

EDU 375 Lesson Plan: Columbus
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Date of Lesson: September 17, 2008 **Time:** 11:30am

Length of Lesson: 15 minutes

Curriculum Area: Social Studies

Content Area: [Stereotypes and Diversity](#) [U.S. History](#)

Title of Lesson: [Stereotypes and Diversity:](#) The Truth about ~~Indians~~/Native Americans

Age/Grade Level: 5th Grade

1.) **Learning Objectives:**

Students will be able to

- define and recognize stereotypes.
- ~~Students will be able to~~ modify their stereotypical views toward people from other cultures and accept [\(other words you might consider using: value/celebrate\)](#) diversity.
- ~~Students will be able to~~ [to list examples from the video clips to](#) explain how the media has shaped their views of [Native Americans](#) ~~Indians~~.
- [to identify stereotypes reinforced by the media \(using video clips\).](#)

Comment [LL1]: I suggest that we do not continue using the word Indian.
(Media could also shape our view in a positive way.)

2.) **Assessment:**

- a.) There is not a previous lesson.
- b.) Students will learn what a stereotype is. They will learn to form their own opinions and not accept the stereotypical views of the media.
- c.) Students will use group work to discuss the use of stereotyping in movies and cartoons they watch. Students will reflect upon their own experiences with stereotyping.
- d.) We have incorporated video clips for students who are visual learners. We have provided writing activities for students who prefer tactile learning. We will have discussions in small groups and as a whole class for students who learn best through auditory means.

3.) **New York State Learning Standards:**

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea: 1.) The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Performance Indicators: Students are learning about stereotypes that inhibit the acceptance of diversity.

4.) **Materials:**

Selected YouTube Videos of teachers' preference
Handout for students to write on

5.) **Lesson Process:**

a.) *Introduction:* (2 minutes)

Teachers pose the question: "What do you think of when you hear the word Indian? Please write down some words that come to mind and/or draw a picture." Students proceed to draw or write. "Today we will discuss stereotypes. We will watch a few clips and then define what a stereotype is."

b.) *Learning procedures relating to objectives:* (10 minutes)

- Teacher will show selected YouTube videos: We selected a scene from Disney's Pocahontas and another from Peter Pan.
- Have students get into groups of four, by pushing desks together with their neighbors.
- Ask the students if there were similarities between the words/pictures they wrote down and the images in the movie clips.
- Have students discuss in their groups their similarities/differences.
- The teacher will walk around to each group as they are discussing.
- The teacher will then call on a member from each group to announce the findings to the entire class.
- The teacher will then explain how the media has influenced the students' views of Indians/Native Americans. The teacher will also explain the negative characteristics of stereotyping and the positive characteristics of diversity.

c.) *Conclusion:* (2 minutes)

At the bottom of their handout, students will individually write down a personal experience (either onto them or they acted) involving

stereotyping. This will allow the teacher to check for student understanding and comprehension of stereotyping.

6.) **"If Time"/Extension:**

Students will have a small homework assignment: Asking their parents what they think of when they hear the word Indian. Students can then explain how the media has shaped this view.

7.) **References:**

Christensen, Linda. (1998). Looney tunes and Peter Pan Unlearning racist stereotypes. In B. Bigelow & B. Peterson (Eds.), *Rethinking Columbus The next 500 years* (p. 133). Milwaukee: Rethinking Schools.

Pewewardy, Cornell. (1995). A barbie-doll Pocahontas. In B. Bigelow & B. Peterson (Eds.), *Rethinking Columbus The next 500 years* (p. 61). Milwaukee: Rethinking Schools.

YouTube Video Links:

Pocahontas Clip: :40-1:40secs

| [Retrieved on DATE at](#)

http://www.youtube.com/watch?v=uCsOE_mL97U&feature=related

Peter Pan: :00-1:00secs

| [Retrieved on DATE at](#) http://www.youtube.com/watch?v=Y_at9dOEIQk