

Day 7: Objectification and Class Stereotypes



Author: Erica Smith 02/06/2011 10:25:00 PM EDT

VITAL INFORMATION

Subject(s): Language Arts (English)

Grade/Level: 11

Time Frame: 80 minutes

Learning Context: Students will be doing more analysis on their own prejudices towards others, and why they feel this way.

Objectives and Understandings: **LT: Students will be able to understand when satire is employed as a tactic of making a strong point.**

LT: Students will be able to use imagery to subjectively describe pictures and images.

LT: Students will understand how to interpret characters in a book through close analysis and interpretation of characterization and imagery.

LT: Students will be able to analyze and question the legitimacy of the media through inaccuracies in information and contradictory messages

ST: Students will be able to use imagery to discuss what comprises the high, middle, and low classes, according to societal standards.

ST: Students will be able to critically think and evaluate information before accepting it as fact.

ST: Students will be able to use characterization in the text by looking at specific words and images that the author employs.

ST: Students will be able to identify the characteristics of satire, how it is used, when it is used, and that it is not to be taken literally.

Essential Questions: What do I believe about people who live in trailers?

What stereotypes do I hold about other people, based on societal expectations?

What is class?

What is the objectification of women and how often does it happen?

Rationale: **Administrators:** Students will be able to relate topics from the book to their personal lives; this will enable them to use these books on the Regents exam because they will remember the themes.

Students: You will be able to see your own stereotypes and why you possess them. You will be able to relate this back to the characters in the book, and form more sympathy for them.

Critical Pedagogues: Students will be able to see how themes in the book tie into their personal lives and beliefs; this will allow students to form a closer relationship with the text and create lifelong literacy learning because of the relation of the text to the students' personal lives. Students will realize that texts can hold real-world meaning.

Background Knowledge and Skills: Students need self-analyze their prejudices and stereotypes of others.

Students need to see how the media influences their opinions.

Standards:

NY- New York State Standards

- **Subject:** English Language Arts (1996)
 - **Learning Standard 1 :** Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

- **Level :** Commencement
 - **Key Idea :** Listening and Reading
 - **Performance Indicator :** Synthesize information from diverse sources and identify complexities and discrepancies in the information.
 - **Performance Indicator :** Use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts.
 - **Performance Indicator :** Make distinctions about the relative value and significance of specific data, facts, and ideas,
 - **Performance Indicator :** Make perceptive and well developed connections to prior knowledge.
 - **Learning Standard 2 :** Language for Literary Response and Expression
Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

- **Level :** Commencement
 - **Key Idea :** Listening and Reading
 - **Performance Indicator :** Identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work
 - **Key Idea :** Speaking and Writing
 - **Performance Indicator :** Produce literary interpretations that explicate the multiple layers of meaning
 - **Learning Standard 3 :** Language for Critical Analysis and Evaluation
Students will listen, speak, read, and write for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

- **Level :** Commencement
 - **Key Idea :** Listening and Reading
 - **Performance Indicator :** Evaluate the quality of the texts and presentations from variety of critical perspectives within the field of study (e.g., using both Poe's elements of a short story and the elements of "naturalist fiction" to evaluate a modern story)
 - **Key Idea :** Speaking and Writing
 - **Performance Indicator :** Use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.
 - **Learning Standard 4 :** Language for Social Interaction
Students will listen, speak, read, and write for social interaction.

Students will use oral and written language that follows the accepted conventions of

the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

- **Level :** Commencement
- **Key Idea :** Listening and Speaking
 - **Performance Indicator :** Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them
 - **Performance Indicator :** express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation
- **Key Idea :** Reading and Writing
 - **Performance Indicator :** Use a variety of print and electronic forms for social communication with peers and adults
 - **Performance Indicator :** Make effective use of language and style to connect the message with the audience and context

Summary:

Students will analyze their own stereotypes through the use of a video on the objectification of women, a collage of pictures representing class, and a look at Chip from the text. Students will then discuss the text that they read for homework.

Procedure (Including Motivation and Closure):

- We will watch a clip from The Family Guy <http://www.youtube.com/watch?v=0YOh-rpvjYg> (Undecided Voters) and <http://www.youtube.com/watch?v=AIWTB8POnkg&feature=related> (McCain and Palin)
- We will discuss the characteristics of satire and why it's funny.
- We will read the article about Vestal High School and "kick the Jew" day
- Put together a collage of pictures and have the students write down one word that perfectly describes each picture. Is the person low, middle or upper class? How do you know?
- Watch a Youtube clip on the transformation of women to become an acceptable "beautiful" to society. <http://www.youtube.com/watch?v=iYhCn0jf46U>
- <http://www.youtube.com/watch?v=e8MVhliy8UQ> - Ken and Barbie 101
- <http://www.youtube.com/watch?v=ky5901i3YRw> - Daniel Tosh Cargo Pants
- http://www.youtube.com/watch?v=a_DWDbB00nk&feature=related - objectification of women in the media
- What is class?
- Does class define us?
- Look at Alaska's obsession with the objectification of women...why does this bother Alaska?
- What does "crooked" mean? Does it have a good connotation or a bad one (review connotations)?
- How do you feel about people in trailers? Why? What has made you feel this way (media, society)? Look at the different names given to people (trailer trash, poor).
- How did you think that the Colonel would feel about living in a trailer? How does he actually feel? Why do we assume that he's unhappy with his conditions? Is this fair? Why/why not?
- Why do people believe in the afterlife?
- How does the Great Perhaps make Pudge feel? Why?
- Have the students write down stereotypes that they possess and ways to get rid of these stereotypes?

Extension:

Students will read pages 105-133, and they will work on their writer's notebook. What stereotypes did you discover about yourself? How can you get rid of these stereotypes? Remind students that they must be online responding to one another about the topic of conversation.

Sample Student Products:

Differentiated
Instruction:

Students will be working in Socratic seminar formation, and I will be available if they need help with something.

Assessment/Rubrics:

I will check homework tomorrow, and I will collect the two questions that students answered about stereotypes.

Reflections on
Teaching:

Materials, Resources,
and/or Handouts: