Intersecting Identities
Exploring How Identities are Reflected in Literature and Film

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This curriculum unit is recommended for:
High School English elective classes as well as English core courses

Keywords: (identity, media, minorities, stereotypes, racism)

Teaching Standards: See Appendix 6 for teaching standards addressed in this unit.

Synopsis:

This unit will focus on how identities are created in literature and film. Students will be able to identify how the influence of stereotypes influence self-identity. Through critical analysis of images in texts and the media, students will be able to recognize the power that these images have in shaping perception. Students will also be introduced to how schemas develop as a result of reinforced repetition of stereotypes. The repetition of images, and character types have had an impact on society and culture. Students will be introduced to a broad history of stereotyping in film and defining stereotypes. Students will identify stereotypes and then explore the negative effects of racial stereotyping today.

I plan to teach this unit in the Fall 2023 semester to 60 students in Literature & Film

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Overview:

I took a course called African Americans in the Media when I was in college and it was extremely enlightening. I learned so much more about American History and the influence of dominant society on our culture. The course focused on how stereotypes of African-Americans were presented to the world as "real images," therefore people believed what they viewed. I learned about how these images were still being presented in the modern day although sometimes cloaked in a different garment.

American History is often scrutinized for omissions of African Americans from history books, which often leave out great achievements or highlight them with less fanfare than many believe they should be afforded. So, I have always sought to infuse culturally relevant material into my curriculum. I've consistently developed curriculum units with African and African-American perspectives as a focus for my classroom after being inspired by two separate experiences. One of them was watching the movie "Hidden Figures," which illuminated the contributions and accomplishments of African-American women involved in The National Aeronautics and Space Administration. The other was attending an African-American summit in Atlanta, that focused on how teachers could incorporate culturally relevant pedagogy into their lessons. Therefore this unit is designed to engage students and focus on how cultural identities are reflected in literature and film.

Beyond the examples that students will see on the big screen, they will read novels that may include *A Raisin in the Sun* by Lorraine Hansberry, *The Joy Luck Club* by Amy Tan, *The Absolutely true Diary of a Part-Time Indian* by Sherman Alexie, *Things Fall Apart* by Chinua Achébe, and Alex Haley's *The Autobiography of Malcolm X.*

This unit will be designed for the Literature and Film Course, however, it can also be used in the journalism, creative writing, and core English course curriculums. Students in the English electives are a mix of freshmen, sophomores, juniors, and seniors.

The curriculum for the English electives is flexible enough to be able to add additional units and explore variations on teaching current lessons. Although the emphasis in the electives is on content knowledge, I've built curriculum that also supports English common core standards. This extension unit, which I call the "Media Literacy" unit will incorporate a focus on media, however this curriculum unit will include the additional focus on identities. It will be a two-week unit that will focus on research, writing, and developing a final product. It can be used for creative writing, journalism, and film as literature courses.

School / Student Demographics:

The student population at West Charlotte High School is 1,374. The district average is 1,486. Over the course of the school year I will teach roughly 180-200 students. Our school is comprised of over 85% African-American, 1% White, 5% Asian, 5% Hispanic, 1 % other. The school is comprised of about 55.4% economically disadvantaged students. My English elective classrooms are almost 100% African-American. Many students deal with exceptional challenges

on and off campus which interferes with their interest, motivation and desire to much more than just pass the class. So, engaging my students beyond the physical text is extremely vital for their success in the classroom. They need to be able to make real life connections to the materials.

This is my 8th year teaching English in the high school classroom environment. One of the biggest challenges at West Charlotte High School is classroom management. Behavior management in the classroom can sometimes trump the learning that a teacher would like to take place. Through the many professional development opportunities, that I have participated in, I have been able to apply many strategies to pull students back into the fold and engage them in exciting ways. My students are also at varying levels of development. Some have learning disabilities, or other obstacles that don't allow them to fully participate in the lesson. The graduation rate at West Charlotte is 63.4%. Many of our senior scholars are in need of stronger internal and external support systems to be equipped for success in the technologically advanced 21st century. This king of unit would assist graduating seniors with weak writing skills, poor critical thinking skills and ineffective persuasive skills to compete in the global marketplace.

