, Ambitious, Opinionated, Dreams, Loving, Intellectual
Neither	Meddlesome

This is a sample of two individual students' pre-assessment. In looking at the tables I believe that it is important to note that Student A is female and Student B is male. I think that it is interesting to note that the female student associated more words with her own gender while Student B answered in terms of both. This data really doesn't show their abilities yet but I think it is interesting to see how an individual student answered.

Formative Assessment:

When watching the music videos the students had to fill out a graphic organizer that asked them to describe some of the visual elements that they saw and what, if any, were some female stereotypes. Most of the charts were filled out but with little to no detail. A lot of the students just wrote down one word answers. Five of the students wrote out a detailed chart giving great descriptions. This could be due to the fact that we did discuss some of the elements as a class, showing that many of the students might have had some confusion and decided they would wait and see what others would say.





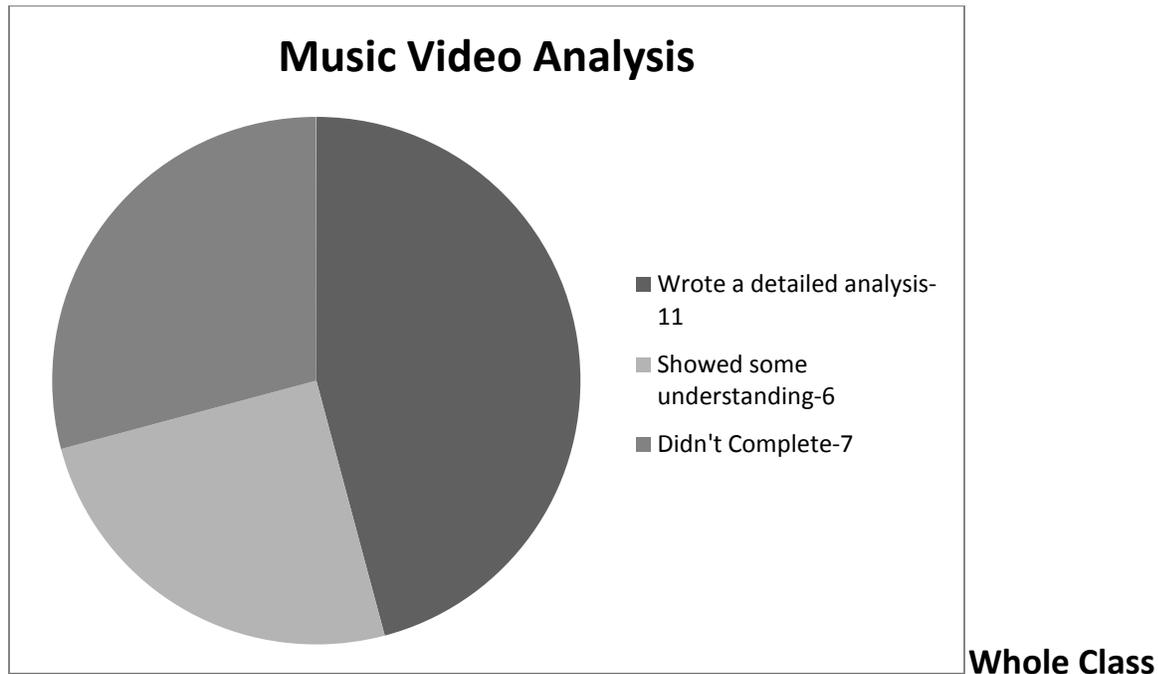
Sub-Group: Females

In looking at the data for the two sub-groups the female students did only slightly better than the male students. The female students did write more detailed charts and this could probably be due to the female nature of the music videos that were shown. The small difference between the two groups could lead me to believe that the class as a whole had trouble with the material.

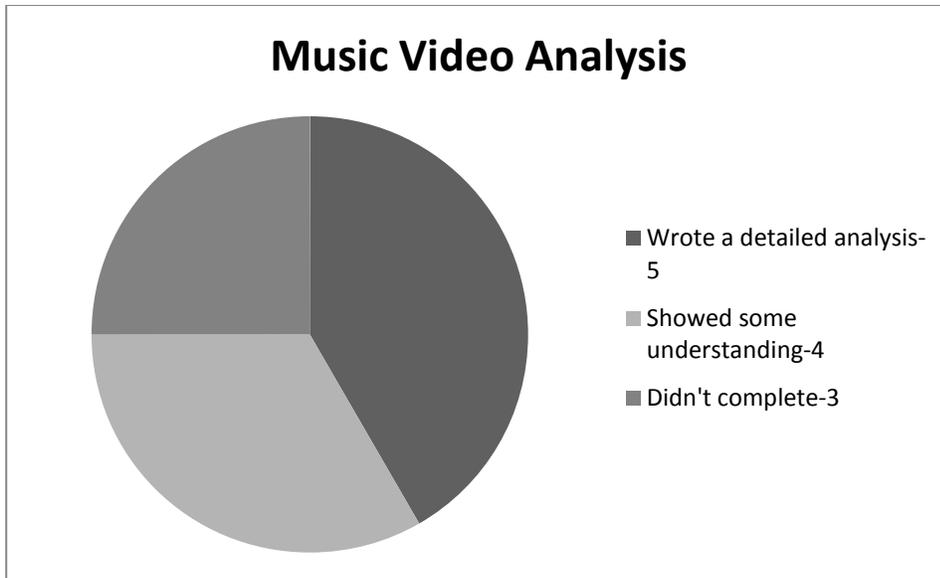
Individual Students

In looking at the work of the two individual students Student A, who is a higher performing student was one of the students who wrote a more detailed list. She incorporated many elements into writing what she saw in the videos allowing me to see that she fully grasped the concepts of the Feminist Lens. When the chart was talked about in class she was very willing to discuss hers and brought some very insightful things to the conversation. She had a lot to say about what was going on in the videos visually which helped me in getting a sense of what her understanding was because she always related it back to the feminist lens. Student B did fill out the chart but his answers were not as detailed. Student B is a lower performing student who puts very little effort into his work. His is harder to assess because, through his lack of detail it is hard to get a sense of wither he understands what is being learned in class or not. He also almost never participates in any class discussion and when he is called on he either refuses to answer or gives very short answers.

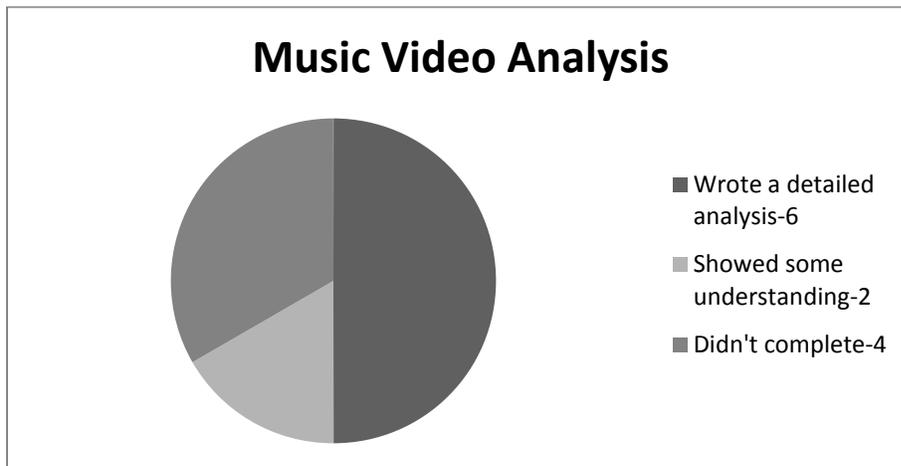
Post-Assessment:



The post-assessment proved also to be a bit challenging. The students were asked to write a one paragraph response where they write a feminist reading on the two music videos. This fared better than the chart but there were still issues with it. In this assignment more students produced detailed work. This was the first time these students were introduced to the feminist lens so I was happy with those that wrote a detailed analysis. Six of the students did not write as detailed a response but they did show understanding of the concept of the feminist lens by trying to incorporate some of the elements we had discussed during class. The one thing that I am concerned with is the high number of students that did not complete the assignment at all. Seven students handed nothing in so I have to read that as they did not understand wither what was asked of them or they were not able to grasp some of the concepts of the feminist critical lens.



