



***What I Do Not See on T.V:
Creating New Norms for Minority Life that Defy Media Stereotypes***

By *Torie C. Wheatley* 2017 CTI Fellow
North Mecklenburg High School

This curriculum unit is recommended for:
9th- 10th grade high school English core curriculum classes

Keywords: [media, media literacy, minorities, stereotypes, racism, LGBTQ (Lesbian, gay, transgender, homosexual), Black, Latino, Body Image]

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Students will explore stereotypes that are viewed on television as it pertains to African American & Hispanic Males, perspectives of beauty for Minority adolescents, and LGBTQ community. For the final project, Students will have to create a television show and commercial that creates the new Norms of minority life. The below topics will be explored throughout this unit:

Minority Male Stereotypes: Defying Identities for Hispanic and Black Males Through Literature/Media: Students will take a deeper look into how these stereotypes can be defied by exploring or creating literary characters that exhibit non stereotypical behavior that positively reflect the culture.

Beauty Stereotypes: Media Influence on Beauty Ideals for Minority Adolescent: students will explore how Instagram models and media influence the perspective of beauty as it relates to how adolescent women view their idea of beauty.

LGBTQ Stereotypes: Normalizing Minority LGBTQ Lifestyle: students will analyze how the LGBTQ community is represented in media. Students will explore important LGBTQ terms and confront the stereotypes they have on the LGBTQ community. Students will explore how media portrays minority gay males and minority lesbians.

I plan to teach this 5-10 day unit in the spring 2018 semester to my English I classes.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

Introduction

Overview

Being a high school teacher in English, forwards me the privilege of having discussions and debates on content in which my students have a direct relationship with on a daily basis, such as social media. One of the more prevalent topics of discussion that stems from their social media and media consumption; as well as self-guided research amongst my students, is the lack of non- stereotypical representation within minority and marginalized communities. Of course, the students articulated their interest in a manner, which glorifies these modern day minstrel show reality stars, and social media celebrities that profit from being the mere depictions of American stereotypes. This realization brought awareness to the need for media literacy for students of all ages. Not only did I find a need to educate my students on their media consumption, I also realized how easily I am absorbed and mentally manipulated with various images that are presented in media, in particularly reality television. Throughout the seminar entitled, “Media and Minorities: Unpacking Stereotypes” has challenged my perspective on how to digest and analyze media, as well as creating ways to mold my students into conscious media viewers.

School/Student Demographics

North Mecklenburg high school has undergone several changes in the four years that I have been a teacher. North Mecklenburg high school, also called North Meck, is transitioning to a magnet school by offering the international baccalaureate/middle year’s program. The program is for students that desire to receive a faster “international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world” (school is North Meck’s school colors are red, white, and blue; the mascot is the Vikings. In recent years, the student body and a handful of teacher have been working on changing the mascot to something more inclusive of the entire student body. North Meck has experienced a change in the mascot during the 1960’s, but this revolutionary piece of history that is often overlooked or missing from the schools informational section. Two Black female students were the Bree Newsome of their time by taking a stand and changing North Meck’s mascot from “The Rebels” to the mascot we know today. I had the privilege of teaching the granddaughter and niece of these women my second year of teaching.

We have had an influx of students, change in principals and administration, as well as a change in diversity. Currently, North Meck has approximately 2,500 students with the majority of enrollment constitutes of the freshman class. North Meck has undergone a dramatic change in in cultural representation amongst the student body and faculty. In previous years, North Meck had a predominately-white student body and staff population. Currently, North Meck has more diversity school wide. According to recent reports, the school consist of 59% African American, 19% White, and 16% Hispanic. The school has other races, nationalities, and ethnicities represented in the student body, but not in recent data. Students at North Meck come from multiple socioeconomic backgrounds, family structures, neighborhoods/communities.

My classroom reflects the demographic diversity of the school. My first block English class consist of 27 students. The demographic breakdown is as follows: Black or African-17, White 2, Hispanic 8. My second and fourth blocks are foundations of English classes. The demographic breakdown of second block is as follows: Black or African-25, White-1, Hispanic-2, and Middle Eastern 1. For fourth block, the breakdown is as follows: Black or African 20, White 3, Hispanic 10, Asian 1.

Rationale

“Ms. W you can tell that it was a white person because they were acting calm, you know Black people we act ratchet,” stated one of my foundations of English students during our impromptu discussions. What do you say to a student that has a stereotypical perspective of their self and others in their ethnic group? At that moment I realized how mentally sabotaging the media can be when young minds are only exposed to the vision that television and social media portray for minorities and marginalized groups. As I sat speechless by this student’s response, I decided to use this for open dialogue on stereotypes, racism, and media literacy (in the vaguest of form); as well as an opportunity to challenge the student’s perspectives.

This unit also challenged my teaching practice because prior to the seminar I had the perspective that teenage viewers should avoid certain content; but I discovered that certain exposure is necessary to spark conversation and room for correction. I began to investigate and understand that my students are creating false truths based of what they are indulging in on social media and television.