Rationale:

It wasn't until I was in college that I was introduced to the humanities and cultural studies. Since then, it has been an important aspect of my personal growth. I believe making connections to the material and to your history is very important. My elementary and secondary schools did not incorporate fiction that reflected my heritage. My parents and family filled in the gaps and provided a strong foundation that helped me make sense of the world.

When I started teaching at West Charlotte High School, I realized that I would be teaching the British Literature course for senior students. I was surprised that the curriculum did not include those cultural connections vital for a demographic of 85 % African-Americans to be able to connect to their African culture. I was able to use the novel *Things Fall Apart* by Chenua Achébe to bridge a connection of African culture and British Literature. It provided students the opportunity to understand cultural identity from a different perspective. Providing various lenses offers students a broad stroke in understanding how identities work not only locally, but internationally.

I am always looking to incorporate ways to connect students to material in a personal way so therefore I have chosen to create a Media Literacy Unit that includes a focus on various types of media including books, film, and online but will include mini-curriculum units on topics like the one that will be explored in this one on Identity. Students will research, write, and present their findings. I believe this would be a great way to support students in the English Department as a whole.

As an alumnus of Teach for America, I participated in an array of professional development designed to address many of those gaps in educational equity and cultural relevant pedagogy that supports student learning. Teach for America is an organization that recruits outstanding and diverse leaders to become corps members. As a core member for Teach for America, I committed to teaching at least two years in a low-income community, employed by local the school district. So when I arrived in the classroom I immediately started to develop

ways to incorporate ways for students to make connections between the materials and their own lives. This opportunity allows corps members to become a part of the TFA alumni network. It is designed to inspire teachers to continue teaching, and/or pursue leadership roles in schools and the school system, or even laugh careers in other fields that help shape educational access and opportunity. My professional development with PEAK Learning Systems also introduced strategies for engaging unmotivated students in the classroom using connections. PEAK Learning systems provided professional development for teachers that focused on engaging students through creation of lesson planning, time management, and providing student heartfelt support.

This unit is important for my students because media has a tremendous influence on our decisions and how we view the world. Walter Lippmann introduces the idea of stereotype in his book, *Public Opinion*. In the introduction of the book, he tells the story of French men and English men living on an island together for several weeks who had no idea that back on the mainland, their prospective countries were at war. They received their messages through a trusted source who delivered messages in 60-day intervals. When the messenger was late, they relied on the last information they'd received and stayed in that space of knowledge until the messenger arrived again. So, it wasn't until they heard the news of the turmoil on the mainland that they realized they were in fact, enemies. Lippmann describes the men as "trusting" the picture in their heads. Lippmann also goes on to explain how we fill in the picture in our heads through stereotypes because we have attributed a trait to a person because we are told about things before we experience them.

This is an important foundational text for students in this unit because it will allow them to recognize how identities can be established, understand how media consumption influences public opinion, and provide a context for critically analyzing the media they consume. From this, they will be able to start researching the definition of identity and how it is used in mediated formats. As a media unit, we will also look at social media and the identities formed using online platforms.

I am always trying to find ways to engage the students in the classroom. One of my goals is to give students more ownership of their assignments and how they are assessed. Many students enjoy hands-on assignments, while others want to use technology. Some students are motivated by getting good grades, while others may need different stimulation for engaging in the material. Students will make connections with the material relating to today's authors, poets, and musicians are writing through the lens of social justice. My plan for this unit on identity is that the students will make compassionate connections that they would want to explore beyond the classroom and that they would want to share with others to help the people around them make more informed choices about the social media identities they create, and understand the impact that authors have in creation of identities in literature and film.

Objective

This unit will be designed for High School English Language Arts(ELA) elective classes, Creative Writing, Journalism, and Literature and Film. It is designed to help support students' writing and analytical skills. Students will be able to identify how they, authors, artists, and other

creatives create identities, understand the influence, while utilizing research and writing skills. Incorporating projects that require technology will enhance 21st century learning skills as well.

