



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

*MOROCCO'S BOUNTIFUL PERSPECTIVES:
GLOBAL CLASSROOMS AND CULTURAL CONNECTIONS
FOR THE 21ST CENTURY LEARNERS*
University of New Haven

Exploring Stereotypes through Literature and Poetry

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6-8 class periods

Introduction:

In conjunction with this series of lessons, students will spend approximately four weeks reading multicultural literature. In a reading workshop format, students will choose from a variety of books representing cultures from within the United States and throughout the world, including the Middle East and North Africa. Students will be encouraged to read as many books as possible during the course of the unit. They will be taught mini-lessons on reading strategies, culture, responding to literature, story elements, point of view and more. They will be encouraged to look critically at their books and ask themselves questions such as: Who has the power in the story? How is the culture represented? What kinds of stereotypes are there in the story? What stereotypes do you have about this culture?

The lessons below can be presented at any time during the reading workshop, or at the end of it. During these lessons, students will look more specifically at the topic of stereotypes. They will discuss stereotypes in their own lives as well as stereotypes found in the books they read. They will also be introduced to more specific information about the Middle East and North Africa and come to understand that stereotypes exist all over the world. Students will write a series of blog posts related to their learning.

The next step of the unit will involve research. Students will make a connection with at least one other person who lives in the region of the world where their book takes place and/or is a member of the culture the book portrays. Students will ask questions about the culture and compare it to the way it was represented in the book. Students will also ask how their own culture is portrayed in the region of the world where the story takes place. They will continue to write blog posts and share their thoughts with a



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student from another region of the world. Finally, students will write poetry that expresses lesson learned how to combat stereotypes. Their poetry will be shared through their blog and other avenues.

Geographic Connections:

Through interaction with students of other regions of the world, students will learn about the geography of that area. They will also understand how geography influences the events in the stories they read.

Vocabulary:

culture, stereotypes, bias, prejudice, diversity, perspective, MENA Region, Arab, Amazigh, blog

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Stage 1 – Desired Results

Common Core Content Standard(s):

- CCSS.ELA-LITERACY.RL.7.2
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Global Competencies:

- Students investigate the world beyond their immediate environment.
- Students recognize their own and others' perspectives.
- Students communicate their ideas effectively to diverse audiences.

Understanding (s)/Goals:

Students will understand that:

- Sometimes cultures can be represented with stereotypes in literature.
- Some cultures are underrepresented in media.
- It is important to be aware of assumptions and stereotypes we may have about groups of people.

Essential Question(s) Related to Theme(s):

- How do stereotypes against a group of people affect all of us?
- What are some ways to combat stereotypes?

Student Objectives (Outcomes):

Students will be able to:

- Identify the cultural traits represented in the books they read.
- Define stereotype and identify stereotypes found in books and other media.
- Interview others to find out more about their culture.
- Expand their point of view by becoming more aware of cultural stereotypes and considering the perspectives of other cultures.

Stage 2 – Assessment Evidence

Performance Task(s):

- Students will write at least one final copy of a haiku. This can be evaluated for structure, content (connection to research on stereotypes), word choice, spelling and punctuation.
- The students will write a series of blog posts. A final blog post reflecting on learning can be used as a summative assessment.

Other Evidence:

- Blog posts written during the unit.
- Notes from research on stereotypes.



Stage 3 – Learning Plan

Day 1/Lesson 1:

Content Standards: CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Objective(s) for Lesson: Students will participate in a carousel brainstorm activity and be able to def and give examples of stereotypes.

Engage: What the teacher will do to *engage* the students in the lesson

Show photographs of people and places from different cultures (such as [theseonesfromMorocco](#)) and ask students to identify what they can tell about the people from the photographs. Be on the lookout for stereotypes, but save comments about them until after the activity.

How does this lesson promote **inquiry**? Describe the learning through *exploration, explanation* and/or *elaboration*.

What the teacher will be doing	What the students will be doing
<ul style="list-style-type: none">● Explain the carousel brainstorm activity. Divide the students into five groups. Send each group to one of the five posters hanging in the room. Each poster will have one question on it. Give each group a different color marker. Groups should record their answers at the poster and wait until the teacher asks them to rotate to the next station. The teacher should give each group a few minutes at each station. Encourage students to add new ideas and/or comment on previous groups' ideas at each station. Possible questions for each station (choose five):<ul style="list-style-type: none">○ Write synonyms or related words to "stereotype."○ Share an example (from personal experience or made up) of a judgment made based on stereotypes.○ How can you challenge stereotypes?○ What are some examples of stereotypes portrayed in the media?○ What are some examples of stereotypes about	<ul style="list-style-type: none">● Participate in the carousel brainstorm activity by contributing to their group and recording answers.● Record a definition of stereotype.



