



Annotating Nonfiction: Conflicts, Cliques, Stereotypes

What Makes Us Clique?



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Grade Level	9th – 12th Grade	Time Frame	100 minutes
Subject	English/Language Arts	Duration	2-3 class periods

Essential Question

How do conflicts arise?

Summary

In this lesson, students will discuss conflicts, cliques, and stereotypes and what can cause each of them to arise. Through the lens of five nonfiction articles inspired by the cliques in the film "The Breakfast Club," students will form real-world connections to the stereotypes at their own schools and how perceived differences can lead to conflicts. This lesson can stand on its own or be used to supplement a literary unit. While this lesson is currently aligned only to 9th-grade standards, it would be appropriate to teach in grades 9 through 12, adjusting standards as needed.

Snapshot

Engage

Students reflect on various stereotypes inspired by "The Breakfast Club" in a quick-write activity.

Explore

Students watch a movie trailer for "The Breakfast Club" and make real-world connections between the trailer and their quick-write.

Explain

Reflecting on a discussion of conflict, cliques, and stereotypes, students read one of five nonfiction articles about high school cliques.

Extend

While reading a chosen nonfiction article, students annotate for theme and author's purpose.

Evaluate

Students write a personal response that connects to the article annotations and real-world, individual connections.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 9)

9.2.R.1: Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.

9.3.R.7: Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.

9.4.R.1: Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

Attachments

- [Breakfast Club - The Athlete.pdf](#)
- [Breakfast Club - The Basket Case.pdf](#)
- [Breakfast Club - The Brain.pdf](#)
- [Breakfast Club - The Criminal.pdf](#)
- [Breakfast Club - The Princess.pdf](#)
- [Lesson Slides—Annotating Nonfiction Conflicts, Cliques, and Stereotypes.pptx](#)

Materials

- Lesson Slides (attached)
- Chillicothe Gazette articles (attached)
- Annotating materials (highlighters, sticky notes)
- Technology to play video clip

Engage

Have **slide 2** from the attached **Lesson Slides** displayed as students walk into the classroom. The terms a brain, an athlete, a basket case, a princess, and a criminal will likely catch students' attention.

In their composition notebooks or on a piece of paper, ask students to follow the quick-write activity instructions on the board.

Teacher's Note: Quick-Write Activity

Reflect on these five "labels." What thoughts come to mind regarding their commonalities? What do these labels have to do with you? Your school? Write at least 5-7 sentences about what words come to mind and why.

Explore

Play the trailer for "[The Breakfast Club](#)" on **slide 3**.

Embedded video

<https://www.youtube.com/watch?v=BSXBvor47Zs>

After watching the trailer of "The Breakfast Club," ask students to reflect on how their original quick-write was similar to or different from the themes in the video clip. Students should write an additional few sentences about how their original thoughts about the phrases "a brain, an athlete, a basket case, a princess, and a criminal" relate to the clip.

Display **slide 4** with these quick-write instructions. Which of the featured labels from the film do students see themselves or their friends fitting with the most? Why do they identify with that label? They should continue with their quick-write and explain their thinking.

Teacher's Note

Naturally, students will likely express that they do not see themselves fitting with any of the groups. Additionally, they might express that they do not want to be categorized in any group that can be stereotyped. Encourage students to explore and explain these ideas in their response!

After enough time has passed for students to complete their writing, allow them to share their responses. Did students write about cliques? What about stereotypes? How many students included these terms, and what was the context?

Ask students about their understanding of the terms "cliques" and "stereotypes" and ask them to provide examples. Can they make the connection that cliques are frequently based on stereotypes? Display **slide 5** to talk about what stereotypes mean.

Stereotype Definition

Stereotype: To believe unfairly that all people or things with a similar characteristics are the same.

After reviewing the definition of what a stereotype is, what connections can students make to their lives? To literature being read in class? To current events? Ask students what happens when we stereotype, or place labels on, people? Students will likely respond that labeling groups can lead to conflicts as unfair assumptions are made about individuals based on stereotypes. Display **slide 6**.

