



LESSON PLAN: *MADDOG AND ME* PERSPECTIVES

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| <p>Introduction</p> | <p>Critical literacy involves questioning a text to find who has the power in the story and uncovering whose perspective has been marginalized or eliminated. It is about being aware of the assumptions and ideologies contained within the story as well as the presumptions that we bring to the story.</p> <p>One tool to help students understand this process is the Perspectives Lesson Plan format.</p> <p>This format can be applied to almost any story but today we're focusing on "<i>Maddog and Me</i>" by David Gonzalez.</p> |
| <p>Planning Session</p> | <ul style="list-style-type: none"> • If students are watching the recording together, break them into smaller groups. • Each group will listen to the story from the perspective of a different character in the story. If a student is watching on their own, the student should choose a character to focus on. • Identify three to four perspectives from which the student groups will listen to the story. • Example: in <i>Maddog and Me</i>, groups could be assigned to listen from the perspective of Maddog, or David, Mrs. Johnson or David's parents. • For stories that have very specific characters instead of groups of characters, identify a group that the character might represent. Mrs. Johnson might represent principals in general. The bird catcher might represent hunters. David might represent all boys. • In addition to identifying the dominant or main groups, also identify groups whose perspective is marginalized or non-existent in the story. For example, the story of Paul Bunyan glorifies the taming and industrializing of the land, but someone listening from a Native American perspective (which is not represented at all in the story) may have a very different interpretation. |
| <p>Session Introduction</p> | <ul style="list-style-type: none"> • Introduce the concept of perspectives with a discussion about which groups have power and get to make decisions. |



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| | <ul style="list-style-type: none"> • Example: Who gets to make decisions about your education? Your parents? You (the students)? Teachers? The government? |
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| <p>Pre-Storytelling Set-Up</p> | <ul style="list-style-type: none"> • Before viewing the performance by David Gonzalez, let each student know which group they will be identifying with. • The groups should not know what characters or story group the other students are focusing on. You may want to have everyone except one student or group close their eyes or mute their computers when assigning groups. • Explain that you want the students to listen to the story as if they were a part of their assigned group. • Example: If I was going to tell you the story of Cinderella, I might ask you to listen to the story from the perspective or point of view, of a servant. <ul style="list-style-type: none"> ✓ What do you think a servant would think about how the stepsisters treated Cinderella? ✓ How do you think a servant would feel about Cinderella marrying the Prince? • You may also want to take a few minutes to let the student groups share and discuss what they know about their group’s perspective: <ul style="list-style-type: none"> ✓ What is important to that group? ✓ What kinds of things interest that group? • Be sure the ensembles’ group identities remain a secret from the other groups. |
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| Storytelling | Watch the story <i>Maddog and Me</i> , performed by David Gonzalez. |
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| <p>Post-Storytelling Discussion</p> | <ul style="list-style-type: none"> • Each ensemble should share and discuss how they feel about the story based on the group identity they were assigned: <ul style="list-style-type: none"> ✓ How did they see the interests of their group in the story? ✓ How were they represented (or not represented)? ✓ What was left out of the story that was very important to them? ✓ What upset them the most? ✓ Did their group get to make the rules? |
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| | <ul style="list-style-type: none"> ✓ Did their group have power? • Come back together as a class and have the ensembles share their reactions to the story. • What were some of the differences in the ways that the different groups responded to that story? |
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| Final Writing | <ul style="list-style-type: none"> • Re-write the story from one of the following perspectives. • Example: Re-write the story from the perspective of the Maddog, David's Mom, Principal Johnson or the birds. |