

**MAT Satisfactory**  
**Critical Analysis of Media Lesson Plan**  
**Instructional Plan:**

**Context:**

Subject and Grade Level: American Literature 11<sup>th</sup> Grade

Topic/Theme/Unit: TEENAGE ANGST: Other Voices and Perspectives in Literature and Pop Culture.

Time: One 50 min. Class period and part of another Class period

**Planning:**

Purpose: This lesson is meant to serve as an introduction to the unit TEENAGE ANGST: Other Voices and Perspectives in Literature and Pop Culture. It will prepare them for the material that is to come by allowing them to apply what they learned in the previous unit

**Comment [J1]:** Doesn't this come later in the unit?

Objectives:

- The students will be able to successfully analyze a film using the Gender Critical Lens.
- Students will compose a letter where they are writing as either a character from the short story or from the film to the other, and apply their knowledge of the Gender lens in their narrative.

Materials: Copy of "Rebel Without a Cause".  
TV and DVD player

Instructional Strategies: Practicing (Analyzing the film in terms of the critical lens)

Learning Theories: Progressive (The students are allowed to see texts that are intended for them and provide voice). Critical (The students are looking at the film critically and questioning).

Scaffolding/Student Engagement/Differentiated Instruction:

- This lesson will take the skills that the students learned in Gender Critical Lens lesson and apply it to the film
- The students will be engaged by the film.
- The students will be allowed to be creative in this lesson through both the set induction and the letter activity.

**Comment [J2]:** Why? It's in black and white. It's about a white kid in the 1950's. As I wrote in your TCMWS, you might reconsider your film choice.

**Flow of Instruction:**

- ❖ Set Induction: The lesson will start with a quick-write that asks the students to write about what it means to be masculine in our society? This can be done through either writing or drawing.

**Comment [J3]:** Will they then talk about it?

- ❖ List of teaching activities:

- After the Set Induction lead the class in a discussion about the film in conjunction with the Gender Critical Lens.
- Bring the discussion to focus on the short story “Teenage Wasteland”. How does it compare to the film. Is masculinity the same in both texts?
- Pass out the writing invitation where the students will compose a letter writing as a character from one text to a character from another text.
- The students will share them in pairs in the next class (One letter pertaining to the film and one pertaining to the short story).

**Comment [J4]:** Be more specific. What kinds of questions will you ask? Will it be teacher asks/student answers or something more student-centered?

**Comment [J5]:** Huh?

- ❖ **Closure:** The lesson will be wrapped up by asking the students how they see societies view of masculinity through the three different time periods (50’s, 80’s, today). Has it changed or stayed the same?

**Comment [J6]:** A graphic organizer would be appropriate here...what have read/seen from today? Is that the Elephant reference?

**Assessment:**

The assessments will be the class discussion and how well the students grasp the issues discussed. Also through the letter.

**Standards:**

GLEs

R-10-12.1 Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning)

R-10-14.3 Reading multiple texts for depth of understanding an author, subject, theme, or genre

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

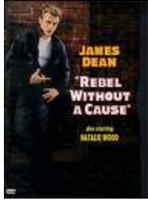
*W-10-4.2 Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view*

**Work cited:**

- Rebel Without a Cause directed by Nicholas Ray
- Teenage Wasteland by Anne Tyler

**Set Induction:**

1. What does it mean to be masculine in this society? What are some traits that teens/men are expected to adhere to
2. Draw what society thinks the ultimate masculine teen/man should look like



# Writing Invitation



I want you to pick a character from either “Rebel Without a Cause” or “Teenage Wasteland”. I want you to then write a letter as that character, addressed to a character from the opposite text. So if you pick the James Dean Character from “Rebel” then write to someone from “Teenage Wasteland”

Since we have been mostly covering Masculine issues choose a male character, but if you feel that you can address issues of feminism then by all means choose a female character.

The letter should be personal. You are that character so use elements from the text to help in your letter. Some things you might want to cover are what it is like being a male teenager. How do your parents or your friends make life challenging. These are just examples, they will of course depend on which character you choose. If you choose one of the parents write about the challenges of being a parent.

When writing the letters remember everything we talked about in relation to gender so be sure that your letter addresses those issues. We will share the letters tomorrow in class in groups of two.