

Stage 1 Desired Results

ESTABLISHED GOALS

State: Massachusetts

Subject: AP Language & Composition

Section: 12 Grade

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

SL11-12.5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Transfer

To contrast different representations of personal experiences and numerical data to effectively understand and evaluate multiple points of view regarding the topic of the economic hardship of minority groups in America.

Essential Questions

Q1. What type of resources (healthcare, housing, living conditions, nutrition) could be more crucial to preventing the baby's death?

Q2. Does Rachel and Lucy's family have the conditions or capacity to move out of the Mango St neighborhood?

Q3. If the children (Lucy, Rachel, Esperanza) can move out of Mango Street, what needs to happen for them to be able to help their parents?

Q4. When the three sisters describe Esperanza, do they describe her as autonomous or as dependent on her family?

Q5. Does Esperanza have the potential to overcome her economic hardship by herself or does she need to stay with her family?

Knowledge & Skill

U1. Identify the different aspects of the economic hardship of immigrant families.

U2. Identify the messages that are imposed dominant narratives regarding the potential of every American for economic growth.

U3. Use five core questions to evaluate multiple types of messages (dominant narratives, media outlets, etc).

Stage 2 – Evidence

Evaluative Criteria	Performance Task
• Write one personal experience, that describes economic hardship. • Identify and describe a dominant narrative. • Explain how an experience about economic hardship can challenge dominant narratives.	Project. As the culmination of the topic, students will create an infographic on Canva. The infographic will show the economic growth of a person who, like Esperanza’s character on Mango Street, is the children of immigrants. Students will use numerical data to calculate how much income Esperanza would need to achieve her economic goals and what steps she needs to take to succeed. Students will also point out common conceptual impediments (dominant narratives, status quo’s beliefs, challenges, etc) that contribute to the economic hardship of minority groups.
	OTHER EVIDENCE Interactive Selected Response assessments. Checking for understanding.

Stage 3 – Learning Activities

Summary of Key Learning Events and Instruction

Bell Ringer: Introduction to the idea of equal opportunity and economic hardship.

Explicit Instruction / Powerpoint: Overview of different personal experiences that challenge (counter-storytelling) “equal opportunity”

Interactive Selected Response: identifying different types of minority narratives and evaluating how they challenge dominant narratives.

Exit Ticket: Write one example of an experience that challenges dominant narratives.

Lesson 5: Leaving the Neighborhood: Economic Hardship of Minority Groups

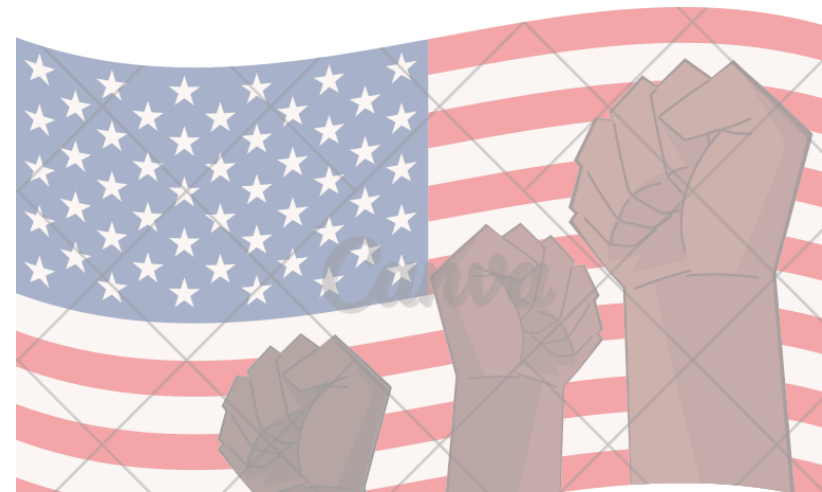
Overview: what are dominant narratives? How do they inform the idea that all Americans have equal opportunity for economic growth? How does this narrative silence the economic hardship of minority groups? Students will evaluate dominant narratives and will think about the perspectives that are ignored (minority narratives) and how these are connected to economic hardship.

Prior Knowledge Required: ability to read and write. Critical thinking skills. Understanding of the five core questions to evaluate messages. Understanding of the idea of the American Dream (dominant narrative).

Estimated time: 55 minutes

Resources for lesson:

- Textbook: “The House on Mango Street” by Sandra Cisneros
- Textbook [Audiobook](#)
- Printed Checklist to assess student’s understanding and progress.
- Power Point Presentation / [Canva Slide](#)
- [Spinning Wheel](#) (Student names for Bellringer)
- Project Rubric.
- Escape Room Sheets



Content Area: English 11 - 12

Lesson 5: Leaving the Neighborhood: Economic Hardship of Minority Groups.

Time: 55 minutes

Overview: what are dominant narratives? How do they inform the idea that all Americans have equal opportunity for economic growth? How does this narrative silence the economic hardship of minority groups? Students will evaluate dominant narratives and will think about the perspectives that are ignored (minority narratives) and how these are connected to economic hardship.

Standards to be addressed in this lesson:

Reading Informative Text

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.

Speaking and Listening

SL.11-12.5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Writing

W.11-12.1.a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Learning Targets:

Students will identify and describe counter-narratives.
Students will identify and describe the aspects of dominant narratives.
Students will use core questions to evaluate different messages.

Before starting the lesson, students should know or be able to do:

Ability to answer prompts through informal writing.
Ability to focus in class.
Ability to read and evaluate information.
Ability to identify main claims in a text.