The 9th-12th grade students are enrolled in the high school ELA classes together. This unit will have a centralized objective, however, it can be differentiated to accommodate for the varying levels of student skill and ability. Each elective has a different focus, but this unit will be incorporated into each class's curriculum to support student growth in areas of writing, presentation skills, and critical analysis of texts, films, and media.

As this unit will be under the umbrella of "Media Literacy" with a focus on media, but also incorporating texts and films, students will be encouraged to review their media intake to become active viewers. This will allow them to make connections with the materials and monitor their reactions. Students will be able to define media literacy and apply those concepts to movies, books, advertisements, news, etc.

This unit will be able to stand alone with a focus on developing critical analysis skills. Students will be encouraged to strengthen their reading and writing skills. They will also be able to make connections with the materials and monitor their reactions. Then students will begin to critically analyze the influence of identity on books through evaluation of various texts. At the end of the unit students will present a final project which could be a children's book, for Creative Writing.

Then students will begin to critically analyze how authors create identities in texts and identify the contextual clues that inform the reader. Through evaluation of films, students will review and possibly compare how the author expresses identity and how it is expressed in the film format using the same text. This is an opportunity for high level critical analysis for the students to compare and contrast the presence of identity in both formats of the same film (i.e. – A Raisin in the Sun or The Joy Luck Club.) At the end of the unit students will present a final project which could be a children's book, television script, commercial advertisement, short story, a presentation of research, etc.)

Content Research

Teachers and students can gain a broad understanding of identity through the lens of examining social identity theory. Developed by psychologist, Henri Tajfel, social identity is recognized as a person's sense of who they are based on their group membership(s). He states that groups give people a sense of social identity and a sense of belonging to the social world. Additionally, that ideology has created a division of "us" and "them" based on social categorization. As people are put into categories, stereotyping occurs and we tend to exaggerate the differences between groups and the similarities of things in the same group. This can lead to prejudiced attitudes and discriminatory behavior. In the book *Organizational Identity, A Reader,* Henri Tajfe and John Turner theorize that social identity is based in the individual's desire to enhance self-esteem using social comparison processes (Henri, 1979). This context can provide a good foundation for teachers in preparation for teaching the curriculum unit.

Introducing media theories to students will reinforce concepts they are learning in this unit. Applying the "gaze vs. voice" to media theory relates to what one sees and determines

about a person before ever hearing their voice or their story of who they truly are. As students journal about their media consumption and monitor their viewing habits, they will gain awareness about the impact racial stereotyping has had on their own lives. They will also recognize that the people who control the message and dissemination of the messages hold the power to create whatever they want. They have the power to create and reinforce the images they produce, both positive and negative. This power can be subtle or overt and has the potential to start influencing behaviors and dispositions at a young age. As children grow up seeing the same negative images over and over they begin to internalize them and they become a part of their schema. Social identity theory aims to explain how people identify themselves.

It is important to have an understanding of the media influence on identities. Dana Mastro, of the University of California, Santa Barbara explains the importance of the media, in her article, "Why the Media's Role in Issues of Race and Ethnicity Should be in the Spotlight." Although a myriad of factors is known to contribute to racial/ethnic positions, for many, conceptualizations of race and ethnicity as well as interracial/interethnic dynamics are defined (at least in part) by the characterizations presented in the mass media—including both news and entertainment offerings (Mastro, 2015). Mastro also claims that through both short term and long-term exposure, media characterizations are reinforced and can influence the development of social identities. In my household, we practice selective avoidance. There is deliberate and informed decisions about our viewing menu. If one's group faces persistently unfavorable characterizations (as is the case for many racial/ethnic groups), then selections must be more carefully considered – and media avoidance must also figure heavily into the process (Abrams & Giles, 2007).

As a high school educator, I see the direct effects of students taking on a persona of something they have been exposed to through the media. Very often they comment on how their choice of dress is something they decided to do on their own. They believe they are in charge of their own thoughts void of interference or influence, not realizing the power that the media has had on them from the moment they became aware of themselves. It's important for students to develop critical thinking skills and understand how media messages shape our culture and society. According to Jim Macnamara, author of "Journalism and PR: unpacking 'spin', stereotypes and media myths," he states that 50-80 per cent of the content of mass media is significantly shaped by PR. And as social media continues to grow, new opportunities to influence the public emerge. Farhad Manjoo's New York Times Article, "Tech's Frightful Five" explores the power that Amazon, Apple, Facebook, Microsoft and Alphabet, the parent company of Google has over culture and information. They are collectively worth trillions of dollars and continue to grow. So, whereas students believe that their vision of the world remains autonomous, they will soon learn through research about the power of constructed images. They will recognize how public opinion is informed through media and how the mediated messages can embed images that represent an imagined or perceived concepts.