Sub-Group:Males



Sub-Group:Females

In looking at the analysis between subgroups it is interesting to note the amount of female students that did not complete the assignment. They also had the highest amount of detailed written analysis. The male group though did have a higher number of students that showed somewhat of an understanding of the task.

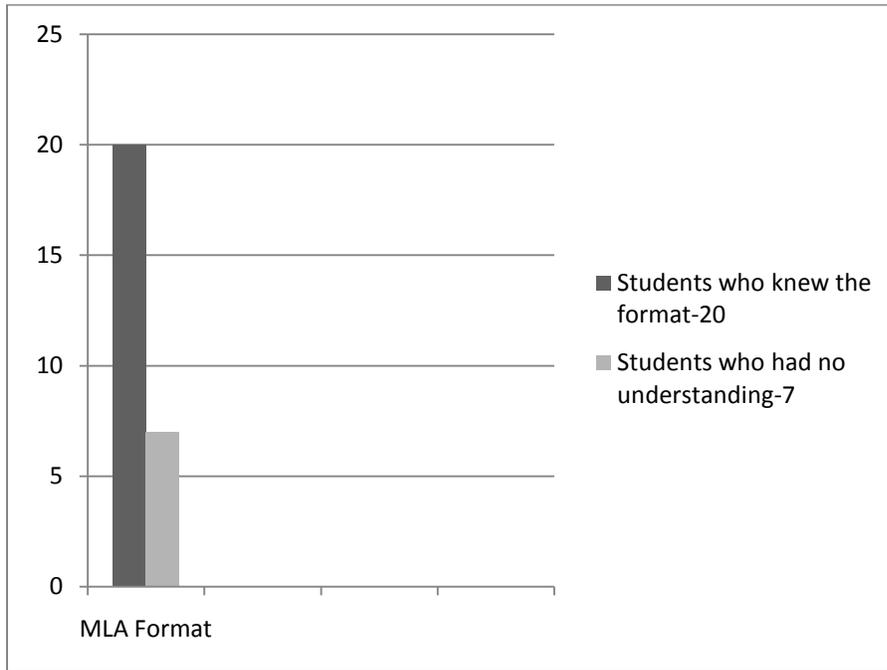
Individual Students:

In looking at the work of individual students Student A performed much higher in giving a detailed analysis of what the two videos were depicting She states specific things from the videos and uses them to show her point. Student B did show some understanding but did not really go into great detail about it. He does say how one of the videos projects a negative image but never really explains why.

Analysis of Student Learning

Objective 5. The Students will be able to compose a Character Analysis where, in the form of a paper (with proper MLA), they analyze a character of their choice from A Raisin In The Sun.

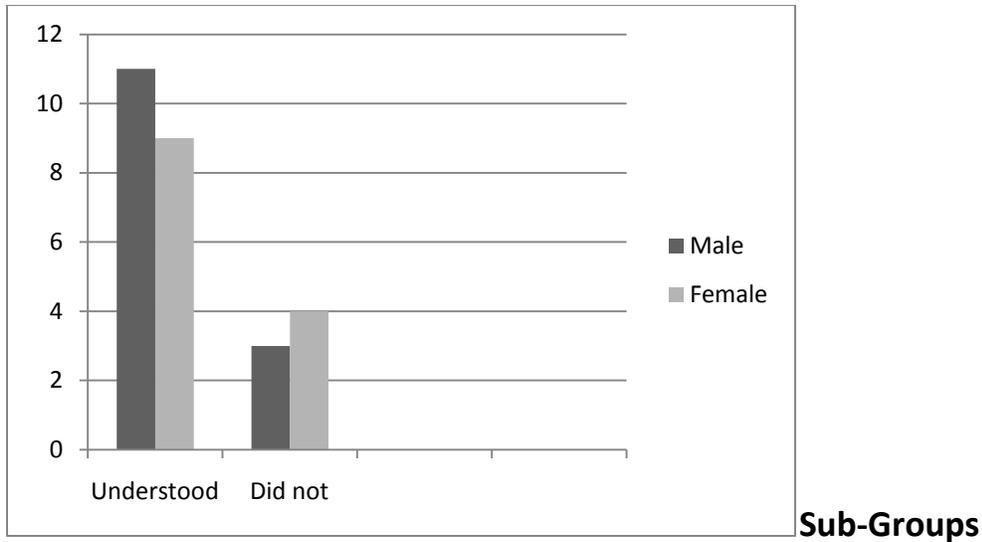
Pre-Assesment:



Whole Class

The pre-assessment for objective 5 was just a question and answer session about what the students knew about MLA Format. Since they had to use it for their Capstone project many of the students already had a working knowledge of what the format was and how it worked. Since the post-assessment is a paper and asks them to use MLA format it is important to see what they know about it and to determine if a mini lesson needs to be taught.

Analysis of Student Learning



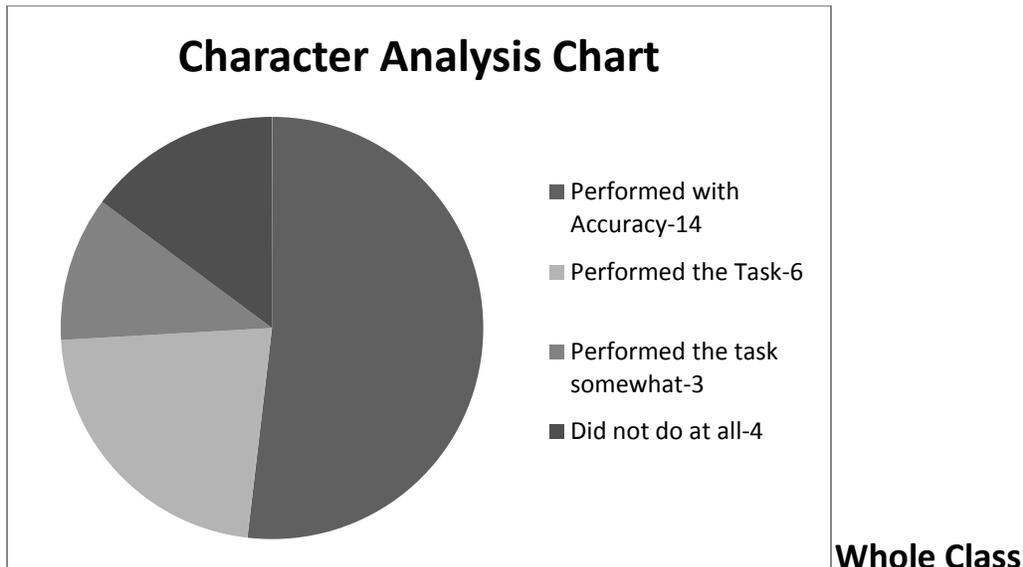
In looking at how the sub-groups understood more males understood the format of MLA. Eleven male students showed an understanding while three did not. In terms of the females nine students understood while three did not.

Individual Students:

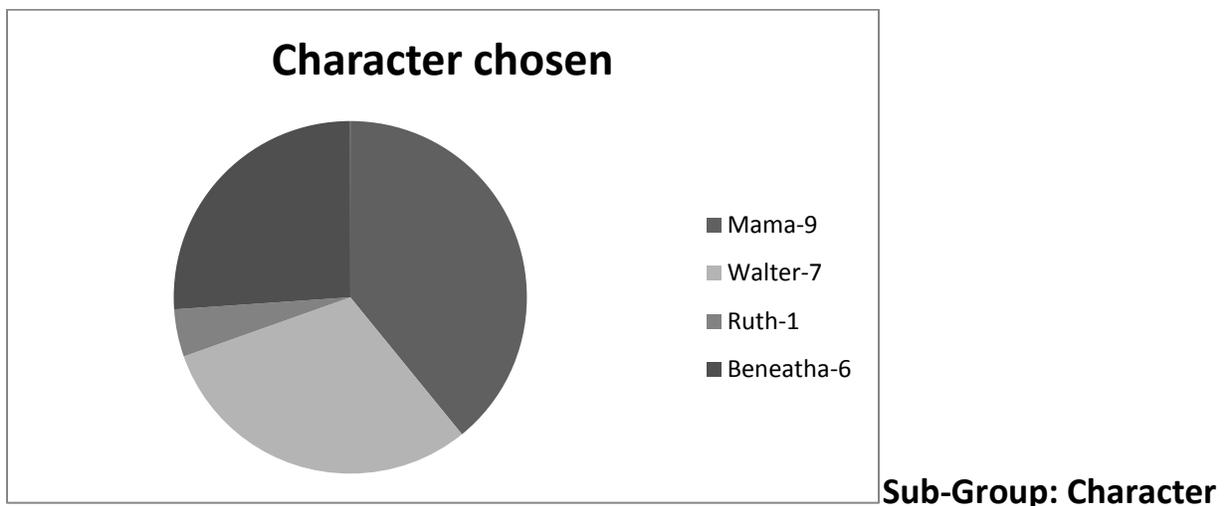
	Understood	Did Not Understand
Student A	➤	
Student B	➤	

In looking at the analysis of the individual students both Student A and Student B understood what MLA Format was and participated vocally in the question and answer session.

Formative Assessment:



The task asked the students to fill out a character analysis chart that asked them to pick three traits for the character of their choice and the find evidence of that trait, and then provide a quote. The students did well with this task. A little bit over half of them were able to perform it with accuracy. I did not collect this chart because it was meant for them to use for their final paper. I did go around and look to make sure that each student was on track and able to produce the work. The students who performed the task were either missing one or two elements, but ran out of time. A few students really were struggling with trying to find quotes so I gave them some suggestions and helped guide them in the direction of where they could find them. Four students did not do it all.



In looking at their character traits I think it is interesting to divide that up into what character they choose. The most popular choice, interestingly, was Mama. Ruth was the least popular. This made me reflect back on our readings and the students had a lot more to say about Mama

Analysis of Student Learning

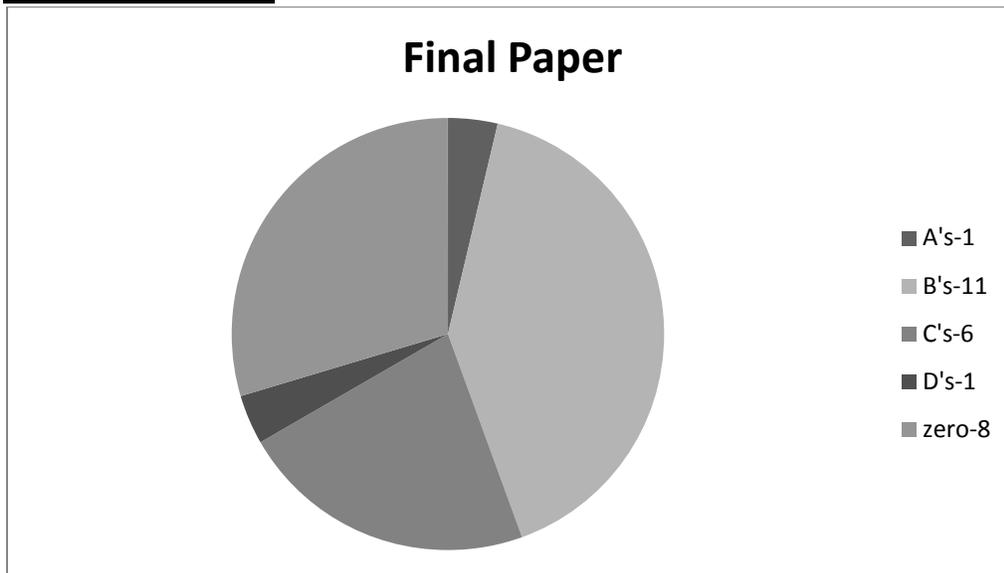
and Walter than Ruth. I think that it is interesting that they chose or identify more with two of the stronger characters in the play.

