



# LESSON PLAN

School Year: 2021-2022      Grade: 10th      Time length: 50-minute lessons      Lesson #: Multiple lessons (4)

## Brainstorming:

**Lesson Title:** Place-Based Personal Narratives using first chapter of “Corona” by Bushra Rehman and [Bosnia New Yorker article](#) that Lexi shared

**Lesson Title:** History of Southwest Asia Through Art using [resources from the MET](#)

**Lesson Title:** Examining Our Personal Histories Through Objects (beginning of year assignment where students present an object, with the purpose of teaching that World History includes objects and all aspects of daily life.

**Lesson Title:** Stereotypes and Misconceptions (part of narrative unit)

*Brief description of the lesson:*

## Indiana State Standard: 9-10.W.3.3

Write narrative compositions in a variety of forms that–

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
- f. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

**OBJECTIVE:** *What is the purpose of learning this? How does it connect to a Big Idea?*

Essential Question: What role do stereotypes play in how we understand others and ourselves?

Essential Question: How can literature and other art forms combat stereotypes and misconceptions?

**MATERIALS:** *What materials/resources/tools/instruments are needed to teach this lesson?*

“Hijab Scene” 7, 2, and 1 from “A Small Selection of Poetry by Muslim Women and Non-Binary Writers”

[Beyond Sacred: Voices of Muslim Identity](#) (clips)

[The Professor Wore a Hijab in Solidarity — Then Lost Her Job](#) (excerpted paragraphs)

[ID Card](#) poem

“First Writing Since” (November 2001) from “A Small Selection of Poetry by Muslim Women and Non-Binary Writers”

**ENGAGEMENT:** *How will you initially engage students’ attention?*

Song to play during passing period: [Mona Haydar - Hijabi \(Wrap my Hijab\) - YouTube](#) (Also available on Spotify)

- The song does not play on my school computer. I’m not sure if the video is blocked by You Tube or my school district, probably my school.

Opening Question:

- In your words, define stereotype. Do not give an example. Just define the term.
- Why are stereotypes problematic?

**MODEL/DEMONSTRATION:** *What will you do? Model? Demo a process or technique? Think aloud? Look/listen/read an example of the art form you’ll be teaching?*

View [Majede Najar: Why I wear a hijab](#)

Read "Hijab Scene" 1, 6, and 7.

Pause while viewing and reading to highlight stereotypes and misconceptions.

Whole-Group Question: How do the video and poems combat the stereotypes and misconceptions we identified?

**GUIDED PRACTICE:** *How will students practice the new learning? How will they be guided?*

Day 1: Read "First Writing Since" after reading "hijab scenes"

Day 2: Read "[ID Card](#)" and watch clips from the Palestinian short film *The Present* on Netflix

Day 3: Watch clips from [Beyond Sacred: Voices of Muslim Identity](#) and read excerpted paragraphs from [The Professor Wore a Hijab in Solidarity — Then Lost Her Job](#)

Dy 4: Write summative assessment (explained under "Independent Practice")

**INDEPENDENT EXPLORATION:** *How will students explore the new learning on their own? As individuals, in pairs, in small groups?*

Assessment choice board:

- Write a piece of dramatic theater in the style of "Beyond Sacred: Voices of Muslim Identity" that deals with a stereotype or misconception that you have experienced personally or one that you have seen in the news or on social media.
- Write a letter to the president of Wheaton College, where a professor was placed on leave for wearing a hijab in solidarity with Muslims, that explains the stereotypes and misconceptions at play in this issue, and write a call to action detailing what you think the university should do next.
- Inspired by the poem "ID Card," write a poem, story, or essay that expresses anger or discontent with the stereotypes and misconceptions people sometimes hold.
- Inspired by "Hijab Scenes," Write a poem, short story, or essay that complicates an identity people often try to simplify through stereotypes.
- Inspired by the long-form poem "First Writing Since," write a poem, short story or essay that takes place right after a historical event or a current event where stereotypes and misconceptions were major issues.
  - Examples: 2020 Black Lives Matter protests, 2021 conflict in Israel and the occupied Palestinian territories, anti-Asian hate and the COVID pandemic, shooting deaths of three Black teenagers at a Fort Wayne gas station in 2020.

**SHARE/CLOSURE:**

*How will students share out to demonstrate their understanding of the teaching point? Will they reflect or review? Ask questions? Is there an assignment to complete before next class?*

- Students will either perform their theater piece, read their writing, or, if they do not want to read their summative assessment, they can share aloud what goal they had in mind when they began writing the assignment and what the final product ended up being
- Alternatively, students can have a fellow classmate read their assignment.