<p>girls? About boys?</p> <ul style="list-style-type: none"> ○ Write a poem with a message about stereotypes. ○ Draw a picture that portrays a stereotype. ● After each group has gone to each station, lead a class discussion. Highlight some common themes, ask students to explain their thinking, have each group share their poem or drawing, discuss misconceptions, etc. Use the answers as a starting point for discussion. ● Look at the images shared at the beginning of class and discuss any statements that were made that could be considered stereotypes. End the discussion by reviewing what you learned about what a stereotype is. 	
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<p><u>Materials/Resources needed for this lesson:</u> Images from various cultures, chart paper, tape, markers</p>
<p><u>Learner Background:</u> In conjunction with this series of lessons, students will be reading multicultural literature. They will be reading and writing about stereotypes and other issues found in their books.</p>
<p><u>Differentiation:</u> This lesson involves group work. The groups can be heterogeneous. Students can take turns being the recorder for their group. Students can express their learning in a variety of formats (speaking, writing, drawing).</p>
<p><u>Context of the lesson:</u> This particular lesson will introduce students to the concept of stereotypes and prepare them for a deeper examination of this topic.</p>
<p><u>Assessment:</u> As a formative assessment, the teacher can ask students to write a definition of stereotype and provide at least one example.</p>

<p>Stage 3 – Learning Plan</p>
<p>Day 2/Lesson 2: <u>Content Standards:</u> CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.</p>



CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics order to build knowledge or to compare the approaches the authors take.

Integration of 21st century skills: Students will set up a blog and begin writing posts.

Objective(s) for Lesson: Students will evaluate the author’s argument in one or both of the videos. will make connections to the books they are reading and to their own life experiences.

Engage: What the teacher will do to *engage* the students in the lesson

Play the following video: “Nahla - Muslima In High School”

<http://youtu.be/K9IBpoko7LA?list=PL4ZKBIsw9RAZfRvop1iNHpVO0MaXSojzy>

Before showing, explain that this is a spoken word poem around the issue of stereotypes of Muslims.

How does this lesson promote **inquiry**? Describe the learning through *exploration, explanation* and/or *elaboration*.

What the teacher will be doing	What the students will be doing
<ul style="list-style-type: none"> ● After the video is played, ask the students to write a short response with their reaction to the video. Some possible prompts include: <ul style="list-style-type: none"> ○ What is the author’s message? ○ If Nahla spoke in the video, what do you think she would say? ○ How does this video relate to issues in our school? ● Next, have students share their reflection with a partner or small group. ● Lead the class in a discussion about the video. Ask students to relate the topic to other types of stereotypes of people in school and society. ● Optional activity: Play the following video: “A Land Called Paradise” http://www.linktv.org/video/2944. It depicts Muslim Americans’ responses when asked what they wanted the rest of the world to know. <ul style="list-style-type: none"> ○ Preview this video first; you may choose to show just a portion of it, or not use it at all. ○ After watching, discuss the video. Ask the 	<ul style="list-style-type: none"> ● View the video and take notes for discussion. ● Analyze the author’s message. ● Consider multiple points of view. ● Compare the messages and methods in the two videos. ● Brainstorm topics for research about stereotypes. ● Begin blogging about topics related to stereotypes.

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students what stereotypes the people in the video are addressing. Ask for students' reactions, including what surprised them and what they learned. Ask students to compare the two videos.

- Explain to students that they will research stereotypes connected to the culture represented in their book.
- Begin a discussion by having students share possible topics to research. Record student answers on the board and discuss. Provide students with ideas to get them thinking. Encourage students to broaden their idea of culture and include any traits that are stereotyped, such as: religion, race, gender, class, etc. They should state ideas that are connected to the multicultural books they read.
- Introduce a blogging platform to students, such as Blogger. Ask students to write a post reflecting on their understanding of stereotypes.

Materials/Resources needed for this lesson: Projector, access to the two videos, computers, access to a blogging platform for students.

Learner Background: In conjunction with this series of lessons, students will be reading multicultural literature. They will be reading and writing about stereotypes and other issues found in their books.

Differentiation: This lesson involves a think, pair, share activity based on video content. Students who have difficulty writing can express their learning in a variety of formats (speaking, writing, drawing).

Context of the lesson: This lesson will lead students to examine specific topics related to stereotypes and prepare them to do more research related to an area of interest.

Assessment: The teacher can ask students to write a short response comparing the two videos (or two other videos or texts).

Stage 3 – Learning Plan

Days 3-5/Lesson 3:



Content Standards: CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Integration of 21st century skills: Students will maintain a blog and begin interacting with their peers by commenting on blog posts. They will also make a connection and interact with at least one person outside of their classroom, using technology.

Objective(s) for Lesson: The students will research additional information related to a culture of choice, evaluate the information found and take notes on stereotypes related to that culture.

Engage: What the teacher will do to *engage* the students in the lesson

- Share the following site with students. Have them choose several videos to watch on their own <http://www.pbs.org/newshour/spc/multimedia/bullying-student-reporting-labs/>
 - These videos depict brief explanations from students who are sharing experiences being bullied. Have students share their reactions to the videos.
 - Many of the examples involve stereotypes relating to a group or “culture” the students belong to.
 - Remind students that they are going to investigate stereotypes. Ask them to think about how stereotypes may lead to bullying of people who belong to the culture they are investigating.

