

Guided Seminar

Lesson Plan Background		
Teacher:	Date: Unit 1, Lesson 12 (40-minute lesson)	
Course: English I	Unit Title: <i>The Bluest Eye</i>	
Objective		
<p>Skills/Content: <i>By the end of today's lesson, what will students know and be able to do?</i></p> <p>SWBAT compare Pecola's and Claudia's reactions to Maureen Peal to articulate the empowerment that can come from anger and familial support</p>	<p>Assessment: <i>How will students demonstrate mastery of the objective?</i></p> <p>Through guided discourse</p>	<p>Criteria for Success: <i>What are the features of an ideal product?</i></p> <p>That includes</p> <ul style="list-style-type: none"> Evidence from <i>The Bluest Eye</i> Effective zoom ins and outs A stamp with a universal theme
Other Lesson Plan Considerations		
<p>Key Conceptual Understandings: <i>What key ideas do students need to take away from today's lesson?</i></p> <ul style="list-style-type: none"> Students will use SLATE (outlined below) to analyze the effect Maureen's character has on Pecola and Claudia. Students will see how character conveys theme, in this case that anger can be a positive reaction in that it allows individuals to take action and feel empowered. Students will name that Claudia's anger and fear, upon her reflection as an adult, is directed towards colorism and privilege, not towards Maureen herself. 		
Literary Analysis Standard		
<p>1. COMMAND OF EVIDENCE</p> <ul style="list-style-type: none"> Comprehensively develop the topic with convincing reasoning by using relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) 		

<p>Do Now (5 min)</p>	<p>1. SW complete Do Now: What happens when Claudia, Frieda, and Pecola walk home from school with Maureen? Why do you think Claudia and Pecola have such different reactions? Maureen and the others get along at first, but have a conflict when Maureen starts to make fun of Pecola. Pecola becomes saddened and quiet while Claudia is angry and fights back.</p> <p>Note: Reading notes for 69-80 should be checked during this time. Follow up with students who are unprepared accordingly.</p>
<p>Launch and Model (3 min)</p>	<p>Provide context:</p> <p>1. TW say, "Yesterday we began to examine Maureen Peal and her symbolic representation of the privilege that colorism creates in society. Today we will look at two different reactions to her presence: Claudia's and Pecola's. Today, we'll consider the question: How does Claudia react differently to Maureen than Pecola does? What empowers her to experience this reaction?</p> <p>1. TW have students unpack the first prompt:</p> <ul style="list-style-type: none"> "What are the key things this prompt is asking you to do?"

- o Describe Maureen Peal and her differing impacts on the other girls
- o Infer what influences Claudia and what message Morrison may be trying to send.
- o **BiD:** what can we use to analyze character? *SLATE*

Monitor
(7 min)

Prepare for Seminar:

1. TW break class into two groups to analyze pieces of given evidence.
 - o Students can choose the quotes they prefer, or teacher can assign students.

1. (6 minutes) SW work to complete two rows of the table based on the evidence that aligns to their discourse group.

<u>Evidence (Circle Zi)</u> What words are charged or figurative?	<u>Characterization</u> What is Morrison showing us about the characters?	<u>Morrison’s Critique</u> What is her wider message? What problem in society is she highlighting?
In an earlier scene, Claudia reflects, “Anger is better. There is a sense of being in anger. A reality and a presence. An awareness of worth,” (50). Here, Claudia reacts to Maureen and is “glad to have a chance to show anger” (71)	<i>Claudia has the awareness of worth, which enables her to feel indignant, rather than deserving of Maureen’s insults. Claudia finds solace in her anger, as it moves her from being a bystander to speaking up for Pecola in this moment. She rejects Maureen’s taunting and acts as a protective force for her friend.</i>	<i>Morrison casts Claudia and Freida in opposition to Pecola in their ability to speak up against Maureen. They are unwilling to accept her contempt and fight back. Morrison suggests that individuals are able to find within themselves the voice and strength to act, perhaps when they have a sense of self or have found support in their families or communities.</i>
**After Maureen insulted her, “Pecola stood a little apart from us, her eyes hinged in the direction in which Maureen had fled. She seemed to fold into herself, like a pleated wing” (73).	<i>These insults are even stronger because Maureen Peal herself screams them. Morrison utilizes figurative language to describe the impact on Pecola as she “folds into herself”. This simile traditionally evokes images of flight and independence by referencing a “wing,” yet, because of Maureen’s power, Pecola is crushed and cannot fly.</i>	<i>Morrison shows Pecola’s inability to respond as she internalizes Maureen’s disdain for her. She is literally and figuratively shrinking because she does not feel empowered enough to deny them the way that Claudia and Freida are able to.</i>
“Guileless and without vanity, we were still in love with ourselves then. We felt comfortable in our skins, enjoyed the new that our senses released to us, admired our dirt, cultivated our scars, and could not comprehend this unworthiness” (74).	<i>Claudia describes a beautiful point of naivete and strength in her reflection. She feels comfort with her imperfections and “in love with [herself]” regardless of what the world might be telling her. Despite the differences in treatment Claudia is able to notice based on colorism, she cannot “comprehend this unworthiness” and defiantly loves herself</i>	<i>Morrison points out that children do not innately have the insecurities and anxieties that most people experience in adulthood. She describes Claudia’s example for all of us: one that is able to ignore, reject, and rise above the structures of privilege that exist within society.</i>
**“Maureen Peal was not the Enemy and was not worthy of such intense hatred. The <i>Thing</i> to fear was the <i>Thing</i> that made her beautiful, and not us,” (74).	<i>In opposition to the ways that Maureen and the other children single out Pecola for being black, Claudia’s reflection on this incident highlights that the true enemy – the “Thing” – is to blame. Morrison’s emphasis through both capitalization and italics indicates her treatment of the white</i>	<i>She has Claudia villainize not the child meant to symbolize this idea, but the idea itself, encouraging readers to recognize that white supremacy in American culture holds a life of its own. Morrison further encourages readers to act against this racist ideology by recognizing the ways in</i>