Students will gain a critical understanding of how identity is conveyed in films and books through the exploration of identity theory, researching and analyzing various films and books, and applying their knowledge to projects.

Teaching Strategies:

The overall plan for the unit will be for students to actively engage in learning about media literacy and identity through readings, writings, viewing various films and books, participating Socratic seminars, and interactive activities. This unit will be designed for 2 weeks in length.

Lesson Plan

Day	Objective

2 Days	Students will explore personal and cultural identity through examination of their own lives. Students will create a vision board.
	 Vision Board- Who are you? (Reflecting on Personal & Cultural Identity Awareness)(3 days)
	 Students will use a blank canvas in the form of a large white poster board (22" x 28") as a way to explore the images that shape their perception of themselves and the world around them. They will arrange materials on the board using individual creativity. The vision will serve as an inspiration for brainstorming ideas. It will also help them develop a vision for their personal goals. Student vision boards are not limited, but should serve as a brainstorming project. Students will use at least 20 different images, symbols, or words that will include the following:
	    a. A family tree- or family connections
	    b. Map or location where your family is from
	    c. Emotions (How do you feel or *want* to feel?)
	    d. Foods you eat
	    e. Special moments in your past (whether you experienced them or not)
	    f. Relationships (Who do you have or *want* to have close relationships with? – mom/dad/cousins, etc…)
	    g. Education (What education do you see yourself pursuing? Is education important? How do you see education in your life?)
	
	    h. Location (Where do you see yourself living – both city/town, type of dwelling? Where do you live?)
	    i. Recreational Activities (What do you do or *would like* to do in your spare time?)
	    j. Holidays (What do you celebrate? How? Do you celebrate?)
	    k. Lifestyle (How do you live? How do you want to live?)
	
	 Students will complete an I AM POEM and use an online design site like canva.com to create a poster of their poem. **([Appendix 1](). I AM POEM)**

1 Day	Defining Media Literacy Students will understand how to use media and define media literacy. *Defining Media Literacy* -Students will be able to define media literacy.

	Over the course of two days students will watch Media Literacy in the 21ˢᵗ Century Classroom(© Carmelina Films) through Films of Demand and respond to questions to check for understanding. (**Appendix 2.** **Defining Media Literacy Worksheet**)
	    a. Students will participate in discussion groups to discuss the topic of media literacy.
	    b. Students will complete the worksheet in response to the video.

4 Days	*Research:*
	Students will research identity theory and write an essay about the topic and characterization of a cast member from *A Raisin in the Sun.*
	They will use a character from *A Raisin in The Sun* to analyze how the author characterizes them and what identity the character has taken on, as well as the identity that the characters is given. They will critically analyze the relationship the character has as an individual in the society during the time period in which the play is set. The essay is designed to provide students the opportunity to create a thesis, provide evidence in support of their main ideas, and craft a concise conclusion.
	
	Brainstorming (Pre-Essay writing Assignment)
	Students will use various brainstorming techniques to help them narrow down their subject for their first essay. Students can also use a Brainstorming Cluster to help them identify a topic relating to themselves.
	
