

## LESSON PLAN - “The Danger of a Single Story”

Time: 60 minutes +

Grade/Subject: English 12	Unit Topic/Theme: The Danger of the Single Story	Lesson # 1
reNEWed Curriculum Reference	<p><b>Big Ideas and Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Student’s gain an understanding on how their pre-concieved notions of story do not encompass all stories being told.</li> <li>• Multicultural texts exist within our repertoire of literary knowledge.</li> <li>• The danger of a single story is only being able to view literature (or an event) from one person's perspective.</li> <li>• Having multiple narratives in conversation with one another allows students to have the opportunity to better understand social justice issues such as race, class, and gender and how these may impact social inequality.</li> <li>• The exploration of story deepens understanding of one’s identity, others and the world.</li> <li>• People understand text and story differently depending on their worldviews and perspectives.</li> <li>• Language shapes ideas and influences others</li> <li>• Texts are socially, culturally, geographically, and historically constructed.</li> <li>• Story can deepen understanding of complex and abstract ideas.</li> </ul>	

Student Learning Objective “I Can...”	<ul style="list-style-type: none"> <li>• I can engage in the writing process; using writing to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for an audience of children.</li> <li>• I can demonstrate metacognitive strategies.</li> <li>• I can recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in text.</li> <li>• I can construct meaningful personal connections between self, text, and world.</li> <li>• I can create, in a group, meaningful story to present an important theme to young audiences.</li> </ul>
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### Teacher Preparation:

Materials/Resources	Make/Get
<ul style="list-style-type: none"> <li>• “The Danger of a Single Story - by Chimamanda Adichie” Ted Talk.</li> <li>• Projector and Speakers to play the film</li> <li>• White board</li> </ul>	

## Lesson Structure & Development:

Lesson Element	Time (min)	Instructional Strategies & Learning Activities
Connecting	5          10	<p>Do a quick word association on the board: “STORY” and anything students think from that word with prompting questions:</p> <p>Who are in stories? Where do stories take place? Why do stories exist? Does a story have to be factual, or fiction? How do you know what you are reading/writing/listening to is indeed, a story?</p> <p>Then, pose the question: What is the Danger of a Single Story? Quick journal response entry: “Pre-Viewing Thoughts.” <i>It is okay if students do not know how to answer as this is before watching the Ted Talk. They can pose further questions or jot a few thoughts down.</i></p>
Instruction and Processing	20       3	<p>Show the Ted Talk film: Chimamanda Adichie's "The Danger of a Single Story."</p> <p>Ask students to think about the previously posed question and generate 2-3 BIG Ideas as they watch the film.</p> <p>Give a few minutes after the film for students to jot these down: “Post-Viewing Thoughts” in their journals.</p>
Transforming and Practice	20	<p>Write the following quote on the board: <i>“The single story creates stereotypes...and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”</i></p> <p>Inkshed: have students make a list of the potential “Single Stories” that people may have created or <i>could</i> create about <i>them</i>. If one of these list items comes with a specific story, expand on that story. Share out and discuss.</p> <p>Expand the conversation towards a Children’s story on the theme of: multiculturalism and shattering the Single Story.</p>
Reflection and Closure	2	<p>Next class: students will begin brainstorming, storyboarding, and drafting a children’s story with the theme of multiculturalism and the “moral” of <i>not</i> telling a single story.</p>

**Assessment/Evaluation:**

*Formative: are students able to engage in discussion surrounding the theme of multicultural stories and multiple perspectives for understanding?*

*Summative: collect Journal and Inkshed.*

Lesson Extension	<i>Begin brainstorming, storyboarding, and drafting children's stories with the theme of single story and multiculturalism.</i>
Homework:	N/A