**Lesson Title: Stereotypes and Media**

**Lesson Plan**

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| **Materials** | Computer with Internet Connection Handouts of “Barbie Girl”  Student journals |
| **Bell Ringer/Review Activity** | **Journal writing (10 minutes)**  Students will get out their journals and look to the board for the day’s essential question. Having just finished reading *Chinese Born American*, students will have the concept of stereotypes fresh in their mind, so they will answer the following: What does it mean to stereotype others? Have you ever been stereotyped by another person? Have you ever stereotyped another? |
| **Detailed Activities and Procedures (with transitions and time allocations)** | **Watch Stereotype Ads on YouTube (10 minutes)**  Students will be shown a series of ads on YouTube that perpetuate stereotypes of various races. The ads were chosen to show a variety of ethnicities, but there are multiple ads featuring Asian stereotypes because of *American Born Chinese*. The ads represent American media portrayal of minority groups.  **Think-Pair-Share Activity (20 minutes)**  Think (5 minutes): students will be given 5 minutes to write down their initial reaction to the ads, and also respond to the question: “do the stereotypes seen in the media affect our perceptions of people in real life?”  Pair (5 minutes): In partners, students will discuss their responses to the ads and the day’s essential questions.  Discussion (10 minutes): Students will come together and have a class-wide discussion on the featured ads, as well as the essential question.  **Read “Barbie Girl” (10 minutes)**  To broaden student understanding of stereotypes past racial stereotyping, students will read the poem “Barbie Girl” by Marge Piercy, about female stereotypes in American society. Students will read the poem silently to themselves twice, and then one female student and one male student will each read the poem aloud to the class.  **Discussion (15 minutes)**  Students will discuss established societal expectations for girls and whether or not the poem accurately represents these stereotypes as an issue. Additionally, students will discuss the idea of stereotyping others through gender, sexuality, religion, etc.  **Create “Barbie Girl” Poems (15 minutes)**  Students will be tasked with creating their own poem in the style of “Barbie Girl” that relates to their own experiences with stereotypes that their response about stereotyping in their warmup journals.  **Share poems in groups (10 minutes)**  In groups of 3 or 4, students will take turns sharing their poems (with the opportunity to pass if they feel uncomfortable) and explain the feelings behind their artistic choices. |
| **Closure** | **Exit Slip (5 minutes)**  Students will be given another opportunity to free write on the subject of stereotypes as their exit slip, to be handed in to the teacher before leaving the classroom. This need not be longer than 3 or 4 sentences, but should show reflection upon the day’s activities. |
| **Alternate Strategies for Re-teaching Material** | If students till struggle with the concept of stereotyping, especially stereotyping other based on things other than race, then excerpts from other novels, such as *Openly Straight* will be used to create a parallel between its characters and *American Born Chinese* |
| **References (within this lesson)** | “Ancient Chinese Secret” Commercial <https://www.youtube.com/watch?v=mzixL7Ef-bI>  Chinese Jell-O Ad  <https://www.youtube.com/watch?v=jCKxWQCs3f0>  Kool-Aid Commercial  <https://www.youtube.com/watch?v=Jl3T895JXKk>  Volkswagon Commercial  <https://www.youtube.com/watch?v=e6rBrJhWAfk>  “Barbie Girl” by Marge Piercy  <http://www.poemhunter.com/poem/barbie-doll/> |

**NOTE: Attach or insert any materials used in this lesson.**