

NOTE: Today is a computer lab day. Make sure you have signed up for the lab in advance. For Lesson 15, you will need to arrange to have a guest speaker come to class. It could be anyone—another teacher who has the period free, a member of the school staff, a parent of a student. Ideally, this person should have a speech style other than standard English. A non-native speaker of English would be a wonderful guest to have. If this is not possible, you should instruct the speaker to speak colloquially to the class, not formally. The speaker should also know to be prepared to tell a five to ten minute story about a significant event in his or her life. See Lesson 15 for more details regarding this activity.

TITLE OF LESSON

American Literature Unit 1 Lesson 11 – We Wear the Mask  
*How Do Ideas About Race Change?*

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TIME ESTIMATE FOR THIS LESSON

One or two class periods

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ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, W1.0-5, 2.6, W/O1.0-2, L/S1.0  
NETS for Students – 1, 2, 3, 5

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MATERIALS

Computer lab with Internet access  
**Vocabulary Worksheets** (1 per student) – Student Page  
**Mask Search** – Student Page  
**Flip Book Instructions** – Teacher Page  
Scrap paper or drawing paper  
For Flip Books:  
*Scrap paper for storyboard*  
*10 small blank pages (or post-it pads)*  
*stapler*  
*fine black markers*

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LESSON OBJECTIVES

- To locate and analyze images of masks in ethnic art
  - To draw an image of a mask
  - To use an image of a mask to discuss the metaphor of masks in poetry
  - To learn the basic steps of creating a flip book
  - To create a changing mask image for a flip book
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Return all vocabulary quizzes, if you have graded them, and have students place it in their binders. Stamp journal entries.
- 2) **Vocabulary** – Tell students to take out their “Unit 1 Vocabulary List 2” and write down the following words: guile, myriad, subtleties. Tell them that they must define these vocabulary words tonight, and fill out a **Vocabulary Worksheet** for myriad. They may use a dictionary and the poems to help them define these words.
- 3) **Daily Log** – Tell students to copy the Daily Log below.
- 4) Computer Protocol – Remind students of the computer lab etiquette you have established for your class and the consequences of any misbehavior. Computers should stay off until you tell them to turn the computers on. For students who still have not returned their Internet Permission Forms, have an alternate assignment available for them to work on that accomplishes the same goals for the lesson without the use of the Internet.

- 5) **Journal Read Around** – Have students pass their Journal 4 response to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person’s journal has been read by each group member and the author’s own journal is returned. Then ask the students to decide on a group answer to the journal question. Give them five minutes. At the end of five minutes, call time. Randomly call on a member of each group to present the group decision.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	5 – What is the story behind the changes in your flip book?	We Wear the Mask / Minstrel Man	1. Mask search 2. Mask drawings 3. Discussion 4. Flip Book Storyboard	<i>We Wear the Mask</i>  <i>Minstrel Man</i>	1. Draw Flip Books. 2. Journal 5 Entry 3. Define Vocabulary words and fill out <b>Vocabulary Worksheet.</b> 4. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Mask Search** - Tell students to turn on their computers and open their web browsers. Write the following website addresses on the board:

<http://www.mask.org/>

(There are three galleries for the students to choose from. Click on gallery to see examples from different areas of the world.)

<http://www.metmuseum.org/home.asp>

→ Works of Art

→ Arts of Africa, Oceania, and the Americas

[http://www.artchive.com/artchive/ftptoc/african\\_ext.html](http://www.artchive.com/artchive/ftptoc/african_ext.html)

(scroll down screen to see list of masks and images. Click on a mask to view background information.)

<http://www.nmfa.si.edu>

→ Collections

→ Currently on View

→ Search (highlight “Mask” under Classification.)

→ Begin Search

→ Click on Full Record to view background information.

<http://gallery.sjsu.edu/masks/Masksfram.html>

→ Images

→ Click on thumbnails for more a bigger picture and more information.

<http://www.si.edu/>

Tell students that they will be searching the Internet for images of masks. They will use the above websites to find images they like. Distribute the **Mask Search** handout. They should find images of at least five masks, from at least two different cultural backgrounds. They need to list the website address and the country of origin for each one. They should note what the mask is an image of (e.g. an antelope, a woman, a god), what ideas they think the masks represent (some of the sites will explain that the figure represents the spirit of rain, for example; if it is not explained, they should make an educated guess based on the information about the mask and the country of origin), and what elements of the masks they like and find interesting. They should spend about ten minutes searching for images and taking notes. After ten minutes, call time.

2. **Discussion** – Tell students to bring out their poetry **Think Along** that they did for “Minstrel Man” and “We Wear the Mask”. Both of the poems they read use the metaphor of mask and masquerade to explore the way oppression and bias may cause people to construct masks in order to survive. How does this societal construct of a mask connect to the actual masks they just viewed? What symbolic meaning does each carry? (You want to encourage them to think about the masks in the poem and the mask images symbolically, as well as literally.)
3. **Mask Drawings** – Pass out drawing paper (any scratch paper is fine, as these are sketches). Tell the students to create a simple mask drawing to illustrate one of the poems (“Minstrel Man” or “We Wear the Mask”). They may refer to their **Mask Search** sheets, as well as revisiting the images online, if they wish. However, they

should focus on creating an image that is specific to one of the poems (they may choose either one). Remind them that, just as with the **Mask Search** sheet, their mask will have a real image (whatever they draw) and a symbolic meaning (whatever idea they would like to convey from the poem – for example, “the mask that grins and lies,” from Dunbar’s poem, can be interpreted to mean the smiling face that the minstrel shows to the White audience, a smile that makes a joke out of the pain of the African-American experience). Give them ten minutes to do this. While they are drawing, write the following questions on the board: “Which words or lines in the poem influenced your drawing?” “Which elements did you use from the masks you saw online and why?” If any of the students are anxious about drawing, you should encourage them not to worry about how the product is going to look. They should think about the variety in the masks they just viewed online, and the fact that there is no uniform way to present the mask image. This initial drawing is only a first draft. So it does not need to be perfect. They just need to get their ideas on paper. At the end of ten minutes, call time. Regardless of whether or not students are finished, ask them to stop what they are doing and move on to the next step.

4. Partner Discussion – Tell the students to pair up. If possible, they should pair with someone who illustrated a different poem than they did. Have the students exchange drawings with their partners, and then explain to their partner how the poem inspired their illustration. They should make sure to answer the two questions on the board in their explanation. Give the first person in each pair a minute to talk, and then call “switch,” and let the other person talk for one minute. Keep to the one minute time limit. Then call on students to introduce and explain their partner’s drawing to the class. This is an exercise in good listening. So pay attention to how well students listened to their partners in the way they are able to communicate accurately and thoroughly what was said to them. Check in with each person to see if their partner missed anything they said. Then carefully explain to the class that listening closely to others when they are speaking is important. Tell students that they will be required to use good listening and speaking skills throughout this course, not to mention for the rest of their lives. They will practice frequently and be assessed on their effectiveness during formal presentations of their work. So when they are given opportunities like today, they should give it their best effort. Do not point out students who didn’t listen or who were not able to remember what was said to them. Do ask students to think about how they listened to their partner (with half an ear, while listening to their friends, while thinking about what they did last night, etc.), how they were able to remember what was said to them, and how they were able to accurately and thoroughly communicate that information to others. What were their strengths and weaknesses? Then ask students to make a mental note to work on their weaknesses next time and capitalize on their strengths.
5. Class Discussion – When they have finished presenting their partner’s drawings, ask them to discuss their answers from the Journal Read Around. How did the quote from the movie relate to the poems they have been studying? Why do they think both poets use the mask metaphor in their poems? What does it mean to say that the mask is a metaphor? How does the old stereotype of the minstrel that they have been learning about relate to each poem and to the reality of living in a racist society? Do people still wear “masks” to survive oppression in this country? Who wears the masks and why? What ideas about race have changed since these poems were written? (The question of whether or not Jim adopts a “mask” in *Huckleberry Finn* is a pertinent question to this day.) Post this quote, from W.E.B. Dubois, on the front board as a springboard for discussion: "It is a peculiar sensation, this double consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity. One ever feels this twoness--an American, a Negro, two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder." Read it and ask how it relates to the poems. Spend about fifteen minutes on this discussion.
6. Flip Books – Ask students to return to their computers and look up the following site:  
[http://www.actf.com.au/learning\\_centre/school\\_resources/productions/lej/worksheets/ElvisBOHP.htm](http://www.actf.com.au/learning_centre/school_resources/productions/lej/worksheets/ElvisBOHP.htm)  
On this page is an example of a storyboard for a flip book. Tell the students that they will be creating a flip book from their mask drawings, similar to this one. Flip books, where small movements are recorded frame by frame, are one of the easiest ways to create the illusion of movement. Animation is about this illusion – making still pictures look like they are moving. Tell them that they will make a very brief animated movie from their pictures, but it must be simple. In the example from the website above, the change in each frame is very small – the man’s face change, jacket flares, and his hair rises, while all other details remain the same. This is important, because they can’t make too many changes at once in their drawings. They will make a flip book of their mask, showing a change in one part of the drawing. They might want to change the look of some of the