	They will write a 5-paragraph essay applying one of the theories to *A Raisin in the Sun.* They will use one of the theories to support their critique. (**Appendix 3. Essay Writing Template**)
	
	    a. Students will research their chosen theory using at least three different sources (the film, the journal article on the theory, and another source of their choice). They will write a five-paragraph essay using topic sentences, evidence, and transition phrases. It will have an introduction and conclusion.
	    b. The essay writing will be scaffolded over the course of dedicated days.
	        a. Day 1 -Develop the thesis and introduction. Students will create an introduction with an attention grabber topic sentence and thesis statement. Develop the topic sentence for the first paragraph using the thesis statement, and five to seven sentences of supporting evidence to create the paragraph.
	        b. Day 2: Develop the topic sentence for the three body paragraphs using the thesis statement, and five to seven sentences of supporting evidence to create the paragraph.
	        c. Day 3: Develop the topic sentence and conclusion paragraph using the thesis statement, and five to seven sentences of supporting evidence to create the paragraph.
	        d. Day 4: Peer Edit – students will engage in peer editing according to the rubric and questions. (**Appendix 4. Peer Review Template**)

4 Days	*Research Cube – "The Informational Cube" Using The Joy Luck Club* Students will create a research cube. Students will decorate a 12"x12"x12" cube on the characters from *The Joy Luck Club*. These should be creatively crafted to draw attention, colorful, and engaging on each side. Each side of the cube will include one of the following (can also be done electronically using Google Slides or PowerPoint): **([Appendix 5.](#) Cube Example)** - Side One {Photo}: A color photo or picture and description of the character addressed in the film. Information about how the character is portrayed in the film. What are the descriptive words you would use to describe the characters and evidence of where you see it in the film. - Side Two {Characterization}: Explain how the character's social identity, cultural identity, and personal identity intersect. Provide examples from the film. - Side Three {Comparison/Contrast}: Provide viewers with a comparison/contrast of the individualism of the character versus the collective portrayal . (using both images and words). - Side Four {Characterization through Dialogue}: Find a quote or conversation in the movie where the character addresses their identity explicitly and write it here. - Side Five {Implicit Characterization} Provide examples when Amy Tan implicitly presents the identity of the character. - Side Six {Explicit Characterization} Provide examples when Amy Tan explicitly presents the identity of the character.
4 Days	*Speeches* Students will be introduced to writing for oral presentation techniques including supporting your position with factual evidence. Using the film "X" by Spike Lee, based on Alex Haley's *The Autobiography of Malcolm X* students will analyze the role of an auteur in film and how they shape identity of non-fictional people. Students will read excerpts from the novel and review the entire film to make comparisons between the two genres in reference to the portrayal of Malcolm X. Students will then create a presentation in the form of a speech that answers the questions & questions they create based on characterization : - What is the role of the auteur in film? - How does Spike Lee's film depiction of Malcolm X differ or is similar to the depiction of Malcolm X in the book? - How does the objective camera and the subjective camera provide insight into the identity of a character? - How did Denzel Washington prepare for this role? - How does the various transformations of Malcolm X guide us through his identity journey? - How is Malcolm X characterized based on: - Appearance - Dialogue - External Action

	d. Internal Action
	e. Reactions of other characters
	f. Contrast: Dramatic Foils

Ideas for extension of the unit to support students.

1. Vocabulary Support Practice for unfamiliar words from the film or text:
Students will also create Frayer models using Google Slides or PowerPoint with their vocabulary words. Each student will illustrate their word, write a sentence for the word, and explain a connection they have with that word. The words will be discovered as they read and determine the context clues that helped them understand word meaning.

2. Socratic Seminar
Students will conduct a Socratic Seminar. As students explore personal cultural identity they will engage in Socratic seminar to support speaking standards aligned with the curriculum.

3. Research & Presentation
Students will use technology to research history of some aspect of southern life (ie.- food, music, politics, etc…) to develop an understanding of culture and influence. This will culminate into a museum gallery wall to be displayed in the school.

4. Read Aloud
Students will read excerpts from the book aloud to understand the flow of the author's prose and examine how the author uses language in the text. Open-ended questions will be used to check for understanding.

5. Close Reading
Students will engage in close reading of the text. Students will examine excerpts from the text to gain better understanding of the objectives. They will analyze portions of the text to support their interpretation. Each excerpt will have a set of questions students will answer as they read and annotate.

6. Reading/ Response Journal
Students will keep a journal reflection of what they read from the text. This will be a guided journal with prompts for entries based on the objectives from the reading. Student will write a reflection upon completion of the storybook.

