

New York City Department of Education Magnet Program District 25 & 28

I.S.237Q

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Grade 8 - ELA



Essential Questions: What does it mean to "Rock the Boat?" Why do individuals "Rock the Boat? Are you a lover or a hater? Are you someone who sits, someone who hides, or someone who "Rocks the Boat?" Suggested Time Frame: 6 weeks

Theme: Art

Graphic Overview of Unit

Suggested Time Frame:

Essential Questions: What does it mean to “Rock the Boat?” Why do individuals “Rock the Boat?” Are you a lover or a hater? Are you someone who sits, someone who hides, or someone who “Rocks the Boat?”

Stereotypes and Racism

Understanding how stereotypes and racism cause conflict

Understanding how to make choices when faced with difficulty

Understanding how to express oneself through the Arts

Understanding symbolism as an artistic device to convey powerful messages

Mini-Units

* It is recommended that each mini-unit end with a standardized test that reflects the state / city assessment

Unit's Culminating Project: (briefly explain in 2-3 sentences): Students take the roles of 'Racist Busters'. They use the unit's literature, art, and associated studies to create a multi-product anti-racism campaign. The products include letters to fictional characters, a quilt, poems and songs.

Stage 1- Desired Results	
<u>Standards-Based Learning Goals: E1a, E1c, E2b, E3a, E3b, E3d, E5a</u>	
Concepts	
<p>Big Ideas for this Unit Conflict and Empowerment</p> <p>Conflict – Stereotypes and racism Empowerment – Art</p>	<p>Magnet School Theme: I.S. 237Q – Magnet School for the Arts</p> <p>How does the Big Idea in your unit connect to your theme? Art is a form of self expression; it empowers individuals to deal with the conflicts they face.</p>
<p>Enduring Understanding Stereotypes and racism cause conflict in the lives of individuals.</p> <p>Stereotypes and racism affect individuals and the choices they make.</p> <p>Art allows individuals to express themselves and their feelings and inspire the readers and viewers to action.</p> <p>It is an understanding of the effects of stereotypes and racism that empowers individuals to action.</p> <p>Symbolism is a device used by authors and artists to convey powerful messages.</p>	<p>Overarching Essential Question: (this question should connect to your school theme Why do individuals rock the boat? Are you a lover or a hater? Are you someone who sits, someone who hides, or someone who stands?</p>
Content and Skills	
<p>Content Students will be able to...</p> <p>Stereotypes, racism, bias, expression, morals, values, perspectives, empowerment, idioms, conflict – generational conflict, social issues, socioeconomic issues, resolution –</p>	<p>Skills Students will be able to...</p> <ul style="list-style-type: none"> • Identify the characteristics of a play and distinguish how it differs from other genres • Define stereotypes, racism, and bias

<p>avoidance, competition, compromise, collaboration, exploration, culture, diversity, investigation, identity, effect, characteristics of a play, poetic devices – symbolism, mood, theme, simile, metaphor</p>	<ul style="list-style-type: none"> • Identify examples of stereotypes, racism, and bias from various texts – A Raisin in the Sun, The Cold Within, A Dream Deferred • Understand the poetic devices used to convey the mood, theme, and symbolism • Interpret and analyze poetry • Analyze how the author expresses his / her beliefs about stereotypes and racism • Analyze how the characters and their choices are influenced by stereotypes and racism • Evaluate a character’s decision in response to conflict • Compare and contrast multiple representations of a text and pieces of art (play, film, paintings) • Discuss and articulate how art forms allow people to express themselves and serve as a source of empowerment
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Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

- Design the Culminating/Summative Task:
- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal)
The goal is to demonstrate an understanding of the influence and impact of stereotypes and racism on society and to inspire individuals to take a stand and rock the boat.

R- (roles)

The roles are writer and artist – Racism Buster.

A- (audience)

The target audience is the school community.

S- (situation)

The students are reading texts and viewing multiple art forms that explore the problem of stereotypes and racism. The students will express their feelings and strive to communicate these feelings in multiple art forms.

P- (purpose and product)

The students as “Racism Busters” will demonstrate their understanding of stereotypes and racism to the target audience (school community) in presentation form.

