

Title: “The Danger of a Single Story”

Grade Level: 11-12

Subject(s): English Language Arts

Keywords: Stereotype, Bias, Rhetorical Appeals

Lesson Plan:	“The Danger of a Single Story”
Subject:	English Language Arts
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Description/ Abstract of Lesson	In this lesson, students will explore the Ted Talk “The Danger of a Single Story” (2009) by Chimamanda Ngozi Adichie to understand the effects of bias and stereotypes.
LAFS.1112.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LAFS.1112.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.1112.W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Objective(s):	Students will be able to: <ul style="list-style-type: none">● understand the ramifications of stereotyping and bias● analyze use of rhetorical appeals (ethos, logos, pathos) in the TED Talk and the impact on its central message● interpret the central meaning of the text.
Materials:	<ul style="list-style-type: none">● Aristotle’s Rhetorical Appeals (Ethos, Logos, Pathos)● Biography: About Chimamanda● Ted Talk “The Danger of a Single Story” (2009) by Chimamanda Ngozi Adichie● Ted Talk Graphic Organizer
Duration:	<ul style="list-style-type: none">● 1-2 class periods● Block Scheduling (90 min.) 1 class period
Lesson Lead In/ Opening:	<ol style="list-style-type: none">1. Have students complete a warm-up journal activity, “Define <i>stereotype</i> and <i>bias</i> in your own words. Then write at least a five-sentence paragraph in response to this question: What do you think are the effects of stereotype and bias?” Students engage in a think: pair: share by sharing their responses with a partner, and then volunteers share with the class.2. Explain to students that today’s lesson will explore the effects of stereotypes and bias through viewing, analyzing, and interpreting a Ted Talk by author Chimamanda Ngozi Adichie. Highlight key points from her biography.
Activity 1:	Distribute and review the Ted Talk Graphic Organizer , including the portion on identifying rhetorical appeals. Review Aristotle’s Rhetorical Appeals (ethos, logos, pathos). While viewing the Ted Talk as a class, students complete as much of the graphic organizer as possible.

Activity 2:	Students collaborate with a partner to finish the graphic organizer. Then students debrief on the graphic organizer in small groups. As a group, students list five observations and/or questions they have on the Ted Talk as a result of their discussion.
Activity 3:	Debrief as a class with groups sharing their observations and/or questions. You can also select higher order thinking questions on the Ted Talk from this lesson plan to further your discussion.
Activity 4:	<p>Students complete a ticket out on one of the following options:</p> <ul style="list-style-type: none"> ● Write at least a 10-line poem that summarizes the central idea of “The Danger of a Single Story.” ● Create a full-page image that summarizes your learning from “The Danger of a Single Story.” Write a three-sentence description of your image. ● What do you think your generation can do to combat bias and stereotypes? Explain. Respond in at least a five-sentence paragraph. <p>Share student responses next class.</p>
Higher Order Thinking Questions:	<p>On Ted Talk, “The Danger of a Single Story”</p> <ul style="list-style-type: none"> ● How does the speaker say reading foreign stories affected her mindset when she created her own stories? ● What mental shift does the speaker say she experienced when reading literature by authors of African descent? ● What does the speaker say the discovery of African writers did for her? ● How does the speaker say her perceptions were affected by her mother's views of Fide's family? ● How does a speaker use her experience of class and a single story to appeal to her audience? ● According to the speaker, what is the danger of a single story? ● What do you think is the danger of a single story in your own life? In American society? In global society? ● How does the speaker define power? ● According to the speaker how can society use power and adverse effects to create a single story? ● According to the speaker, what is the danger of stereotypes? What does a single story create? ● How does the speaker say stories can be used for good and for bad? ● According to the speaker, how might the single story of Africa in Western Literature affect readers' views of Africa?
Suggested Books:	<p><i>Purple Hibiscus: A Novel</i> by Chimamanda Ngozi Adichie. (2003). Algonquin Books.</p> <p><i>The Thing Around Your Neck. A Short Story Collection</i> by Chimamanda Ngozi Adichie. (2009). Alfred A. Knopf Publishers.</p>
Web Resources	<ul style="list-style-type: none"> ● Teaching Tolerance Diversity, Equity And Justice ● CASEL - CASEL ● Character Education Broward County Public Schools