Appendix 1 IAM POEM

Writing your "I Am" Poem

Directions: Start with a strong first line. Describe two things about yourself—special things about yourself. Avoid the obvious and the ordinary. Don't tell us things we can tell just by looking at you or knowing you for a day. Think about things that are distinctive.
Example: Bad: "I am a 15-year-old boy with brown hair."
Good: "I am a girl who bruises easily and believes in astrology—when the stars are right." This is better because it gives us a sense of the speaker… and how she is different from other people. Don't be afraid to be different.

Sample "I Am" Poem

I am a nutty guy who likes dolphins.
I wonder what I, and the world, will be like in the year 2020.
I hear silence pulsing in the middle of the night.
I see a dolphin flying up to the sky.
I want the adventure of life before it passes me by.
I am a nutty guy who likes dolphins.

I pretend that I'm the ruler of the world.
I feel the weight of the world on my shoulders.
I touch the sky, the stars, the moon, and all planets as representatives of mankind.
I worry about the devastation of a nuclear holocaust.
I cry for all the death and poverty in the world.
I am a nutty guy who likes dolphins.

I understand the frustration of not being able to do something easily.
I say that we are all equal.
I dream of traveling to other points on the earth.
I try to reach out to poor and starving children.
I hope that mankind will be at peace and not die out.
I am a nutty guy who likes dolphins.   ~By Sandy Maas

By Suzi Mee, Teachers and Writers Collaborative

I AM
(1st Stanza)

I am _____
I wonder _____
I hear _____
I see _____
I want _____
I am _____

(2nd Stanza)

I pretend _____
I feel _____
I touch _____
I worry _____
I cry _____
I am _____

(3rd Stanza)

I understand _____
I say _____
I dream _____
I try _____
I hope _____
I am _____

Defining Media Literacy- Worksheet

Respond to the following questions based on our viewing of "Defining Media Literacy"

1. What is media literacy?	
2. How do we access media?	
3. What is a benefit of analyzing media?	
4. How do you evaluate media messages?	
5. What is the benefit to creating your own media?	
6. Why is media literacy important?	
7. What is the head fake?	
8. Why is it important to evaluate information you get from online sources?	
9. What are examples of media that have obvious bias?	
10. What are examples of media that have non-obvious bias?	
11. How can you analyze media?	
12. What does it mean to say "all media messages are constructed?"	
13. What techniques are used to attract our attention to the message?	
14. Explain how all media have a purpose.	

15. All media messages contain at least two types of values ad two types of point of view. Explain what they are.	
16. How might people understand the message differently from me?	
17. How do messages influence my perspective on the world?	
18. Why would continuous exposure to media messages influence our perspective?	
19. How does the media teach us about our own culture without us even knowing?	
20. What kind of media do you use on a daily basis?	

Appendix 3. Essay Writing Template

Name_____

Five Paragraph Essay Template

Topic_____
    (What my Essay is about)

Paragraph #1

Attention Grabber (question, or interesting statement)_____
_____

Thesis statement / Your claim(What you want to prove)_____
_____

Three topics about your thesis statement (paragraph topic sentences)

#1_____
#2_____
#3_____

Paragraph #2

Details, facts, examples, quotes, story or personal experience to support topic #1 above.

Paragraph #3

Details, facts, examples, quotes, story or personal experience to support topic #2 above.

Paragraph #4

Details, facts, examples, quotes, story or personal experience to Support topic #3 above.

Paragraph #5

Conclusion

This paragraph ties up any looses ends. It restates of your thesis and closes essay.

Appendix 4. Peer Edit/Revise Essay
Students will share their essay on Google Drive Platform where they can make comments, suggest changes and edit work where appropriate. Each student will complete a peer review form for the essay. Students will switch essays with another student and complete a peer review form.

PEER REVIEW FORM on Google Classroom

Directions: You must answer in complete sentences and answer every part of the question. Make sure you provide explanations for evaluations. You can also provide suggestions and constructive criticism, if you are confused about elements of their essay. The boxes expand as you type into them. You are not limited in your space.