Objective

In my unit entitled “What I do not see on T.V,” students will explore various stereotypes that relate to the following marginalized groups: Black and Latino Males, LGBTQ minorities, and adolescent women; and create a television show or commercial that defies these stereotypes thus creating the “New Norms.” Students will first learn a large minority population views important terms that will assist in their understanding of stereotypes and later analyze how these stereotypes manifest in popular television shows that. Students will also explore real life examples of minorities defying stereotypes in current event articles and news reports that are not revealed in media. I want students to become more conscious of what they are digesting while viewing various shows and how this can possibly contribute to the reason why minorities are stereotyped in media. I also want students to be knowledgeable of other minorities that go unnoticed in media, such as the Native Americans and Asian Americans. The following outline demonstrates the outline of the lessons for the unit; but the outline is subject. The unit will take 2-3weeks to complete. Each lesson will take 2 days maximum and can range from a 1-2 week unit. The unit requires the use of chromes to view videos and access assignments. Worksheets are available if technology use is limited and all videos can be viewed as a class. I created a google classroom in which students and teachers can access with ease. The google classroom is as follows: google classroom-code: aa180p0

To use google classroom you must do the following:

- 1) add the class code
- 2) create your own classroom for the content
- 3) go to the “+” sign and click reuse post
- 4) Click and reuse all of the post from the “What you don’t see on T.V” classroom.

Unit Goals

For this unit entitled “What I Don’t see on T.V.,” the primary goal of this unit is for students to gauge a better understanding of the importance of media literacy. The unit is also intended for students to evaluate their media consumption can have a factor on how they view society, as well as their selves. Students will learn about narrative perspective and gain the ability to view various media from multiple lenses. After mastering narrative perspective, students will take an inward journey to answer the question “Who Am I” by completing a project that encourages them to reflect on their culture, morals, family lifestyle and other factors that contribute to identity. Students will then evaluate multiple media and current events to analyze how mainstream media portrays marginalized groups in America. The unit will also challenge student’s opinions on how they view minorities and challenge them to investigate to debunk stereotypes of these marginalized groups. By the end of the unit, students will complete a final project in which they have to create a television show and commercial depicting images that are not often seen in media as it relates to the following: Black and Latino males, Adolescent women and body image, and the LGBTQ community. The objective is for students to create these new images of reality, Norms at it relates the above groups, and to gain awareness of what they are consuming in media.

Content Research

Throughout the seminar “Media and Minorities: Unpacking Stereotypes,” my cohort analyzed various theories that help to explain or dissect the concept of media literacy and the agenda hidden agenda in which media contributes to miseducation and stereotypes of marginalized groups. For my unit entitled “What I Don’t see on T.V.,” I wanted to provide a different scope on how students view the following groups and social issue in American culture: Black and Latino males, beauty perspectives in Minority adolescents, and the Lesbian Gay Bi-Sexual Trans and Queer (LGBTQ) community. The seminar provided rich and thought provoking theories that are relatable to the above list of groups/sub-groups that students will investigate in the 1-2 week unit. The media theories that will be examined in this research are cultivation and fish in the water theory. Both theories synthesize the concepts and ideologies within this unit because they address the idea of the complexities of digesting media due to the multiple messages viewers obtain.

My inspiration for constructing a unit on images that are left out of the narrative of minority life stemmed from an anticipation guide discussion for “House on Mango Street” and transformed into a class long impromptu discussion on real life. The discussion raised more questions than answers, but it genuinely grasps the student’s interest and concern for what they are interpreting on television and social media. The discussion made it evident that there was and continues to be a need to teach media literacy. Media Literacy is defined as the ability to access, analyze, evaluate, create, and participate with messages in a variety of forms.ⁱ During my classroom discussion, when I noticed students had an interest in debunking stereotypes’ I posed the big question for students: “Who controls the media?” and “Why do we accept everything as truth on media?” After a few moments of deep thought, I revealed some facts about who controls the media. The majority of my students were shocked that the media images that they consume are not determined by people of who look like them, but instead controlled by people of power.

Many images of minorities and other marginalized groups are deemed as having “powerless status...that do not possess significant material or political power bases.”ⁱⁱ The attitudes that Whites have towards minorities influence the way that minorities are portrayed in advertisement and media. Thus, Whites are the deciding force on what and how minorities will be portrayed in all forms of popular media from textbooks to social media; as well as profiting from minority cultures. Many of these perspectives are centered on stereotypes, which is the concept that I emphasize in this unit. Researchers have reported that fourth and fifth grade White students say that television is a major source of information on Black and minority life rather than organic interactions.ⁱⁱⁱ Cultivation theory and the fish in water theory both explain whom and what dictates the images that views are receiving in media, as well as how viewers are interpreting and analyzing the information, they receive. While researching the theories, I discovered how media literacy is one of many types of literacies viewers must be cognizant of. This concept is categorized as discrete literacy, which separates literacies with unique characteristics based on a technology format on topical issues.^{iv} Along with media literacy, digital, cyber, visual, and mobile literacy are a few types of literacies within this group. The below research will investigate the two theories and explain how media portrays the following minorities: Black and Hispanic adolescents and the LGBTQ community.

Cultivation theory explains this phenomenon of the dominant culture infusing their perspectives. According to the research, cultivation theory or analysis investigates how television and other forms of media contribute to consumers and viewers beliefs and ideas about the real

world.^v Because of social media and the easy accessibility of multiple perspectives of the world around us, adolescents are bombarded with numerous information both factual and fiction that restricts them from properly processing the validity of what they are viewing. Research states how it takes a dual effort to sort through the many media messages we are consuming and distinguish facts versus perception. Institutional process analysis examines how media decisions in media are made and what information is filtered to the public.^{vi}

The fish in water theory is another concept that challenges media indulgers and viewers to filter the many messages that are stampeding in our mental space causing blurry logic. Fish in the water theory explains how we experience so many media messages that we are unable to process logically.^{vii} I noticed that this theory directly correlates with how adolescents process instant messages like Instagram feeds, which morphs false realities with real life news. As a result, adolescents have difficulty analyzing fiction from reality, thus merging the two realms. This theory is imperative for understanding how adolescents are processing the information that they are viewing in multiple media from social media to advertisements. The unit is structured to create more conscious viewers that have the ability to sort information from mainstream stereotypes.

I find the fish in water theory applicable and factual as it relates to my students ability to decipher the multiple messages they receive on social media and how these message contribute to their self- identity, in particularly Hispanic and Black adolescents. An example of this is how many of my Black students believed that reality television stars from popular shows such as “Love and Hip Hop” are valid representation of their culture. The students take on this minstrel like personality traits by aspiring to be strippers, adulterers, and gold diggers. The concept of the “American Dream” for Black and Hispanic adolescents have become these images. Students are constantly viewing these stereotypical images of the modern day Jezebel, Mulatto, or Buck Coon by idolizing these figures and embodying there fictional personas.^{viii} In the show “Love and Hip Hop,” the main characters are strippers or the typical rapper who is also a “playboy.”

The prominent Jezebel character as explained in the film entitled “Ethnic Notions” is described as being the promiscuous Black female figure, which is, portrayed in reality television shows as strippers or “side chicks.”^{ix} A well-known “Love and Hip Hop” star, Cardi B and Joseline Hernandez, has created a common narrative of coming up from complicated backgrounds as strippers to stardom. Adolescents are not knowledgeable on how to analyze their lifestyles without having the belief that you have to follow the same path for fame. Critic’s state that similar figures represent the Jezebel figure from minstrel shows that plagued media in the mid 1900 is of American history. The Jezebel figures are idolized and viewed as admirable role models by many of the Black female students in my classroom, which raises great concern on how the students value their self. The Mulatto figure is also another prominent figure that creates expectation of beauty often portrayed by light-skin or mixed raced Black woman that have European facial features with voluptuous lips, petite waist, and oversized buttocks (often times artificial) to create the image of the female provocateur.

When conducting my research, in the book *Provocateur* it explained how advertisements not only sell products, but they also “sell moral values and cultural images, such as concepts of success, love, and sexuality.”^x In a society in which sex sells and feminine bodies are the vessels used to promote, it is often times that the consumers are adolescent women. I often see young women of all races in my classroom criticizing one another or their selves for not being thin enough, fair skin, an exaggerated hourglass figure, long hair, and not enough make up. These standards of beauty are more so internalized by Black and Latina female students. Through casual conversations with my female students, I discover that they looking up to Instagram models, like Kylie Jenner, that they discover on social media as the standard for beauty. These standards of the “ideal woman” are centered on unrealistic and unhuman standards of the provocateur. The provocateur can be described as “not human,” instead; she is just a figure that symbolizes the perfect woman with unobtainable standards of beauty.^{xi}

While indulging and constructing my own research on what my students are perceiving as beauty, I was not surprised that these standards deviate from including woman and adolescents of darker complexion. Research states “American Culture is obsessed with Blackness, but primarily in a commodified form that can then be possessed, owned, controlled and shaped.”^{xii} There is a lack of cultural appropriation in media as it relates to Black culture, but there is also a huge seller and consumer population of items that are sacred to the culture. An example is the commodification of the hip-hop and rap industry.

Other figures that are plastered on reality television and popular social media are the Buck Coon and Mulatto stereotypes. As seen often times in sports and reality television, Black males are seen in the public eye with these trophy wives who are often of a different race or girlfriends that are White; this can be categorized as the modern day Buck Coon.^{xiii} The Buck Coon stereotype is a Black man who desires and lust after White woman. Athletes like Kobe Bryant and Tiger Woods follow this trend of black men obsessing over keeping the image of having a White counterpart to please the appeal and trend of the stereotypical successful black athlete. This commonality was brought to my attention and concern when one of my Black male athletes stated that he knows when he has reached success when he marries “a pretty white model like all the other Black athletes.” This comment disturbed because of several reasons, but it also made it clear of the lack of diversity as it relates to Black and Hispanic males in America.

The representation for Hispanic and Black males in non-stereotypical roles in media and on the news. In media Black representation has gradually increased, but is also negatively over-represented in local news; on the contrary, Latino and Asian American representations continue to be minimal.^{xiv} Black males are landing prestigious roles as doctors, lawyers, and political roles in television shows; but in the news, they are often seen as lawbreakers and are dehumanized as severe threats to society.^{xv} Latino males are also underrepresented and misrepresented. The typical Latino character has a heavy accent, violent, criminals, and in home roles. The sometimes forgotten minority representation of Native Americans also is neglected in media. Native American representation in media is almost non-existent. Native Americans shockingly only makes up a little over 1% of the population in American and the representation on media is equal.^{xvi} Native American male representation is also very stereotypical in media by portraying them as chiefs, drunks, or the docile peacemaker.^{xvii} There is only 1/10 Native American representation on media, but reports suggest that 4 out of 7 studies reports that there was no Native American representation in media.^{xviii}

With the many positive strides toward equality in the LGBTQ community, the appeal for media representation also increases. This topic of sexuality is prominent in my classroom...but not for progressive reasons. I frequently correct my male students saying, "Ewww you gay," as an insult to a fellow male classmate. That phrase makes me cringe every time it is muttered because I think about that one gay student who fears of coming out because of bullying. On the contrary, the young women in my class are more accepting, but I have also observed many young women identifying as being bisexual. The question always arises if my LGBTQ students genuinely identify as such, or if media is a contributing factor because of how sexualized some of the images are as it relates to the LGBTQ community.

The unit will expose students to the concept of normalizing LGBTQ lifestyles by deciphering their own ideas and understanding in comparison to media's interpretation.

Statistics state that there are 557 different homosexual characters that appeared on prime-time broadcast television between 1972-2008; which averages to 15.1 homosexual characters that appear each year.^{xix}The numbers have increased recently with the transformation of Caitlin Jenner, the stardom of Lavern Cox of "Orange is the New Black" and the new first gay character on the Disney showband Mack." With so many images that normalize the LGBTQ lifestyle, I want students to be more knowledgeable on proper terminologies used when addressing someone who identifies as LGBTQ, as well as helping students truly embrace their sexuality without the influence of media.

It is vital for young and adolescent viewers to see diverse representation of their selves in media, but it is even more vital to teach them the importance of being responsible and aware media consumers. Research reveals the disparities in media representation for Latino and Black viewers, as well as in the LGBTQ community. Media literacy explains the need to be conscious and critical of the media information viewers are accepting as information, which is an important component for promoting critical thinking in adolescents. Cultivation and fish in water theory attempt to explain what is shown in media and how the messages are being internalized as viewers watch or interact with the media. After completing this unit, I not only want my students to become more cognoscente of what they are watching in media but to also gain a sense of identity knowing that they are not what they see on T.V.

Teaching Strategies

Unit Weekly Agenda

Day #1-2: Identify Thy Self, Know Thy Self

For today's lesson, students will gain a deeper understanding of the concept of identity and what defines their identity.

Warm Up (10 minutes): What is identity? With your squad members/group, define the word "Identity" and list at least three things that you believe creates someone's identity. After students complete, the warm up will have a 5-minute discussion about the question.

"I do"- (15 minutes): I will explain the concept of the "power flower" by describing that if depending on how many inner or petals are shaded in determines your level of power. The more petals that are shaded on the outside means the more power you have. After completing the "power flower," students will create a pie chart, also known as the "identity pie" using at least 5 of the categories on the "power flower." Students will use these five categories and analyze which categories make up a certain percentage of their identity.

"You do"- (20 minutes): After students complete their "power flower" and "identity pie" they will answer the following writing prompt:

- 1) What portion of the identity pie is most dominant?
- 2) Do you think that the most dominant portion is a major part of your identity, why or why not?
- 3) Would the percent's on your identity pie be different if you were in middle school? Elementary school?
- 4) Which portions of your identity pie would change if you were the YOU from 3 years ago?
- 5) Based on your flower power, do you have power?
- 6) Are you surprised by the results?

Prior to reading the article for the next activity students are to ask their partner the following question and record their answer: Do you believe that media and television influence your identity?"

"We do"- (20- 30 minutes) with a partner, students will read and annotate the blog post entitled "Media's Influence on Social Norms and Identity in Adolescents." Students will be advised to keep the question "What is identity and what influences it" as the focus for reading. Students will need to answer this question for the exit ticket. Students are to find and make note of one quote that summarizes the main idea of the text and explain why, 2 questions you want to research and 2 new things you learned, and 3 new vocabulary words with definitions (The "1,2,3" method).

Exit ticket and clean up- (10 minutes): Students will write the answer to the following exit ticket on a sticky note and prepare to “share, swap and add” their answers. After the share and swap, I will collect the tickets to assess if students understood the main topic of identity. Before exiting the class, I will give students the guidelines for the “culture/identity Box” mini project. The project will be due at the end of the week.

Homework: 1) students are to read the psychology article entitled “Self-Concept” by Saul McLeod on commonlit.com and complete the assessment. 2) Gather items for culture/identity box and begin to work on project. Bring materials into class tomorrow.

Assessment: 1) exit ticket 2) blog article responses

Day #2-4: What is a stereotype?

During today’s lesson, students will learn about stereotypes and gain a deeper understanding of how stereotypes affects our perspective.

Warm up- (10 minutes): Create a triple Venn diagram in student notebooks that compares racism, discrimination, and prejudice while watching the video below:

<https://www.youtube.com/watch?v=ewE2K8A7Ddw>

(video is on google classroom-code: aa180p0)

After the warm up, students will share answers.

“I do”- (15 minutes): After completing the warm up, I will conduct a lesson on narrative perspective using the provided PowerPoint. Students will take Cornell notes and illustrate the five types of narrative perspective.

“You do”-(15-20 minutes): After the lesson of the day students will complete the “Humans of New York: My perspective” activity by viewing several pictures of people and writing their perspective of that person. We will then compare our perspective to the actual story. This will open our discussion on stereotypes.

“We do” - (20- 30 minutes): I will introduce students to the final project entitled “Things I don't see on t.” which will be due on the following Friday or Monday. I will have various ethnic and cultural groups listed around the room. Students are to walk around the room and list all of the stereotypes that they have seen on television that come to mind when that particular group is portrayed in mainstream media. After students list their stereotypes on the provided paper, each group will take one group to their tables and research the origins and validity of some of the stereotypes listed about their particular group. Students will create “I am not a stereotype” media messages in the form of a poster that will “debunk” the negative stereotypes. The poster must include the ethnic group, common five stereotypes, 5 facts that are against the stereotypes. The Students will then report their findings to the class. Prior to creating the “I am not a stereotype” posters, I will show the students the inspirational videos “I Am...But I’m not.” Each video is 2-4 minutes long. You can also have students look at each video in stations or as it corresponds with their assignment.