Conflict Definition

Conflict: A struggle that arises between people or groups

After introducing a discussion about conflict, make similar connections to those made above. What personal, literary, or current event connections to conflicts and stereotypes can students make?

Ask students the essential question, "How do conflicts arise?"

Teacher's Note: How Do Conflicts Arise?

Students might answer that conflicts can arise from individuals not understanding each other or that conflicts arise from differences. What other ideas do your students come up with? Record ideas on the board or on chart paper to refer to throughout your unit or this lesson.

Explain

Students have spent much of this lesson thus far making connections between the stereotypes presented from "The Breakfast Club" and their personal, literary, and/or current events knowledge and experiences. For further application, they will choose one of five nonfiction articles about high school students who have been associated with one of the following stereotypes: a brain, an athlete, a princess, a basket case, or a criminal.

Have several copies prepared of each of these articles and allow students to choose which one they would like to read. Display **slide 8**.

As students read, they should annotate by using the [Categorical Highlighting](#) strategy. Suggest that students highlight for the following:

1. Key ideas
2. Quality reactions including real-world, personal, or literary connections
3. Unknown words to define

Students can use sticky notes, highlighters, pens, and pencils to make their notes while also using the article's margins.

Extend

After students have read and annotated their chosen article with [Categorical Highlighting](#), they will compose a response with four parts that demonstrates their thinking about their connection to the stereotype featured in their reading.

On a separate sheet of paper, students will compose (handwritten or typed) a response that details the intended audience, the author's purpose, a summary of the article, and a personal response. Display **slide 9** with instructions.

1. For the intended audience, students should explain in a few sentences who the article was written for and how they know using text evidence.
2. For the author's purpose, students should explain in a few sentences what the writer's intention was and how they know using text evidence.
3. For the summary, students should write a full paragraph (5-7 sentences) giving an overview of the key points of the article gathered during Categorical Highlighting. This summary should give a cohesive summary with a natural flow rather than read simply as a list of main points. How does the summary relate to the essential question, "How do conflicts arise?"
4. For the personal response, students should write a full paragraph (5-7 sentences) that details their personal experiences, connections, and opinions related to the content of their article.

These four responses should be attached to their annotated article to be turned in.

Evaluate

After students have read, annotated, and responded to their individual articles, have them get in groups with members who represent at least three different stereotypes from the articles and [jigsaw](#) their responses. In their groups they should share their similar findings and responses, and then share with the whole group to find similarities and differences about feelings about stereotypes, personally and within their school.

As a final prompt, or one that can be applied to a current unit of study, display **slide 10** and ask students to respond to the following points:

Teacher's Note: Exit Prompt

We have talked about differences and misunderstandings causing conflicts to arise, but how can conflicts be avoided? What can we do to alleviate conflict between cliques or dispel stereotypes? Connect your response to the essential question, "How do conflicts arise?"

Resources

- Ison, J. (2009, May 11). Family, grades big part of the athlete's life. Chillicothe Gazette.
- Ison, J. (2009, May 14). Sending the wrong message. Chillicothe Gazette.
- Ison, J. (2009, May 12). Shy, outgoing - a little bit of both. Chillicothe Gazette.
- Ison, J. (2009, May 15). Teen says there's more than one side to her. Chillicothe Gazette.
- Ison, J. (2009, May 13). The 'brain's' dream job is on ice. Chillicothe Gazette.
- JamesDeanRebel. (2007, July 19). 80's Trailers - "The Breakfast Club" (1985) [Video]. YouTube. <https://www.youtube.com/watch?v=dkX8j-FKndE>
- K20 Center. (n.d.). Jigsaw. Strategies. <https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f507c1b8>
- K20 Center. (n.d.). Categorical Highlighting. Strategies. <https://learn.k20center.ou.edu/strategy/fc74060730ea745c8c4f356aa204c85d>