Your Name	
Student You Reviewed	
Introduction:	
Introduction has attention-grabbing opening.	
Introduction has a thesis statement. (debatable)	
Introduction Previews Main Points	
Introduction paragraph includes transition into the body of the essay.	
What are the strongest elements of the introduction?	
What are the weakest elements of the introduction?	
Paragraph 1:	
Paragraph has clear topic sentence that relates to thesis.	
Paragraph contains sentences that support the topic sentence.	
Body Paragraph 2:	
Paragraph has clear topic sentence that relates to thesis.	

Paragraph contains sentences that support the topic sentence.	
Body Paragraph 3:	
Paragraph has clear topic sentence that relates to thesis.	
Paragraph contains sentences that support the topic sentence.	
Conclusion Paragraph:	
Conclusion has attention-grabbing closing.	
Conclusion restates the thesis statement. (debatable)	
Conclusion ties up loose ends that brings main points to a close.	
What are the strongest elements of the conclusion?	
What are the weakest elements of the conclusion?	
ORGANIZATION: Is the essay organized and follows a flow of ideas? Provide two examples from the essay that demonstrates clear transitions between ideas.	
Example 1:	
Example 2:	
CREATIVITY: Does the essay contain creative details and/or descriptions that contribute to the reader's enjoyment? Provide an example of creativity from the essay.	
What examples of figurative language does the writer use in this essay? Provide two examples from this essay.	

Example 1:	
Example 2:	
MECHANICS: Does the story contain errors in grammar, usage or mechanics? Identify at least three (3) examples and how to fix them.	
Example 1:	
Example 2:	
Example 3:	
REQUIREMENTS: Does the essay follow the requirements: (typed, double-spaced, 3-6 pages, 12 pt Times New Roman, indented paragraphs) Identify what needs to change.	
What changes do you suggest?	
Comments/ Suggestions	

Appendix 5. Infocube example
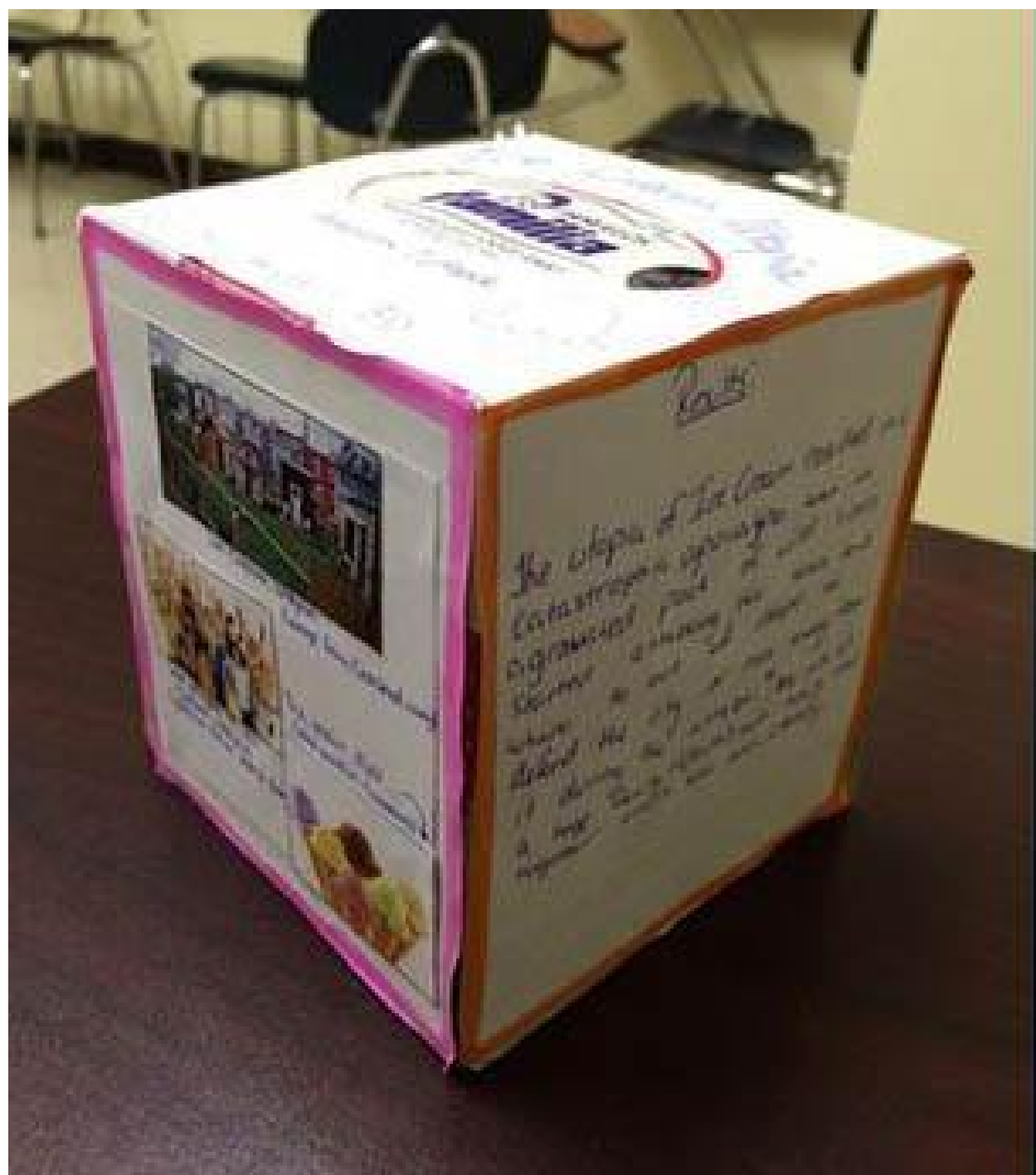
Appendix 6. Teaching Standards