<https://www.youtube.com/watch?v=pzukup2sci-o> “I am Asian, But I’m not”

<https://www.youtube.com/watch?v=kDwuRyLly0s> – “I am Black, but I’m not”

<https://www.youtube.com/watch?v=Pp2m6UTIIMM-> “I am White, But I’m not”

<https://www.youtube.com/watch?v=NCFPiFTZIHU-> “I am Native, But I’m not”

<https://www.youtube.com/watch?v=0imzkV15500-> “I am Hispanic, But I’m not”

<https://www.youtube.com/watch?v=JMQjyRc7eiY-> “I am Muslim, But I’m not”

(videos are on google classroom-code: aa180p0)

Exit ticket and cleanup- 10 minutes: Students will answer the following question in their journal: What is a stereotype? Have you been stereotyped, if so how? Students will write their response in their journals to be checked the next day.

Homework: work on culture/identity box Due: Friday

Assessment: “Humans of New York: My Perspective” and “I am not a stereotype” poster.

Day #3-4: Social Media and Minority girl stereotypes

In this lesson, students will explore how images portrayed in reality television and social media impact the perspective of young minority girls.

Warm up- (10 minutes): Students are to complete the narrative perspective “Rags to Riches” game on google classroom and reach \$1,000,000. Once students reach their goal.

We do: (15 minutes): Look at the following picture. Picture is in the appendix. What kind of character traits and physical traits do you think he/she possess? From this silhouette, do you believe that he/she defines America’s idea of beauty? Why or why not? Students will construct their answers in their journals and we will discuss as a class.

“I do”- (15 minutes): After the “we do”, I will have students share what the answer the warm up. We will discuss their answers and analyze the images of beauty. As a group, students will read and C.H.A.T (chunk, highlight, annotate, talk to text) the article about the above figure, H.E.R and begin our lesson on the effects of stereotypes and body image on minority girls.

“You do”-(15-20 minutes): Students will watch the video “A girl like me,” a clip from Love and Hip Hop Atlanta and read the article “Teens who are dominating Instagram.” As students are exploring these three sources, they must answer the following questions:

- 1) Who determines what is “beautiful” and do television viewers accept this idea of beauty?
- 2) What are some stereotypes about minority girls that the resources mention?
- 3) How do these images affect adolescent girls? Are female artist responsible for portraying and being positive role models?
- 4) What female images/ stereotypes would you change in reality television?
- 5) Why do television viewers idealize these stereotypical characters in reality television?

“We do” - (20- 30 minutes): Students will construct a Socratic seminar that addresses the three previous questions. The purpose of the seminar is to create dialogue and solutions on why many stereotypes are acceptable. After the Socratic seminar, students will begin to brainstorm ideas for their “ Things I don't see on TV project” Students must compose of a list of ideas, a timeline in which certain checkpoints or tasks will be completed and a list of names that are included in their group if they are working with a group of 2-4.

Exit ticket and cleanup- 10 minutes: For the exit, ticket students will be asked to summarize the various types of narrative perspectives.

Homework: work on culture box

Assessment: Socratic seminar and questions

Day #4-5: Television and Black & Hispanic male stereotypes

In today's lessons, students will look at stereotypes about Black and Hispanic males and resource individuals that defy those stereotypes.

Warm up- (10 minutes): Students will read and annotate the following article “Beyond the Stereotype” in chunks. Each squad will have a chunk. Students must summarize each chunk. Each group will share their summary.

“I do”- (15 minutes): I will introduce rhetoric and word choice to the students using the video below. Students are to take Cornell notes and complete the rhetorical devices worksheet on google classroom during the “You do”...

Word choice video: <https://www.youtube.com/watch?v=NlaeV-TH8WE>

“You do”-(15-20 minutes): Students are to use the rhetoric worksheet to complete the rhetoric and rhetorical devices activity, as mentioned above. I will provide different stories and news clippings of how Black and Hispanic males are portrayed in the news for the worksheet. The news clippings are located on the google classroom. I used the first few articles that were most popular. Each story must have a pairing of the same article from a different source. Students are to look at how the rhetoric of the article creates a negative or positive image for the minority males.

“We do” - (20- 30 minutes): After completing the previous activity students will research positive images of Black and Hispanic males. These images include a recent Instagram post of black Male doctors and Harvard graduates, Hispanic business owners, and academic success stories of high school Latino and Black males. Student will use their technology to google these images. For homework, students are to create a formal letter using proper diction and grammar to a local news station from the first or third person narrative perspective explaining the images of black and Latino males; as well as explain why there is a need for more positive images.

Exit ticket and cleanup- 10 minutes: Brainstorm the topics in which you want to address in your letter.

Homework: work on culture/identity box and letter to the news

Assessment: rhetoric worksheet and story or letter to the local news.

Day #5-6: Television and stereotypes in the LGBTQ community

Warm up- (10 minutes): Students will watch the “Love is Love” video and answer the discussion post on google classroom. The post states: Does love have no boundaries? What is “normal” love? Can love be unacceptable? Students are required to silently respond to two other classmates’ posts.

“I do”- (15 minutes): I will introduce the students to the “LGBTQ terms list”. Students must define the terms to grasp a better understanding. We will discuss the terms as a class. Students will be given a poem from the book “October Mourning” without any further information on the context. The poems are available on google classroom.

“You do”-(15-20 minutes): Next, we will discuss the background information behind the book by viewing the trailed “Matt Shepard is a Friend.” Students will then discuss if their perspective changed knowing that the victim is a gay male. We will also watch two videos and conduct a discussion on LGBTQ stereotypes in America.

