

The House on Mango Street
Microteaching Lesson Plan

Group: Base Group 5 (Theresa, Sierra, Nathan, Kaylin)

Lesson date: 11.01.21

Title of Lesson	Social Media Profiles for Characters in <i>The House on Mango Street</i>
Grade Level	9th grade
Standards	<p><u>9.1.4.1</u></p> <ul style="list-style-type: none"> - Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. Benchmark: Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text. <p><u>9.1.4.3</u></p> <ul style="list-style-type: none"> - Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts. Benchmark: Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts. <p><u>9.3.1.1</u></p> <ul style="list-style-type: none"> - Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.
Essential Questions	<p><u>Unit Essential Question (Identity):</u></p> <ul style="list-style-type: none"> - How do we relate the development of the characters in literature to our own identity development over time? - How does it impact our understanding of the text and the world around us? <p><u>Lesson Essential Question:</u></p> <ul style="list-style-type: none"> - How can we use social media profiles to portray and reflect our understanding of character identities?
Learning Objectives	<p>List 1-2 specific objectives -- what will learners know or be able to do after your lessons? Consult Bloom's Taxonomy to select appropriate verbs.</p> <ol style="list-style-type: none"> 1. Analyze texts for characters' identities, development, and qualities. 2. Imagine what characters' social media profiles would look like. 3. Design a social media profile for given characters with supporting textual evidence.
Prior Knowledge/ Pre-assessment	What are you assuming learners already know? If you plan to find out what they know before you begin your lesson, how will you do so?

	<ul style="list-style-type: none"> - Already had a lesson centered around digital citizenship and digital literacy in our unit - Outlined in a previous lesson what the basics of a social media profile include <ul style="list-style-type: none"> - We will revisit this as a question during our lesson - Class has read <i>HoMS</i> up to page 83
<p>Lesson Opening</p> <p>Link to slides</p>	<p>Nathan: How will you begin your lesson in order to get learners to be motivated? <i>5 mins</i></p> <ul style="list-style-type: none"> - <i>Go over Agenda for the day (slide 2)</i> - Reminder of essential questions, students can refer to the slide where essential questions will be shown - Ask the following contextualizing questions to ground an initial, class-wide discussion out loud connecting social media with characters in HOMS <ul style="list-style-type: none"> - How old do you think Esperanza is? - What year do you think this story took place? - Do you think they had cell phones? - Where did this story take place? Country ? City ? - Do you know someone like this character? In what way?
<p>Learner Engagement and Participation</p>	<p>How will you engage learners in your lesson? How will they be participating? Describe the specific learning activities you are planning. (This is where the bulk of your lesson plan design will go.)</p> <ol style="list-style-type: none"> 1. Sierra: We have now read up to page 83 in <i>The House on Mango Street</i>. For today, your group will be assigned a character from the text and you will create a social media profile for that character on your poster board sheets at your table. The four characters we are going to create profiles for are: Esperanza, Nenny, Marin and Sally. But before we get started Kaylin is going to discuss what goes into social media profiles (<i>2 minutes</i>) 2. Kaylin: (<i>2 minutes</i>) ASK : “What goes in social media profiles?” <ol style="list-style-type: none"> i. Generate a list of prompts for students to refer to as they create their social media profile posters ii. You can model a social media that is already available or you can create a profile for your own version of a social media platform! Be creative :) iii. Using these ideas, create a profile for your character and add in parentheses/at the bottom of your profile cite what page number(s) you found this attribute from iv. If this was a full hour-long lesson, we’d also ask what does not go into a social media profile for purposes of keeping themselves safe. We would also discuss what is “school appropriate” for this lesson versus not.

