

TITLE OF LESSON

English 2 Unit 1 Lesson 8 – Active Versus Passive Creation of Race: Layering Images of Race
How is it decided who belongs and who doesn't?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 3.0, 3.5-3.9, 3.11; W1.0-2, 2.0, 2.2 a-d; W/O1.0-4; L/S1.0-9, 2.4 a-d

MATERIALS

Create Packet #5: Filipino Poetry from the readings:

“Welcome, Beinvenido”, Mars Estrada – Reading

“Madarika”, Vince Gotera – Reading

“filipinas”, Alurista – Reading

“The People’s Warrior”, Emmanuel Lacaba – Reading

“Song for My Father”, Jessica Hagedorn – Reading

Blank Circle Diagram – Student Page

5 large sheets of butcher paper, colored markers, colored pencils, magazines, colored construction paper, paste/glue, tape, scissors, stapler

LESSON OBJECTIVES

- To review aspects of race identity
 - To interpret an author’s vision of race identity through her poetry
 - To use knowledge of poetic devices to create a poem and poetry reading that effectively conveys meaning
 - To understand that race identity is composed of many images/aspects created by the individual, the members of the community, and members of society at large and that together we often create collective images that may be both positive and negative
 - To use images as a means of communicating a message
 - To read out loud
 - To read silently for a sustained period of time
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Hand back all graded assignments. Collect all homework. Make sure all students have a novel to read. Then remind students that today is the last day to turn in their Internet/Computer Lab Permission Forms. Any student who does not turn it in by the end of the day today will not be allowed to go to the computer lab tomorrow. Instead, they will be given a different assignment and sent to either the principal’s office or another teacher’s classroom. (You will need to decide and arrange with a teacher or secretary so that you can send them tomorrow.)
- 2) **Daily Log** – Have students copy the daily log below.
- 3) **Silent Sustained Reading**—Have students take out their novels. You take out your novel, too. Read silently for 20 minutes. At the end of 20 minutes, ask if there are any students who read any poorly written parts of their novel today. If someone raises her hand, have her explain the poorly written part to the class. If no one raises her hand, tell a part of your novel that you thought was poorly written. Remind students that books are not always interesting. Sometimes they have boring parts or poorly written parts. It is often the boring parts that set the stage for the interesting parts. It’s perfectly acceptable to talk about these parts. It is a part of what good readers do; they talk about the parts they liked AND the parts they disliked, too.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Active Versus Passive Creation of Race Identity: Who decides who belongs and who doesn't?	1. Silent Sustained Reading 2. Image-Aspects of Filipino Race Identity	Packet #5: Filipino Poetry	1. Read Packet #5: Filipino Poetry. 2.Highlight/Annotate Packet #3, using the Think Along strategy 3. Choose one poem to create a Circle Diagram for an evaluation essay. Create the Circle Diagram.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Assign **Stations** – Prior to class set up five stations/groups in the room. At each station, put a group set of *one* of the poems for today. In other words, at each station, you will have 4 or 5 copies of one poem from the list of poems. Make sure each group has a poem. Place a large sheet of paper at each station identifying it as Station 1, Station 2, Station 3, Station 4, and Station 5. After students have finished their Silent Reading, have them count off by five. Ask all of the ones to sit at the station marked with the number one. Ask all of the twos to sit at the station marked two. And so on.
2. **Station Work** – In their groups, have students take out a separate sheet of paper and title it *Aspects of Filipino Race Identity*. Tell them they will be working with the poem in front of them today. Ask them to decide how their group would like to read the poem (silently, one person reads out loud while the rest follow along, each person takes a turn reading part of the poem out loud, etc.). Have them read poem. When all groups have finished reading, tell them they will have 5 minutes to list all aspects of race identity that this author is trying to convey. They will work together as a group to come up with their ideas, but each person must write down the ideas on her own sheet of paper.
3. **Choose a Line** – At the end of five minutes, call time. Tell students their next task is to have each student in their group choose one line from the poem that represents an aspect of race identity they found most interesting. (Yes, more than one student may choose the same line.) Ask students to write their line on the Filipino Aspects of Race Identity sheet.
4. **Creating Poetic Images** – Each group gets one sheet of butcher paper (make available to the class markers, colored pencils, magazines, colored construction paper, and any other supplies you can think of to help them to create images that are possibly three dimensional and unique). Tell the groups their next task is to create one image that represents the idea of race identity conveyed in the poem their group was assigned. Their image may include text, as well as visuals, and it may be three-dimensional. Tell them all group members must agree, all group members must understand the image and its application, and all group members must help make the image. Give them 10 minutes to create their image. Students may complain that it isn't enough time. However, remind them that they have more than one person in their group to help. No one should be sitting around with nothing to do! People who cannot draw can cut images from magazines or contribute text.
5. **Directions** – At the end of 10 minutes, call time and make them stop. Give students the following instructions for this next activity before you put them to work:
 - a. **Create a Single Class Image** –Tell students they will be working together as a whole class, which is a bit hard. So they will need to pay close attention to instructions (you may want to write these on the board) and the time limits (they must finish in the time given). As a whole class, they will need to figure out how to create one whole image of Filipino Identity, using their individual images. They may cut and paste them together, tape them together, staple them together, change the shapes of some of the images to make them fit, create a three-