Resource: <https://www.youtube.com/watch?v=vSY7dW0CJs>

<https://www.youtube.com/watch?v=G5pvUaMgfC8>

“We do” - (20- 30 minutes): Students will conduct a gallery crawl for their culture/identity box. Students must create a story based on two items present in the culture box once students complete this activity they will work on their “What I Don’t see on T.V” final project.

Exit ticket and cleanup- 10 minutes:

Homework: work on project and complete “The First Gay Disney Character” article with questions on google classroom

Assessment: culture box

Day #7-8: What I Don’t See on T.V presentations

Students will present their “What I Don’t see on T.V” presentations. Rubrics are located on google classroom. Students will be evaluating their peers for a participation grade. Teacher can extend the project based on the progression of their class.

Appendix 1. North Carolina Standards

I will be using the North Carolina Common Course of study to evaluate student mastery. The English I team uses the “10 power” standards throughout every lesson. For this unit I will be focusing on standards RI 9.6- narrative perspective/point of view.

Standard: CCSS.ELA-LITERACY.SL.9-10.1

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.

Skill/s: communication, 21st century skill

Standard: CCSS.ELA-LITERACY.SL.9-10.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

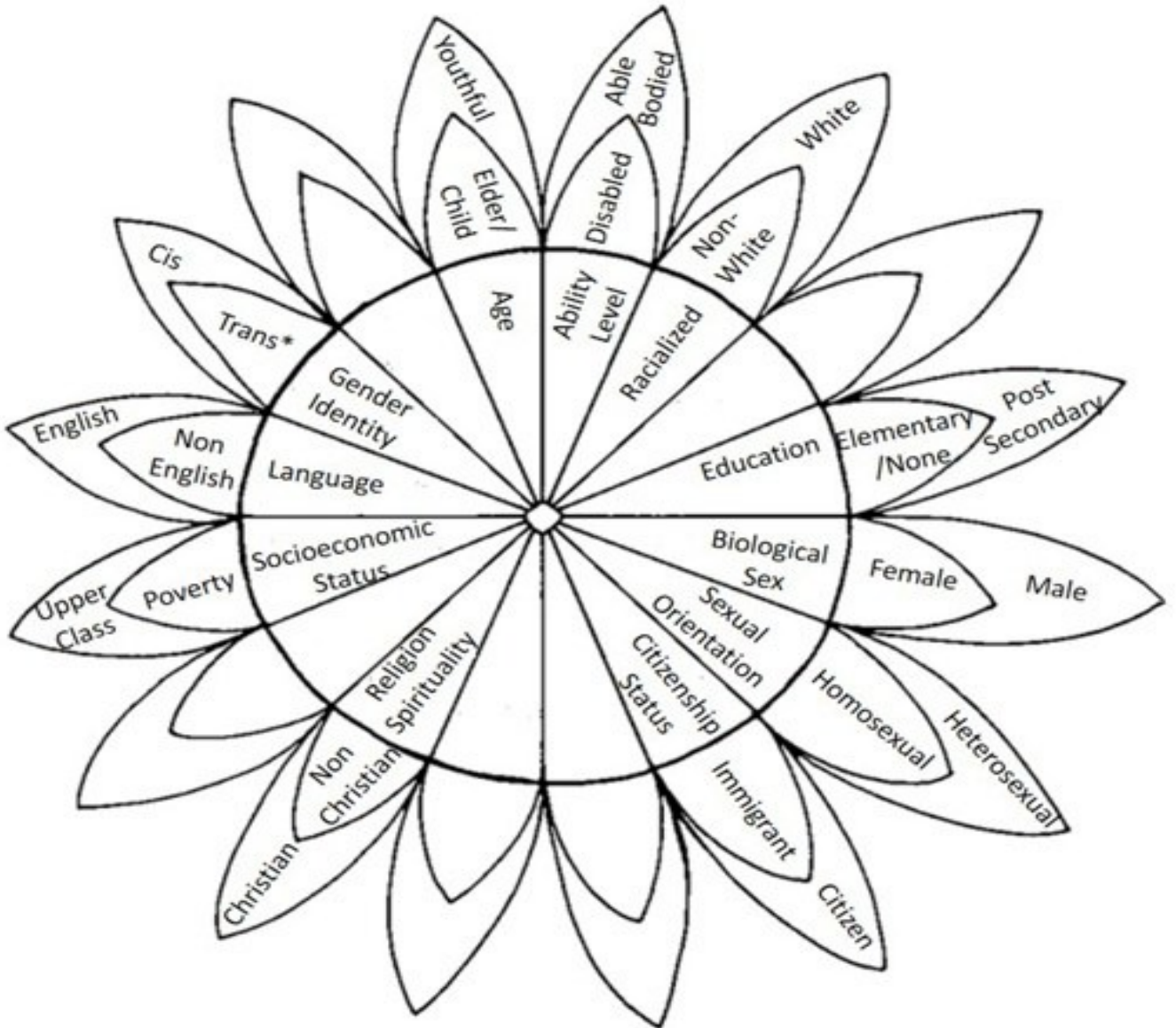
Skill/s: narrative perspective/point of view, evaluating evidence/
media

Standard: CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Skill/s: narrative perspective/ point of view

Appendix 2- Power Flower



Directions: With your group, determine which categories should be included in the blank petals. Next, color the petals that define you. Then, draw a pie chart on the back and pick five categories from the “power flower” that define your identity. After, you will analyze and draw/write what percent each category has on the identity pie. Finally, you will complete the reflection. Be prepared to discuss ☺

Appendix 3. H.E.R picture- DAY #3

Source:

<http://saintheron.com/news/icymi-h-e-r-vol-1-gives-us-a-taste-of-mystery-rb-songstress/>



Appendix 3. Culture box project and rubric

Culture Box Project

English I

DUE:

Essential Question: How does my identity frame my worldview?

