

TITLE OF LESSON

American Literature Unit 1 Lesson 9 – Ethnic Notions
How Has the Minstrel Image Permeated Culture?

TIME ESTIMATE FOR THIS LESSON

One class period (first half of a movie that will take two periods to show)

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 3.0-5, 3.9, L/S1.0, 1.11-14

MATERIALS

Unit 1 Vocabulary Quiz 1 – Teacher Page

Unit 1 Vocabulary Quiz 1 Key – Teacher Page

KWLS Chart – Student Page

Vocabulary Worksheets – Student Page (3 per student)

VCR

Ethnic Notions, film available at California Newsreel, 149 Ninth Street, San Francisco, CA 94103. You may phone your order (415-284-7800) or order online ([http://: www.newsreel.org](http://www.newsreel.org))

LESSON OBJECTIVES

- To take a vocabulary quiz
 - To practice strategies for the SAT verbal section
 - To watch the first half of the film *Ethnic Notions*
 - To make connections between the film and themes discussed in class.
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Return all graded work and have students place it in the appropriate section of their binders. Stamp/initial poetry **Think Alongs**, but allow students to keep them for a future activity. Collect Draft 1 and Draft 2 of Incident poem. Save them for the next computer lab day.
- 2) Vocabulary – Distribute three **Vocabulary Worksheets** and tell students to write the following words on the top of the sheets: immoral, coarse, elitist. Tell them to fill out **Vocabulary Worksheets** for these words tonight, using their class notes from yesterday’s lesson to help them.
- 3) **Daily Log** – Tell students to copy the Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Vocabulary Quiz 1 2. Watch “Ethnic Notions” and fill out KWLS Chart .		1. Complete three Vocabulary Worksheets . 2. Continue reading novels.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Vocabulary Quiz 1** - Ask students to put everything on their desks away but a pen or a pencil. Distribute the **Unit 1 Vocabulary Quiz 1** to each student. Each student should work on the quiz alone. Tell them will have ten minutes to finish the quiz. If they finish early, they should turn their quiz face down and sit quietly until you call time. There should be absolutely no talking. If they have a question, they should raise their hand and you will come to them to answer it. If anyone is talking, both parties will receive Fs on their quizzes. Collect the quizzes from every student.

2. **KWLS Chart** – Distribute the **KWLS Chart** and explain to the students that they will be watching a film that examines the beginnings of the minstrel show and the development of the minstrel stereotype. Tell them that, since they have researched/heard a presentation on the minstrel show, and have read two poems that discuss the minstrel stereotype, they already have some background knowledge about minstrelsy. However, they still may know very little about it. The KWLS chart lets them write about what they know and what they would like to know. K stands for Know, W for Want to Know, L for Learned, and S for Still Want to Know. The K and W sections are to be filled out before they watch the movie. The K section is for things they already know about minstrelsy, and they must write four things. The W section is for what they want to know, and they must think of and write down four things they want to learn about minstrelsy. After they watch the movie, they will fill out the L section, about things they learned about minstrelsy, and the S section, about things they still want to know about minstrelsy. Have them fill out the K and W sections, giving them five minutes or so to do it. Then tell them to take notes during the movie, since they will need to fill out the L section based on their notes. At least one of the things they place in the L section should connect to a theme or a text discussed in class, such as Language/Dialect, Abolitionists, “We Wear the Mask,” “Minstrel Man,” or the “N” word. They will need to pay attention and write down specifically how this item connects to a class theme. It might even be a connection to a specific line from a poem, but they will need to show how it connects. Explain to students that they will fill in the S portion of the chart once they have completed all of the other sections tomorrow.
 3. **Ethnic Notions** – Show the first half of the film “Ethnic Notions.” The entire film is 57 minutes long. Five minutes before the end of the class, stop the film. Let students know they will finish watching the film tomorrow. Collect their notes and their KWLS charts to give credit to students who did the work today. Tell them that you will pass these back tomorrow so that they can finish the assignment.
 4. **Review Homework** – Remind the students to complete the Vocabulary Worksheets for immoral, coarse, and elitist.
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HOMEWORK

- 1) Complete three **Vocabulary Worksheets**.
 - 2) Continue reading novels.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

None