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<p>Guide Discourse I (15 min)</p> <p>Teachers push analysis to increased sophistication</p>	<p>Discussion:</p> <table border="1"> <thead> <tr> <th data-bbox="302 317 737 428">Anticipated Error (in order of priority)</th> <th data-bbox="737 317 1515 428">Prompts (with line #)</th> </tr> </thead> <tbody> <tr> <td data-bbox="302 428 737 638"> <p><u>Evidence/Zoom in:</u> Students miss that anger is being described as a positive reaction.</p> </td> <td data-bbox="737 428 1515 638"> <p>We know the basic plot, but we're not zooming into the language.</p> <ul style="list-style-type: none"> Why is it significant that Claudia says "anger is better"? Why is she happy to feel this way? Turn to page 50. What is included in her description of anger? Zoom in. </td> </tr> <tr> <td data-bbox="302 638 737 947"> <p><u>Evidence/Zoom in:</u> Students miss the juxtaposition between Claudia and Pecola's reactions.</p> </td> <td data-bbox="737 638 1515 947"> <p>We know the basic plot, but we're not zooming into the language.</p> <ul style="list-style-type: none"> What language does Morrison use to describe Pecola's reaction? Why? What do we typically associate with "wings"? How is Morrison applying this image? While Morrison does not name it directly, what do we know is different about Claudia's life than Pecola's? What might allow her to feel differently? </td> </tr> <tr> <td data-bbox="302 947 737 1226"> <p><u>Zoom out:</u> Students aren't synthesizing their zoom ins to determine Morrison's message.</p> </td> <td data-bbox="737 947 1515 1226"> <p>What is the purpose of this flashback?</p> <ul style="list-style-type: none"> What message is Morrison conveying? BiD: Turn to page 74. What does Claudia say she hates? What is the "Thing"? BiD: What does Claudia's reaction suggest individuals should do in the face of power structures within society? </td> </tr> </tbody> </table> <p>Students are ready for more evidence and analysis:</p> <ul style="list-style-type: none"> Where do Claudia and Freida go after this interaction with Maureen? How might this be considered significant? Why do you think Claudia is able to hold on to self-worth and understanding of systemic racism in this moment? What structures and experiences in her life may have contributed? Do you have friends or family members who remind you of Claudia? In what ways? 	Anticipated Error (in order of priority)	Prompts (with line #)	<p><u>Evidence/Zoom in:</u> Students miss that anger is being described as a positive reaction.</p>	<p>We know the basic plot, but we're not zooming into the language.</p> <ul style="list-style-type: none"> Why is it significant that Claudia says "anger is better"? Why is she happy to feel this way? Turn to page 50. What is included in her description of anger? Zoom in. 	<p><u>Evidence/Zoom in:</u> Students miss the juxtaposition between Claudia and Pecola's reactions.</p>	<p>We know the basic plot, but we're not zooming into the language.</p> <ul style="list-style-type: none"> What language does Morrison use to describe Pecola's reaction? Why? What do we typically associate with "wings"? How is Morrison applying this image? While Morrison does not name it directly, what do we know is different about Claudia's life than Pecola's? What might allow her to feel differently? 	<p><u>Zoom out:</u> Students aren't synthesizing their zoom ins to determine Morrison's message.</p>	<p>What is the purpose of this flashback?</p> <ul style="list-style-type: none"> What message is Morrison conveying? BiD: Turn to page 74. What does Claudia say she hates? What is the "Thing"? BiD: What does Claudia's reaction suggest individuals should do in the face of power structures within society?
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<p>Final Stamp and Assess: (10 min)</p>	<p>1. SW independently draft thesis statement to answer the prompt: Based on today's analysis of Claudia, what is Morrison's message? <i>Morrison asserts that once individuals have been affirmed by those around them, they are then empowered to turn this empathy outwards and enact as forces for justice in society.</i></p> <p>TW batch call 2-3 students to build, evaluate, and refine a class thesis statement.</p> <p>2. Have students personally reflect: Who in your life has helped to empower you? In what ways can you continue to empower others?</p>								
<p>HW Assignment</p>	<ul style="list-style-type: none"> Read and annotate <i>The Bluest Eye</i>, pages 81-93 								

Necessary Materials	<ul style="list-style-type: none"> • Claudia’s Anger Guided Seminar Organizer
Anticipated Challenges?	<ul style="list-style-type: none"> • The content of this lesson is pretty charged. It is important to push students to navigate what Morrison is attempting to convey, not necessarily their own beliefs on the matter. • Timing, as always, will be tight. Be sure to adhere to time stamps because there is little flexibility built into the lesson.

CHARACTERIZATION: To make characters great, authors use

S.L.A.T.E.

Characterization is how a writer develops the personality of a character. Remembering SLATE is one way to keep track of how authors build characterization.

Speech	<ul style="list-style-type: none"> • What does the character say? • What tone does the character use?
Looks	<ul style="list-style-type: none"> • How does the character look? How are they described?
Actions	<ul style="list-style-type: none"> • What actions does the character take in the text?
Thoughts	<ul style="list-style-type: none"> • What does the character think? • What internal debates does the character have?
Effect on others	<ul style="list-style-type: none"> • How is the character perceived by others? • How does the character affect others?