As we continue our discussion about what factors contribute to and influence culture, you will be identifying and presenting key elements of your own culture that address and answer the essential question listed above. After discussing and brainstorming, you will create a Culture Box, which characterizes your own culture. When creating and identifying artifacts to include on your box, you should address the following categories.

Required for all (please check off each requirement as it is complete):

Points	Requirement
____ /40	Part 1A: 10 TANGIBLE items from your house, magazines, family pictures, etc. specific to your culture. These items should reflect the categories you picked below. 2 points per sentences= 20 points Part 1B: you must have 1 sentences per item that explains why each item is in the box and what it symbolizes/represents 2 points per sentence= 20 points
____ /50	Part 2: One paragraph that describes EACH Category you include in the box is included in the box * Use the questions in the categories below to help create your paragraph 10 points per paragraph
____ /2	Part 3: Creator's full name on the bottom of the box
____ /5	Part 4: Entire box is covered with artifacts and color (inside and outside)
____ /3	Part 5: Box displays easily
_____/100 Total Points	Student: _____

Directions: Pick 5 of the categories below that are specific to your culture: You will answer the questions in each paragraph. This is part 2 of the project. These categories will help you find items for part 1A&1B

_____ Language

What sayings and/or stories are unique to your family? Who is the family story keeper? How are stories documented in your family? What beliefs does your family hold about language? What quotes, works of fiction, Biblical verses, etc. hold meaning in your family?

_____ Birth/Formative Years

Where were you born? How did this influence you? What memories from childhood do you hold dear? How were you raised? What parenting style would you say that your parents proscribed to?

_____ Food Memories

What are some of your earliest food memories? What are some of your favorite foods? What role does food play in family get-togethers and celebrations? What foods are routinely served in your family? Where do you eat your meals?

_____ Gender identity/sexual orientation

What gender do you identify with? Is this standard or traditional in society? Have you had to struggle to get others or yourself to understand your gender identity? What is your sexual orientation (for example: straight, gay, lesbian, etc.)

_____ Home

What sounds are heard often in your home? What type of music can be heard in your home? What is your home like? (type, appearance, room functions) What art forms were in your home? Where do members of the family gather? What type of language is used in your home? Is this the same language that is acceptable outside of your home?

_____ People

What people have influenced who you are today? Who inside of your family has helped shape you? Who outside of your family has helped shape you?

_____ Beliefs

What religious beliefs were passed down to you? What superstitions do you believe in? What wives' tales/folk medicine traditions are practiced in your family? What beliefs does your family have about education? What beliefs does your family have about work?

_____ Behaviors

What role did/do manners play in your upbringing? What are the most important rules/manners that you were taught as a child? What behaviors are not acceptable in your family? What art forms do you use as a form of expression? How did your family influence these art forms?

_____ Travels

What role does travel play in your family? How have your travels influenced you? Does your family have travel traditions? What is a car ride like in your family?

_____ Recreation

How would you describe family time/get-togethers? How does your family engage in recreation? What activities does your family participate in?

_____ Immediate Family/Parents

What roles do your parents or guardian play (disciplinarian, provider, nurse, etc.)? How are decisions made? What are some routines in your family? How are responsibilities delegated in your family? How are chores delegated? What role do pets and animals play in your family?

_____ Holidays

What are some of your family holiday traditions? How do you celebrate birthdays? What foods are associated with specific holidays? Which holiday is the most important/most celebrated in your family?

Appendix 4. Teacher Resources

Annotated Bibliography

2017 . *Discovery Education*. Accessed October 5, 2017.

<http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm>.

I utilized this website to find ideas and activities that help debunk stereotypes. I found it helpful when creating activities that properly address and educate stereotypes that students have within their culture and other cultures.

n.d. *E-Reading Worksheets* . Accessed September 7, 2017. <https://www.ereadingworksheets.com/point-of-view/point-of-view-worksheets/>.

This website is great for providing resources, PowerPoints, and worksheets for various skills such as narrative perspective. I have used this website for roughly 3 years for my foundations and English I classes. The activities are not rigorous, thus I have to adjust them for my high flyers.

2005- 2017. *International Baccalaureate Programme*. Accessed September 24, 2017.

<http://www.ibo.org/about-the-ib/>.

The International Baccalaureate / Middle Years (IB/MYP) magnet programme website is a great resource to better understand the various dynamics of the programs curriculum and unit template. North Mecklenburg high school implements the IB/MYP unit plan format by creating lessons that are integrated to the real world. This website exclusively explains the international baccalaureate and middle ages program. The site provides details on how students and families can be a part of the program and the benefits of the IB/MYP programme.

McLeod, Saul. 2008. *CommonLit- Self Concept*. Accessed October 17, 2017 .

<https://www.commonlit.org/texts/self-concept>.

This FREE website is an amazing resource for articles and short stories that can be selected based on theme, common core standards, and grade level. Commonlit.org can track student data and progression. This article entitled “Self-Concept” discusses the idea of self and the psychological impact on identity.

2017. *Time Out Youth* . Accessed October 6, 2017. <http://www.timeoutyouth.org/>.

I found this website exceptionally helpful when finding a support website for my students that identify as LGBTQ. Time Out youth is an amazing organization stationed in charlotte that helps mentor, house, and provide support for LGBTQ youth.

