Lesson 02_Identity, Culture & Character Analysis

Unit: LET'S POWER ON EQUITY FOR CS UNIT
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Duration: 90 MIN (2 - 45 Min periods)

Objective
Students will be able to analyze characters by creating a social media profile for the character and a sprite in Scratch.

Standards
2-3.IC.1 Identify and analyze how computing technology has changed the way people live and work.
4-6.IC.1 Describe computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices.
4-6.IC.3 Explain current events that involve computing technologies.
2-3.IC.6 Identify and discuss factors that make a computing device or software application easier or more difficult to use.
4-6.IC.6 Identify and explain ways to improve the accessibility and usability of a computing device or software application for the diverse needs and wants of users.
2-3.DL.2 Communicate and work with others using digital tools to share knowledge and convey ideas.
2-3.DL.4 Use a variety of digital tools and resources to create digital artifacts.
4-6.DL.4 Use a variety of digital tools and resources to create and revise digital artifacts.

Resources/Materials:
- [Power on book by Jean J. Ryoo and Jane Margolis](#)
- Pre-planned student partnerships/groups
- Devices connected to Internet (Chromebooks, laptops, or iPads, etc.)
- Links to Google CS First assignments on Google Classroom

Mini-Lesson Character Analysis During 2nd reading of Chapter 2: Stop and Discuss
1. Where is the setting of this story?
2. What are Antonio's parents fighting about?
3. What are Antonio and Taylor going to miss about not being at the same school with Christine?
4. Why did the newsfeed make Antonio upset?
5. What is Artificial Intelligence? What are some characteristics that artificial intelligence can learn?

6. What is an algorithm?

<u>Turn and Talk</u>: What was the issue that Joy Buolamwini discovered in her research? What did she have to do in order for her computer to recognize her?

Highlight the stats in the text Discussion: Impressions Thoughts and Questions (The percentage of the Black and Latinx workforce in comparison to the Black and Latinx population in California: 7% workforce vs 39% (Latinx) + 6% (Black) population Only 26% of the professional computing occupations are held by women, even though women make up 50% of the population. Of the 26% women in tech 7% Asian, 3% African American, 2% Latina Only 3% of students that are enrolled in Computer Science courses in the state of California)

Group work (In class exercises): Describe one of the four main characters in this graphic novel. What do we know about each character so far? Students in heterogeneous groups discuss 1 character in the book, and create a social media profile for the character on poster/chart paper (add a post-it with a ? for unknown sections about the character)

Independent work (In class exercises): students create a sprite for the character (to have for future use in the unit projects)

Share out: Gallery walk students share feedback (and if possible add a post-it with answers for ?)

Assessment:
- Student character analysis map/social media profile
- Student created character sprites in Scratch
- [Plickers questions](#)

Chapters 1-2: Character Analysis
Identify each main character by a description of them using the first two chapters to describe anything about their identity and what they care about

Taylor:

Christine:

Jon:

Antonio:

Teacher Lesson Notes

Extension Activities (Assignments)

Students can continue to explore how to display character's visible and invisible traits in Scratch.