	<p>3. <u>Sierra</u>: (5 minutes) Directions: To help you come up with content to form your profile, we have provided points in the text for you to refer to depending on your character. Groups are also free to review vignettes that we've read up until this point for identifying qualities of their character, the specific passages are just to help you initially.</p> <ol style="list-style-type: none"> Students will use the materials at their table (poster paper and markers) to design a social media profile for their assigned character based on knowledge from their assigned section of text. <ol style="list-style-type: none"> Group 1: Esperanza-- p. 43-44, p. 53-55 Group 2: Nenny-- p. 17-20 Group 3: Marin-- p. 26-27 Group 4: Sally-- p. 81-83 <u>Student Task/Activity</u>: (<i>Give students 5 minutes</i>) Students will have the freedom to design any kind of social media they think fits their character (Facebook, Twitter, Instagram, Pinterest etc.) Or create their own social media platform (5 minutes) <ol style="list-style-type: none"> Students will also write ONE status from the perspective of their character Definition of status: A status is a written update allowing one to discuss their thoughts, whereabouts or important information with their friends. <p><i>Note: In a live teaching scenario, we would allocate 20-30 minutes, depending on class length, for students to complete this exercise. In an actual lesson, we would ask students to create profiles using their knowledge, as well as page references, over a longer period of time. For purposes of this micro-lesson, we provided specific sections of the text to facilitate discussion and profile creation.</i></p> <p>4. <u>Theresa</u>: (5 minutes) We will ask groups to pass their profiles-in-the-making to another group. The receiving group will add to the profile by commenting from the point of view of their initially assigned character. For example, the group that created Nenny's profile would respond in a comment from Nenny's perspective to the status update on the profile they receive.</p> <ol style="list-style-type: none"> Add a comment/reply to status update... 3 minutes Return profiles to creators Close down the lesson with the explanation of what we would have done (discussion and assignments)
Supporting Materials/Resources	<p>What types of aids do you plan to use with this lesson?</p> <ul style="list-style-type: none"> - Group Handouts: <ul style="list-style-type: none"> - Poster paper (1 per group) - Writing/coloring tools - Slides: <ul style="list-style-type: none"> - Google Slides presentation will be displayed on the projector

Technology Integration	<p>Are you using technology to enhance this lesson? If so, how (refer to PICRAT, SAMR, etc.)? If you decided not to use technology for this lesson, what is your reason?</p> <ul style="list-style-type: none"> - GoogleSlides presentation - Referral to Social Media profiles (introduced in a previous lesson) - Our lesson itself does not utilize any further technology but this activity will be part of a larger focus on integrating technology within our Unit of Identity with regards to digital literacy and digital citizenship. If we were to translate this lesson to an online format, we would be meeting standards of Transformation and Creation within the PICRAT model. - We are not using technology for students to design their profiles, opting instead for students to use paper and physical writing tools. Our reasoning for this is because we want students to verbalize their collaborative efforts in creating a profile, rather than typing on a computer or filling out a pre-designed profile template. By using paper and writing tools, we hope students utilize their creative abilities and utilize aspects of visual artistic ability. If the classroom were moved to an online format, we might revisit the lesson to incorporate a pre-designed template for students to fill out in breakout rooms.
Post-assessment	<p>How will you assess that learners met your objectives? (This can happen in class or it can happen later on.)</p> <ul style="list-style-type: none"> - We will assess based on: <ul style="list-style-type: none"> - Is the information accurate? Can students support their ideas of characters' identities with the text? - Did students create a social media profile? Is it complete?
Lesson Closure	<p>How will you end your lesson?</p> <ul style="list-style-type: none"> - Once students have passed around their profile and it is returned to the original group, we will go around the room and ask the original groups why they chose the specific social media platform or created their own for their character by posing the following question: <ul style="list-style-type: none"> - How did your choice of social media enhance or limit your ability to showcase that character's identity(ies)? - We will end by collecting and saving the class' social media profiles and hanging the profiles around the classroom as a continuous reminder - We will inform students that we will be revisiting these profiles periodically as we continue to read through <i>HoMS</i>, updating and adding information to the characters' profiles in future class sessions and assign the next five vignettes as reading homework.