Appendix 5: Student Resources

Annotated Bibliography

Blair, Elizabeth. 2009. *'Ten Years Later,' The Matthew Shepard Story Retold*. October 12. Accessed November 2, 2017. <https://www.npr.org/templates/story/story.php?storyId=113663235>.

This website provides background information on Matthew Shepards story and the impact that this tragedy had on American history for LGBTQ youth. I have used this website in a previous class which has helped students understand the severity of bullying in the LGBTQ community.

n.d. *E-Reading Worksheets* . Accessed September 7, 2017. <https://www.ereadingworksheets.com/point-of-view/point-of-view-worksheets/>.

Not only is E-Reading worksheets a reliable source for teachers, it is also a great guide for powerpoints and extra practice resources. I have directed students to this website for extra practice with a skill or concept. Students are able to check their answers because of the provided answer sheets on the website.

2017. *Media Literacy Now*. Accessed November 2, 2017 . <https://medialiteracynow.org/what-is-media-literacy/>.

The article and resources attached to this website is great for students to grasp a better understanding of media literacy. Teachers can also use this website to better examine media literacy and how to dissect the multiple messages that they are viewing.

2017. *Time Out Youth* . Accessed October 6, 2017. <http://www.timeoutyouth.org/>.

I have directed several students to this website who are in need of guidance with gender and sexual identity. The Time Out Youth website provide suicide hotline numbers, support for homeless LGBTQ, and support groups in Charlotte.

Bibliography

Cortese, Anthony. 2003. *Provocateur*. Lanham: Rowman&Littlefield Publisher.

This text was extremely useful for providing statistics on Latino and Black males, female body image, and LGBTQ representation in media. It provided great detail on who and why certain media images are viewed by the public. The text touched bases on the idea of power and privilege as it relates to media.

Mackey, Thomas, and Trudi Jacobson. 2014. *Metaliteracy*. Chicago: Meal-Schuman .

The text provides an in-depth understanding of the media theories addressed in the unit as to how it applies to view consumption. The book also gave insight on the other media theories that viewers should be aware of.

Morgan, Michael, James Shanahan, and Nancy Sinorielli. 2012. *Living with Television*. New York: Peter Lang Publishing.

This text provided an extended amount of information on cultivation theory and minority representation on television. The text included details and statistics on Latino and Black images seen in television.

1986. *Ethnic Notions*. Directed by Marlon Riggs. Performed by Marlon Riggs.

The movie provided an analysis of how stereotypes in the Black community emerged from the times of slavery to the late 1980's. This helped with defining the various stereotypical characters in reality television.

Smith, Debra. 2017. "Media and Minorities: Unpacking Stereotypes." Charlotte.

The CTI seminar provided an abundance of resources and information for completing this unit. I gained a deeper understanding of media theories and the need for media literacy in education.

End Notes

- ⁱ Cortese, Anthony. 2003. *Provocateur*. Lanham: Rowman&Littlefield Publisher. pg.14
- ⁱⁱ Cortese, Anthony. 2003. *Provocateur*. Lanham: Rowman&Littlefield Publisher.pg.15
- ⁱⁱⁱ Cortese, Anthony. 2003. *Provocateur*. Lanham: Rowman&Littlefield Publisher.pg.90
- ^{iv} Mackey, Thomas, and Trudi Jacobson. 2014. *Metaliteracy*. Chicago: Meal-Schuman.pg. 69
- ^v Mackey, Thomas, and Trudi Jacobson. 2014. *Metaliteracy*. Chicago: Meal-Schuman.pg. 69-70
- ^{vi} Morgan, Michael, James Shanahan, and Nancy Sinorielli. 2012. *Living with Television*. New York: Peter Lang Publishing.pg.1
- ^{vii} Smith, Debra. 2017. "Media and Minorities: Unpacking Stereotypes." Charlotte.
- ^{viii} 1986. *Ethnic Notions*. Directed by Marlon Riggs. Performed by Marlon Riggs.
- ^{ix} 1986. *Ethnic Notions*. Directed by Marlon Riggs. Performed by Marlon Riggs.
- ^x Cortese, Anthony. 2003. *Provocateur*. Lanham: Rowman&Littlefield Publisher. pg.53
- ^{xi} Cortese, Anthony. 2003. *Provocateur*. Lanham: Rowman&Littlefield Publisher. pg.90
- ^{xii} Cortese, Anthony. 2003. *Provocateur*. Lanham: Rowman&Littlefield Publisher. pg.86-90
- ^{xiii} 1986. *Ethnic Notions*. Directed by Marlon Riggs. Performed by Marlon Riggs.
- ^{xiv} Morgan, Michael, James Shanahan, and Nancy Sinorielli. 2012. *Living with Television*. New York: Peter Lang Publishing.pg.1
- ^{xv} Morgan, Michael, James Shanahan, and Nancy Sinorielli. 2012. *Living with Television*. New York: Peter Lang Publishing. Pg. 38-43
- ^{xvi} Morgan, Michael, James Shanahan, and Nancy Sinorielli. 2012. *Living with Television*. New York: Peter Lang Publishing.pg38- 43
- ^{xvii} Smith, Debra. 2017. "Media and Minorities: Unpacking Stereotypes." Charlotte.
- ^{xviii} Morgan, Michael, James Shanahan, and Nancy Sinorielli. 2012. *Living with Television*. New York: Peter Lang Publishing.pg.43
- ^{xix} Cortese, Anthony. 2003. *Provocateur*. Lanham: Rowman&Littlefield Publisher.pg.106