The North Carolina Department of Public Instruction sets the common core standards for English. Although the English electives do not participate in common core curriculum testing, I've aligned standards to the unit to support students overall. The objective is to produce college and career ready students who are prepared to enter college and workforce training programs. Critical analysis is an essential part of their foundation. This unit will continue to build on the foundational reading, and writing skills students have acquired throughout their grade levels. According to the curriculum, writing logical arguments based on substantive claims, sound reasoning, and relevant evidence is the base construct for the common core writing standards. Reading informational texts and being able to extract relevant information to support your response to a question is also a key component of the English common core curriculum. The unit will however focus on the standards:

CCSS.ELA-LITERACY.SL.11-12.2
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:
CCSS.ELA-LITERACY.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.11-12.8
Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Bibliography

Hooks, B. (1999). 'THE OPPOSITIONAL GAZE: BLACK FEMALE SPECTATORS'. In
    Thornham S. (Ed.), *Feminist Film Theory: A Reader* (pp. 307-320). Edinburgh:
    Edinburgh University Press. doi:10.3366/j.ctvxcrtm8.30
    This publication explores the topic of black female representation in film and the idea of
    how some stereotypes formed in order to oppress black people and uplift whites. It would
    be used by the teacher of the unit for reference.

Manjoo, Farhad. "Tech's Frightful Five: They've Got Us." *The New York Times,* May 10, 2017.
    This article highlights the effects of media conglomerates on our decisions. It also
    demonstrates the power that is in the hands of just a very few decision makers who can
    define everything from political policy and agendas, to news and information.

Mastro, D. (2015), Why the Media's Role in Issues of Race and Ethnicity Should be in the
    Spotlight. Journal of Social Issues, 71: 1–16. doi:10.1111/josi.12093
    Explores and examines social identity theory. This resource will be helpful for setting a
    foundation for understanding how the choices in media consumption affects social
    identity. It explores how we develop a sense of self though media.

Riggs, Marlon T., and Esther Rolle. 2012. *Ethnic notions*. New York, N.Y.: Films Media Group.
    http://digital.films.com/PortalPlaylists.aspx?aid=27679&xtid=49775.
    It explores the history of media's use of stereotypes in the historical context of politics,
    economics and the social climate of America. Through historical footage, interviews
    from scholars and social researchers, this video explains the origin of the stereotypes and
    how they are still used today.

Tajfel, H., Turner, J. C., Austin, W. G., & Worchel, S. (1979). An integrative theory of
    intergroup conflict. *Organizational identity: A reader*, 56-65.
    Provides foundation for teachers to understand the foundation of understanding social
    identity theory. Teachers could use this as a reference to help guide instruction or create
    instructional materials.