dimensional circle or ball with them, or anything they choose to do to create a single, creative image that embodies Filipino Identity as presented by these five authors, being sure to have represented in their image the concepts of outside and inside, active and passive voice, and who decides who belongs and who doesn't.

b. Create a Single Poem – Then they must create a single poem from the individual lines they chose from their reading. It must have a logical order to it. Have students keep in mind that their new collective poem must be written out (with the student's name next to the line they contributed and will be reading) and then performed. So they should instruct each other on how to read the lines and where they will be standing, sitting, lying down to read it.

c. Presentation – Finally, each student will be responsible for reading the line she chose out loud, in the order and manner the class has decided to read the collective poem. The reading should be creative and logical. No boring presentations! That means the tone of the reading changes, and where you stand, sit, lie down is different and makes sense with the order and meaning of the poem. Tell them to be prepared to present and explain their image. Everyone must participate.

Tell students they will have 10 minutes to complete this portion of the assignment. Suggest that they divide themselves into two teams, one that is in charge of the image and one that is in charge of completing the reading. Remind them that sometimes the most efficient way to get things done is to assign roles. They may want to use that strategy here so that everyone has a job and they use time more effectively. This is about time management. They can finish on time and do a good job.

6. **Presenting their Collective Image and Poem** – At the end of 10 minutes call time. Ask students to present. This should take not more than five minutes. When they are finished, post/hang their image in the room with their collective poem. Collect all of the Aspects of Filipino Identity sheets.
7. **Debrief**—As a whole class, ask the Process Observers what they noted about the way the whole class worked together. If they elected not to work with Group Roles, ask them how effective they felt they were without assigned Group Roles. Were there leaders that emerged and how effective were they? Then ask the Process Observers the following questions:
 - a. How did they create a collective image of race identity?
 - b. Did they take into account an accurate representation of outside and inside? If so, how? If not, why not?
 - c. Were they able to depict in their representation active and passive voice? Is so, how? If not, why not?
 - d. Is the image they created biased? Why or why not? Have them show you in the image where it is or is not.

The idea is to get at the fact that as soon as we claim something or begin to discuss it, we change it, shape it, mold it with our own vision. We bias it. Today, they appropriated five artists' visions of race identity and created a single image from their images, claiming them and biasing them. Ask them to look at their image. Can they see anything in their image that is specific to a teenager's point of view of Filipinos?

8. **Wrap Up**—Ask them to look at the original image of Filipinos they created on the second day of class. Ask them to think about what they read and saw today in class. Is there anything they would add to the image? Add it now. Remind them that they will be studying not only how we layer *perspectives* of race (which is why today the notion of race has become so complicated), but also how we layer *images* of race: visual images, verbal images, and written images.
9. **Homework Review** – Remind students of their homework. Ask them to meet you in the computer lab tomorrow. If they don't know where it is, now is a good time to ask. Otherwise, it is their responsibility to get there on time. No tardies. No excuses!

NOTE: Today's lesson may run over into tomorrow. If it does, simply skip tomorrow's lesson and move on to Lesson 10.

HOMework

- 1) Read Packet #5: Filipino Poetry.
 - 2) [Highlight/Annotate](#) Packet #5, using the [Think Along](#) strategy.
 - 3) Choose one poem to create a [Circle Diagram](#) for an evaluation essay. Create the [Circle Diagram](#).
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GROUP ROLES

Facilitator – Your job is to keep your group focused on the task they must accomplish and to encourage them to participate when they seem to be off task. It is not your job to do the work for them!

Illustrator – Your job is to draw the images your group agrees upon. It is not your job to think of the images.

Notetaker –Your job is to write the text your group has agreed upon. It is not your job to think of the text.

Time Keeper – Your job is to keep track of the time, making sure to point out the amount of time left to complete the task.

Process Observer – Your job is to take notes on the strengths and weaknesses of how the group works together so that they may improve their group skills next time.

DOCUMENTATION FOR PORTFOLIO

None