

NOTE: Today's film needs to be purchased prior to class. Please allow 7-10 working days for delivery of the film, if you are purchasing. If you are renting from the library, allow yourself enough time to check it out in advance.

TITLE OF LESSON

English 2 Unit 1 Lesson 28 – Images of Race

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, W1.0-1, 1.4, 2.0, 2.2a-d, W/O1.0-4, L/S1.0-2, 1.11-13

MATERIALS

Ethnic Notions, film (can be purchased or borrowed from California Newsreel, 149 9th Street/420, San Francisco, CA, 94103 or to call 415-621-6196)

Bamboozled, Spike Lee film (alternative to *Ethnic Notions*)

Ethnic Notions – Student Page

LESSON OBJECTIVES

- To understand a history of ethnic notions
 - To identify stereotypical images of race, their origins, and how they are used today
 - To add depth to students' understanding of the constructs of race identity and enhance their understanding of the play, *A Raisin in the Sun*, by adding context to the images they are viewing
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EXPLANATION OF LESSON

Students will be viewing the film, *Ethnic Notions*. It is definitely 60 minutes long and worth watching not only because of the incredible content, but for the narration, as well. Some individuals may consider the content sensitive in nature. There are a few graphic scenes. However, if you approach the content with care, your students will come away with a greater understanding of the notions of African Americans, as portrayed in the media and often in the minds of Americans. Please preview the film prior to showing it to your class. Only you know your demographics well enough to decide if this is suitable material. If you think there may be problems, but you would like to show the film anyway, consult your administrator. A letter of permission sent home in advance may be the solution. The film can be purchased or borrowed from California Newsreel, 149 9th Street/420, San Francisco, CA, 94103 or you can call 415-621-6196. Often the public library carries a copy, as well. So you may want to call around.

If you absolutely cannot get a hold of *Ethnic Notions*, consider showing Spike Lee's film, *Bamboozled*. It, too, addresses the complex issue of perceptions of race identity in depth and in a way that most films do not even begin to cover. You will definitely need to send a permission form home for this film, as the language in the film is absolutely considered adult language. While students are watching either film, they should be taking notes on the handout **Ethnic Notions**, a Student Page. (If you choose to show the Spike Lee film instead, please alter the handout to cover the same material—students will have to infer race identity constructs in his film, as he does not explicitly say, "These are constructs". However, he covers the exact same constructs through the use of story, in his characters and the problems they encounter.)

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Initial all complete **Circle Diagrams**. Pass back all graded assignments. Have students place them in the appropriate section of their binder.
- 2) **Daily Log** – Ask students to copy the Daily Log below.

| Date | Journal | Lecture Discussion | Activity | Readings | Homework |
|------|--|--------------------|---|----------|--|
| | 6 – Is there an inside to race identity? If so, describe it and explain why you believe there is. If not, explain why you believe there is no such thing. 1 page | | <i>Ethnic Notions</i> , film Identifying notions of race and their origins | | 1. Write the first draft of Novel Evaluation. 2. Organize your binder. 3. Study your flash cards. 4. Complete Journal 6. 5. Complete Ethnic Notions . |

ACTIVITIES – INDIVIDUAL AND GROUP

1. Directions – Pass out **Ethnic Notions** handout. Review with students the instructions. Remind them to take notes during the film, as it is often hard to remember everything covered in an hour after the time is up.
2. Film – Start the film. You may want to stop it at crucial points just to make sure that students have enough time to write everything down.
3. Work Check – At the end of the period, stop the film and check to see where students are in the process of filling in **Ethnic Notions**. Many students may not have finished or they may be hung up on the sketches. Remind them that sketches are not meant to be perfect. They are meant to just give the person viewing it an idea of what the artist/author intended. They are only a first draft. If students have not finished, assign it as homework.
4. Homework Review – Remind them of their homework. Also, tomorrow is a computer lab day. Tell students to go directly to the lab and you will meet them there to save time.

HOMEWORK

- 1) Write the first draft of your evaluation essay. Due tomorrow at the beginning of the period.
- 2) Organize your binder.
- 3) Study your vocabulary words.
- 4) **Journal 6** – Is there an inside to race identity? If so, describe it and explain why you believe there is. If not, explain why you believe there is no such thing.
- 5) Complete **Ethnic Notions** handout.

GROUP ROLES

None