Differentiated Instruction – Artistic Expression

1. A. Students will write a letter to Mr. Lindner in which they include specific examples of his racist behavior and convey their feelings about his racist behavior and explain the impact of his behavior on other individuals.
B. Students will write a letter to Walter Lee from Beneatha’s perspective. The letter will include a description of his feelings about race and women, and also communicate her feelings about his ideas and views about women.
2. Quilt – Students will work in groups of three to create a quilt (crayons, markers, colored pencils). The title of this quilt will be “Rock the Boat.” This will include the stereotypes from the texts we read and viewed ($\frac{1}{2}$ of the quilt) and also include symbols to convey the importance of taking a stand and rocking the boat ($\frac{1}{2}$ of the quilt).
3. Poetry – Students will write a poem or write a song. The written work will include the stereotypes from multiple texts and include poetic devices to convey the importance of taking a stand and rocking the boat.

S- (standards for performance)

The final product should demonstrate a clear understanding of stereotypes and racism and inspire readers, listeners, and viewers to action.

Student Task

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

“Rock the Boat” Culminating Projects

Background Information: We have read *A Raisin in the Sun* (and other texts), viewed multiple art forms, and discussed many important ideas and themes. The major things that we explored were stereotypes and racism, the impact of the above on others, and the importance of our actions. The characters in the play and the students in our school have encountered difficulties (problems) such as stereotypes and racism and struggled to express their feelings about these obstacles. We traveled with the characters on their journey to overcome many difficulties. The characters managed to show their strength and to stay true to the beliefs, despite the difficulties.

Description of the Task: You are currently an eighth grade student who has decided to take a stand and “Rock the Boat.” Through our study on stereotypes and racism, we saw the need to inform our school community of this problem that still exists today. You have been given the role of “Racism Buster” by your teacher. It is now your job to communicate your feelings and help them understand the need to stand up and make a difference through action. You will be required to create a presentation for your classmates on one of the following topics.

To successfully complete this task, you must do the following:

1. Choose one of the following topics for your presentation: Insert from Grasp
 - a. Letter to Mr. Lindner or Walter Lee
(Three paragraph minimum)
 - b. Quilt
(To be determined by teacher and group members)
 - c. Poetry
(12 line minimum)

Note - Teacher will meet during Guided time of the Workshop Model to answer questions and offer comments and suggestions for improvement.

- 2. Refer to texts to gather information that you can use in your presentation.**
- 3. Organize this information by providing an answer for each question.**
 - a. Which stereotype from the text do you want to focus on in your presentation?**
 - b. How do you feel about the way the characters were treated in the texts? Explain why you felt so strongly about this behavior.**
 - c. How will you convey your ideas to your readers or viewers?**
- 4. Begin working on your first draft.**
- 5. Submit your first draft to the teacher for suggestions.**
- 6. Begin your final piece of work based on comments and suggestions from the teacher.**
- 7. Present your work to the class. Your presentation should include information from the texts. (#3 a &b)**

Rubric For Culminating Project

www.rubistar.com

Project Component	1	2	3	4
Understanding (Demonstrating Content Knowledge)				
Product				
Presentation				
Process (The Journey to the Final Product)				
Conventions of Grammar				

Students will work cooperatively with the teacher's guidance and support to complete the above rubric.

Sample Rock the Boat Rubric

Student Name _____

1. **Content** - Have you demonstrated knowledge and understanding of the major concepts taught in this unit?
2. **Product** - Does your final product make a connection to the texts we read and viewed and to the real world?
3. **Presentation** - Have you presented your work in a clear and logical way? Did you present your work in a creative way to your audience?
4. **Process** - Have you put forth effort into this product? Have you taken comments and suggestions from your teacher and your peers to improve your work? Have you put forth effort into this project?
5. **Conventions of Grammar** - Did you follow the conventions of grammar?

Conversion Chart

20 points = 100

18-19 points = 98

17 points = 95

16 points = 93

15 points = 90

14 points = 85

13 points = 80

12 points = 75

11 points = 70

10 points = 65

8-9 points = 60

6-7 points = 55

Below 6 points = 50