facial features, or show another type of transformation. Tell them that the changes they show in their flip books have to convey meaning, the ideas inherent in the social construct of a mask, who wears it, and why. The changes they show should be a symbol for the ideas they are trying to convey. The image combined with the movement should convey the idea. Because their flip book may tell a larger story, they will explain it in their journal. (For example, perhaps the mouth moves from a straight line to an O. In their journal they would write that the mask is beginning a slow scream, a silent protest against oppression. Or the smile could transform to a scowl, to show that the minstrel will no longer “grin and lie”. Their first step will be to come up with the idea behind this transformation, and then they will sketch out the small piece of the story that the flip book will tell.)

Encourage them to be creative. Read the explanation of animation from **Flip Book Instructions** (in the *Teacher Pages* section of our website). Review the Flip Book Instructions with them, step by step. Distribute paper for sketching out storyboards, and post-it pads or paper and staplers for making the blank books to draw in tonight for homework. Tell students they will compose the storyboard in class. Then they will create their flip book for homework.

7. Create **Storyboards** – Tell everyone to make a storyboard for their flip book first. As listed in Step 3 on the Flip Book Instructions: “Sketch this sequence on scrap paper before actually starting to draw the flip book. This can be done on a piece of paper divided into a grid with 10 squares, using each square to show the element of the drawing which is to change on each page to keep the sequence going. This is called a storyboard and it is like a comic strip planning the sequence of the story.” Tell students this sequence of boxes or action will become a single event. They should also write a sentence underneath the sketch that says what is happening (e.g. “In box 5, the man closes his eyes and hair points towards the upper right-hand corner of the box”).

For homework, they will create the flip book that illustrates the event from the storyboard. It will illustrate the change in their mask and the idea behind the change. They should think about what the changing pictures communicate, because they will write a journal entry describing the idea their flip book communicates. Because it is just a small sequence of changes, it only tells a piece of a story. They should use their journal entry to elaborate on what the story is that this sequence of images is helping to tell. They may take the rest of the period to finish their storyboard. If they finish early, they may begin their flip book (or, for fun, you might tell them to visit <http://www.bigempire.com/postittheater/>, which has several short animations that are made entirely from scanned images of post-it flip books). They should finish their flip books tonight.

8. Review Homework – Aside from the flip books and journal entries, students should define vocabulary words and fill out the **Vocabulary Worksheet** for “myriad”, using the poem to help them.
9. Clean Up – Shut down computers, clean up work stations, and push in chairs. Remind students to meet in the lab again tomorrow.

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#### HOMEWORK

- 1) Finish Flip Books.
  - 2) Write Journal 5 Entry.
  - 3) Define vocabulary words/**Vocabulary Worksheet**.
  - 4) Continue reading novels.
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#### GROUP ROLES

None

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#### DOCUMENTATION FOR PORTFOLIO

##### Unit 1

None