How does this lesson promote **inquiry**? Describe the learning through *exploration, explanation* and/or *elaboration*.

What the teacher will be doing	What the students will be doing
<ul style="list-style-type: none"> ● Give students time to begin to research their cultures. They should focus on the following questions: <ul style="list-style-type: none"> ○ What are some common stereotypes that people have about this culture? ○ What are some misunderstood aspects of this culture? ○ How are members of this culture typically represented in books, movies, TV and other media? ○ What people or organizations are working to challenge these stereotypes? How are they doing this? ● Over the course of the next several classes, assist students in finding ways to connect with at least one person or organization 	<ul style="list-style-type: none"> ● Choose a culture and stereotypes to research. ● Begin interacting with someone outside the classroom. ● Answer assigned note-taking questions. ● Write blog posts reflecting on progress.



that can share their experience as a member of the group they are researching. Some possible ideas:

- Have students create questions and/or use the questions on the directions sheet.
- Use Twitter, Skype, Google Communities and other platforms to find people or organizations to connect with.
- Try using organizations such as iEARN (<http://iearn.org>) and ePals (<http://www.epals.com>) to connect with students in other countries.
- Set up video conferences during lunch for students.
- Write letters/emails to organizations.
- Reach out to members of your own community who may come from a culture being researched.
- The teacher will need to gather possible resources and websites for students, depending on the topics chosen.
- Encourage students who are investigating similar topics to share resources and information.
- Continue to ask students to write short blog posts reflecting their progress.

Materials/Resources needed for this lesson: Projector, computers, access to the introductory video, student blogs, possible connection to another classroom through an organization or private arrangement.

Learner Background: In conjunction with this series of lessons, students will be reading multicultural literature. They will be reading and writing about stereotypes and other issues found in their books.

Differentiation: Some students may need help with researching. The teacher can set up a workshop format in the classroom and meet with individuals or small groups who need assistance. Some students be partnered up if they are unable to complete the research on their own.

Context of the lesson: This lesson will provide students with specific background about a stereotype they are researching.

Assessment: The teacher can use student blog posts as a formative assessment.



Stage 3 – Learning Plan

Days 6-8/Lesson 4:

Content Standards: CCSS.ELA-LITERACY.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of 21st century skills: Students will maintain a blog and continue interacting with their peers by commenting on blog posts. They will maintain a connection and interact with at least one person outside of their classroom, using technology.

Objective(s) for Lesson: Students will write a final copy of a haiku and blog posts that demonstrate their learning about stereotypes.

Engage: What the teacher will do to *engage* the students in the lesson

Read several examples of haiku and ask students to describe what they notice about the poems.

How does this lesson promote **inquiry**? Describe the learning through *exploration, explanation* and/or *elaboration*.

What the teacher will be doing	What the students will be doing
<ul style="list-style-type: none"> ● Share examples of haiku. Discuss the qualities of haiku. <ul style="list-style-type: none"> ○ Examples: <ul style="list-style-type: none"> http://www.teenink.com/poetry/all/article/85330/View-From-The-Outside-A-Haiku-Regarding-Texas-Stereotypes/ http://www.poetrysoup.com/poems/haiku ● Tell students that they will write a non-traditional haiku. Their haiku should include a message about stereotypes. ● Give students time to work on several drafts of haiku. ● Over the course of 2-3 classes, teach mini-lessons about word choice, using a 	<ul style="list-style-type: none"> ● Use the writing process to draft several haiku. Conference with peers and the teacher to make revisions and edit. ● Publish at least one haiku on their blog and/or in other places. ● Comment on classmates' haiku. ● Write final blog posts summarizing learning about specific stereotypes and ways to combat them.



<p>thesaurus, revising, editing, and any other needed skills.</p> <ul style="list-style-type: none"> ● Take time in class for students to share drafts and discuss features that make some haiku stand out. ● Assign students a final series of blog posts where they summarize their learning about stereotypes and discuss ways to combat them. 	
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Materials/Resources needed for this lesson: Computers, student blogs, access to websites with haik examples.

Learner Background: In conjunction with this series of lessons, students will be reading multicultural literature. They will be reading and writing about stereotypes and other issues found in their books.

Differentiation: The teacher should continue using the workshop format and set expectations accord to each students’ needs. Some students may write more than one haiku, or more in-depth blog posts, others may write with individual assistance.

Context of the lesson: This will be the culminating activity for students’ examination of stereotypes, some students may decide to maintain their blogs and/or contacts made during these lessons.

Assessment: The teacher can evaluate the final haiku and blog posts to as a summative assessment.

Complete Resource List/Bibliography:

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Images

<https://plus.google.com/photos/109840511310203751093/albums/6030132470943322337?authkey=CieUquW1yIWmkwE>

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