Instructional Tips & Strategies:

Have the bell ringer ready on Canva or Google slides with a timer to maximize productivity. Also, have the links to other resources (textbook) on the same document.
Have the student checklist ready to record student progress on formative list or gradebook ready to record student progress on formative assessments.
Have the escape room ready before the beginning of class.
Have students seated in groups of 2 or 3 prior the beginning of the lesson. Giving names to each group can help with activities and makes the lesson more fun (i.e., lazy squirrels).

Formative Assessment:

Bell Ringer
Class Discussion (Checking for understanding)
Escape Room (Interactive Selected Response)
Exit Ticket

Summative Assessment:

Infographic Project

Lesson Sequence

Lesson Opening

- Start class with a **bell ringer (15 min)**. Have this ready on Canva or google Slide. Display the bell ringer on the projector. Start by playing the [TikTok video](#). The prompt that students must answer is the following:

One of the most liked comments on the video states the following:

“I think the American dream is to leave America.”

The message of the video appears to be that there is new opportunities for economic stability outside the U.S. The media has embedded messages and points of view.

What lifestyles and points of view are represented in the video? Which ones are omitted?

- Ask students to write down their answers and discuss their answers once they are done with their partners.
- Remind students that you will go around to record their progress.
- Walk around the room to assess students. See if they have identified alternative points of view. On your student checklist, assign points to each student.
- After recording student scores, ask four students to write their answers on the board. If students finish early, they can also do this while teacher records scores for other students.

- If there are no volunteers, create a [spinning wheel](#) with their names and select random students.
- After four students finish writing their responses on the board (have them sit down after that), go over each response.
- Ask students to raise their hand to volunteer to read the answers on the board, compare and evaluate with their own. Use this opportunity to reevaluate their score on your student checklist.
 - Ask students who volunteer the following questions to begin discussion:
 - What is the dominant narrative of the video?
 - Does the video show or suggest that the influencer has any economic hardships?
 - Do all people in Italy have a perfect lifestyle?
 - Why did the influencer chose to omit that part of the reality in Italy? If she did not omit anything, who is the person telling the story?
 - What’s needed for any American to live the perfect life depicted in the video?
 - Is this a real opportunity for anyone in the U.S. (i.e., immigrants)?
 - If a white person migrates to Italy, what are some of the challenges the they would find there?
 - How are these challenges similar to those that immigrants find here in the U.S.?
- You can continue the discussion with the questions above. These questions address [core question #4](#) (Media have embedded values and points of view).

- Each time a student participates, check for understanding and revise students scores on the checklist. For instance, If a student seems to have improved their understanding, give them a higher score.

During the Lesson

• Reading & Power Point- Explicit Instruction (15 minutes)

- Share the presentation on the screen and ask the students to take out their textbooks.
- Start the presentation with the first slide and play the [audiobook](#).
- When you finish reading the audiobook, go to the next slide and ask the students to read the quote out loud.

“When you leave you must remember to come back for the others. A circle, understand? You will always be Esperanza. You will always be Mango Street”

- Go to the next slide and ask the students the following questions:
 - Does Esperanza have the potential to overcome her economic hardship by herself or does she need to stay with her family?
 - What is the dominant narrative (same as in the bellringer “America offers equal opportunity of economic growth for everyone”)
- Go to the next slide and ask the following question:
 - “ How may other people experience the same message (“America offers equal opportunity of economic growth for everyone”; aka “you can leave, succeed and come back to help your family” ? This addresses [core question #3](#)

- Go to the next slide and share the counter-storytelling narratives (low-income, black, transgender, first generation latinx and student with disability). Continue till you have presented all counter narratives.
- Each time you present a new narrative, ask students:
 - How do these narratives challenge the dominant narrative?
 - Do they have access to equal opportunities?
- Record students answers and check for understanding. See if they can describe the how economic hardship gets in the way of economic growth depending on your social identity.
- **Selected Response Escape Room (10 minutes)**
 - Prepare the escape room before class. There will be five selected response prompts. Each prompt will be on a single sheet of paper. all five sheets of paper will have a different color. Each prompt will have three possible answers. Each answer is color coded and its color signals the path to the next question. For instance, if the correct answer is blue star (see example below), the next prompt will be the one with the blue paper sheet. In this example, the blue star will also be the first part of the final answer key. After the team has completed all five questions, each team will have an answer key with five figures. Each team shows that they have completed the room by providing the answer key in the order that they responded. The winning team is the one that obtains the correct answer key in the right order.
 - The goal of the activity is to have students identify and evaluate minority and dominant narratives.

- Explain the rules of the activity to the students and ask them to start answering the clues. Tell them where to start or share the first prompt on the projector.
- Walk around the classroom, listen to their discussions and check for understanding. Provide support or feedback when necessary.

Escape Room Prompt Sample

Which of the following is challenging the idea of equal opportunity:



Affirmative action policies, and scholarships, might address existing inequalities and provide support to disadvantaged groups.



The pursuit of economic growth for all is a crucial societal goal.



Buildings lack ramps, doors are heavy, and classrooms are crowded, making it hard for me to navigate with my wheelchair.

Lesson Closing

- Preview the end of unit project (infographic) and go over main points.
- Collect the exit tickets at the end of class and assign points to each students on the student checklist.

Lesson Closing (10 minutes)

- Hand in exit ticket (5 minutes)
 - Tell students to answer the question on the exit ticket.

We learned five different minority narratives. Pick one of them and say how it challenges the dominant idea that everyone has equal opportunity to economic growth.