Alexandra Bell

CI 402: Dr. Dressman

Multicultural Unit

Week Two, Day One Lesson Plan

**Objectives**

CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Procedures**

A. Read “Black Box by Devon Hope” from Bronx Masquerade to the class. Tell them to write down a few quick words/thoughts about it, as we will connect the poem to what we read in *Monster*. (5 minutes)

B. Split class into pre-assigned groups for DRTA activity as they read pages 61-72 in *Monster*.

C. Walk around and sit in with each group for a few minutes as they work.

 i. Check to see when every group has gotten to page 72, and then call the class together again. (15 minutes)

D. Read the following quote from page 72 - “Williams: what are we playing with this guy for? We don’t need him. We got the case locked.”

 i. Ask the class about the significance of this passage in the book and what it reflects about Steve’s position within the judicial system – how others perceive him.

 ii. Ask, “How does it connect to the poem we read from *Bronx Masquerade*?” The goal is for the students to begin thinking critically about the theme of stereotypes or “boxes” (from the poem) and their implications in the judicial system. (10 minutes)

 iii. Ask students to write a quick paragraph following the flow of their thoughts after the discussion has ended, both as a way to assess their participation and level of critical thinking and as a tool for them to refer back to as they create their own poems, screenplays, etc. around the book. (5 minutes)

E. Have students get back into their pre-assigned groups, and then tell them to pair off in groups of two to read pages 73-80. After they finish reading, they will discuss the passage and how it continues the theme we began teasing apart in the whole-class discussion in their one-on-one groups. After a few minutes, they will come together as the original group to share their smaller groups’ thoughts on the passage. (15 minutes)

**Assessment**

CC.9-10.SL.1 Comprehension and Collaboration: Students will discuss themes of stereotyping/
“boxes” one-on-one, in groups of four, and as a whole class, which will help them learn other students’ opinions and share their own many different times throughout the lesson.