Individual Students:

	Character	Completion of Chart
Student A	Beneatha	Successful
Student B	Walter	Did not do

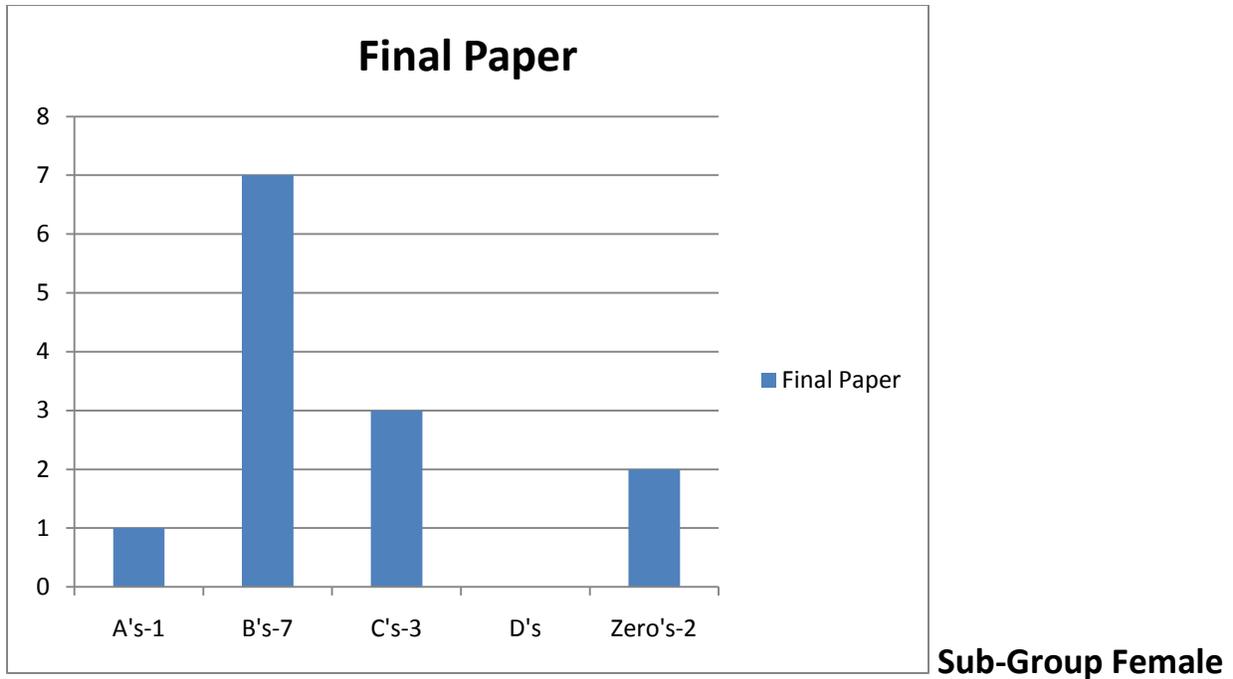
The individual results were interesting because Student A chose to do her analysis on Beneatha and was very successful at completing the chart. Student B chose to do Walter but did not fill out the chart at all. When I asked him why he didn't do it he simply stated he didn't need to. This is often an answer with this student who usually does not participate in class.

Post-Assessment:

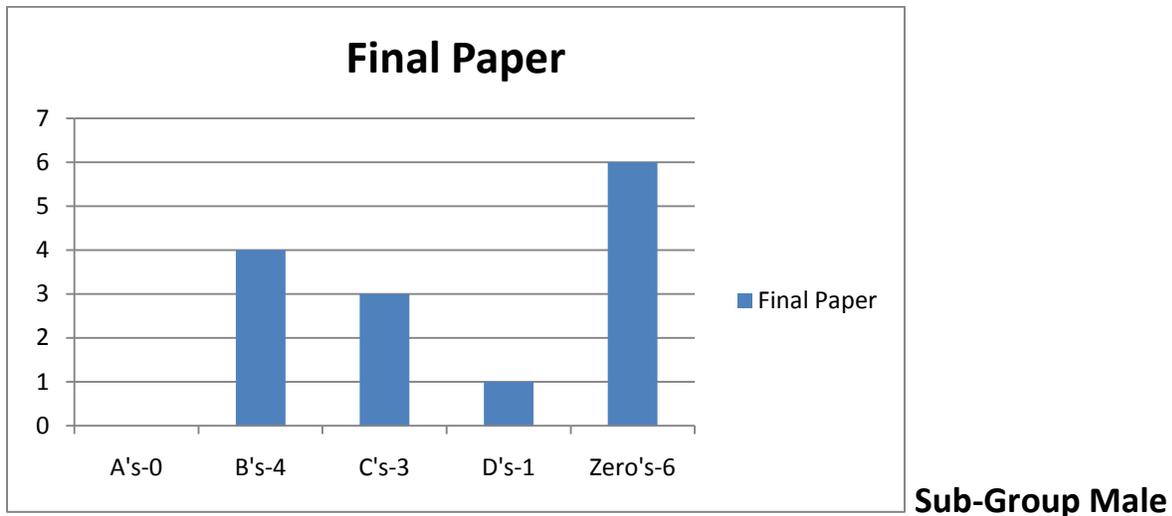


The final results of the paper were interesting because of the grade range. As a whole the class averaged in the B range. There was one A, six C's and one D. The startling result though is the amount of zeros, eight. That is an extremely large chunk of the class. In looking over it it is strange because some of the student's that did not hand it in are often participate a great deal.

Analysis of Student Learning



In looking at how the female students did they mostly were in the B range. The only A in the class was written by a female and she tends to do very good work. Overall I think that the female student's successfully completed the assignment.



The male sub-group did not achieve the same successful standards as the female group. Most of the grades for the males were zeros. This is interesting because often times the male students are very active and participate in class.

Analysis of Student Learning

Individual Students:

	Grade
Student A	B+
Student B	D+

This data coincides with the sub-group data. Student A is a female student who actively participates in class and always hands in assignments. Student B is a male student, that is very bright but never applies himself and often times misses assignments. The biggest overall problem with Student B's paper was the structure and lack of quotes from the text. The purpose was to use quotes from the text as a way to give evidence of your findings. He did not do this.

Final Rationale

In looking at the overall data of the student's work I think that the objective that the students most successfully meet was Objective 3 where they were asked to analyze a music video using the feminist critical lens. I think that overall the students did successfully understand the material pertaining to the Feminist lens but it was just their lack of detail that was an issue. Since this is a Level 2 class I was more concerned with the fact that they understood the basic concept of this extremely complicated material. Using a critical lens is not often taught in high schools so I was very happy with the results that the students produced. In looking back I think the reason that this objective was so successful was because of the use of visual aids. A PowerPoint was used to aid the students in their understanding and introduce the material to them. This class is an extremely visual class when it comes to learning and that was shown in their engagement of the lesson and the active participation that they displayed. I also find it interesting that in looking at the sub-groups the number were very similar. There really was not a huge difference in terms of understanding between males and females. Again I would attribute this to the visual element of it. Also this assignment was counted but it was a

Analysis of Student Learning

low stakes assignment. There was no real sense of pressure for the students to perform well on it.

Objective 5 was the one that I feel the students had the most trouble with. I believe the reason for that is the post-assessment and summative assessment of the unit is a paper. With this class writing is an issue so I think that is why they were not able to achieve the success that I would have hoped they would. In looking at the sub-groups the female students seemed to outperform the male students. The majority of students who did not hand the assignment in were male. Again I think that this appeals to the visual aspect or the lack there if in terms of this objective. It might also be interesting to note that many of the males in the class are involved with sports so that might be an issue. I tried to keep much of the work done in class but perhaps more time would have been needed to ensure that the students have sufficient time to successfully complete this objective. In looking at how I would have changed things in order to make this objective more successful would have been to instead have done some sort of creative project. I think the students would have enjoyed that more. Writing is important but maybe not an assignment that is strictly writing based. I think looking back now if the students were able to produce something more concrete there would have been more successful completions.