



<b>Author(s): Marsha Kucker</b>			<b>Lesson Title: Stereotypes and Labels</b>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<b>K-4</b>	<b>5-8 x</b>	<b>9-12</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D x</b>

**Instructional Focus:**

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Reading – Students read a variety of grade level materials, applying strategies appropriate to various situations.

**Performance Task**

As a result of this lesson students will be able to analyze stereotypes and labels and understand they are not accurate.

1. Talk to students about the meaning of stereotypes, prejudice, and biases.
2. Give each student a copy of the handout (Stereotypes and Labels Chart 1) to complete.
3. After students complete the exercise, lead a class discussion on their answers.
4. Write a fictional letter to the editor of a newspaper addressing one of the stereotypes identified on your list from the worksheet. Provide supporting statements why this stereotype is false.

**ICLE Essential Skills**

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (e1)

Identify, collect and/or select pertinent information while reading. (e5)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (e19)

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (e22)

Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. (e27)

Know how to find and read information from a variety of electronic sources. (e28)

Use expository writing skills in subjects other than English language arts. (e58)

**Scoring Guide:**

See attachment: Stereotypes and Labels Scoring Rubric Chart

## Keywords

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading Comprehension Construction meaning Research</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing Creative writing Grammar Newspapers Organization Word processing Persuasion</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications Discussion Communication</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

## Chart 1

### STEREOTYPES

Labels are used to identify individuals and/or groups. People and groups are often complex and a simple label does not adequately describe them. This is what stereotypes are all about. A stereotype is an image we have in our minds regarding individuals and groups. There are labels suggesting that an individual or all members of a group share a specific negative or positive quality. If we say women are weak and men are strong, that is a stereotypical remark applied to individuals and groups. It is obviously not true, since you probably know of many women who are physically strong and men who are physically weak. Such stereotypical remarks are often made, even though they are not accurate.

- I. Suppose it is the week before Christmas and you are given the task of buying a present for each of the following people:
- a. John Henry, a cab driver \_\_\_\_\_
  - b. Rosa Budd, a Red Cross volunteer \_\_\_\_\_
  - c. Justin Wright, a sixth grade "A" student \_\_\_\_\_
  - d. Steele Grey, a senior citizen \_\_\_\_\_

Which of the following gifts would you choose for each? Select the gift and place it in the space by the name above.

Desk dictionary  
Rocking chair  
Two tickets to the opera  
Pair of skis  
Leather jacket  
Make-up kit  
Prince album  
First-aid kit

- II. Can you match the person in the left-hand column to the quality in the right hand column with which he or she is usually associated?

_____ 1. Blondes	a. Lack of respect of adults
_____ 2. Fat people	b. Aren't scholars
_____ 3. Redheads	c. Smoke cigars
_____ 4. Teenagers	d. Have more fun
_____ 5. Athletes	e. Are glamorous
_____ 6. Professors	f. Are hot tempered
_____ 7. Politicians	g. Are always jolly
_____ 8. Actresses	h. Are absent minded

- III. Can you list other stereotypes? Use resources such as the Internet, your parents, or friends to help you come up with a list.