**Lesson Activity:** African American Stereotyping in Cartoons

**Grade Level:** 6th Grade

**Objectives:**

The student will identify African American stereotyping in cartoons by researching and finding two examples.

The student will explain the implications of this stereotyping and how it has the potential to hurt African Americans.

**Snappy Launch**: Show the students this picture of the Smurfs. Is this African American stereotyping or just a cartoon? Explain in the cartoon a Smurf gets stung by a black fly that turns his skin jet black, drives him insane, and deprives him of speech. Have students debate and take a class vote.

**Procedure:**

1. Explain that this episode of the Smurfs aired in 1981. Show these videos of obvious African American stereotyping from older cartoons and from more recent cartoons. Ask students: does racial stereotyping still exist in cartoons?

<https://www.youtube.com/watch?v=H8D93Awa434>

<https://www.youtube.com/watch?v=2IPVMcu7PwI>

1. Explain to students they will be looking for African American stereotyping in cartoons or comics both from years ago and recent productions.
2. Give the students time to research on the internet and find two solid examples of African American stereotyping. Students will fill out a handout with these questions:

What are the links to the stereotyping cartoons you have found? Explain exactly what the stereotype is. Why is this stereotyping harmful to African Americans?

3. Pick several examples the students found to share with the class and have the students explain the stereotyping they found. Did anything surprise them? Will they view media in a different way from now on?

**Assessment:**

**50% Solid examples found of African American stereotyping in cartoons**

**45% Thoughtful analysis and reflection on the examples found**

**5% Willingness to share with the class what the student’s findings were**

**Note Lesson Plan Format and organization of the following lesson.**

**Lesson Plan**: Clever name could have been inserter here ;)

**Grade: 9-12                                                                Subject Area: Spanish I or II**

**Content Standard:** ACTFL standards: 1.1 Students engage in conversations, express emotions, and exchange opinions, 3.2 Students recognize distinct viewpoints available only through the foreign language and culture

**Rationale for lesson**: What is it like to be the outsider? What would it be like to go to court in a Spanish-speaking country? Students need to understand the challenges of immigration (group of people moving to another place) and what it feels like to NOT know the national language of a country. This court room case (in Spanish) of an illegal border crossing will be a great discussion and real-life dilemma of the difficulty of emigration (moving to another country and settling). This may build on stereotypes of border crossing into the U.S., but it is a prevalent issue. For future lessons, students can empathize with the marginalized racial minorities of society. It reflects the ACTFL standard of communication by having a debate and allowing the exchange of student-centered learning.   It also allows a unique perspective of another culture being prosecuted.

**Learning / Instructional Objectives**: Students are able to use courtroom/legal terms, role-play, express themselves, state opinion, and feel the language barrier between cultures. They must be able to use opinion words to describe the situation. Students are assessed by vocabulary, expression, and fluency.

**Academic Language Objectives**: Key words are focused on immigration vocabulary, travel, where people are from, rights, and law. Some phrases use the SUBJUNCTIVE tense of verbs which show speculation and opinion. Students need to show they have these ‘stock phrases’ of opinions. A student can be measured by how many different opinion words they use.

**Links to Prior Knowledge and Experiences:** Students must have at least one semester of Spanish in order to learn to express themselves. It is helpful but not necessary that students have traveled to another country and understand the challenges across borders. A previous class debate would help students understand how to listen to one another. They also need previous time to research and formulate their role.

**Vocabulary**:

La immigracion: to immigrate             humanos derechos: human rights

La ley: the law                                                regresar: to return

Obedecer: to obey                              la frontera: border

Mudarse : to move oneself                  creo que: I think/believe (along with other forms of creer)

Me parece que: It seems to me that    Soy de: I’m from (along with other forms of ser)

Es evidente que: It’s evident that       Es importante que (it’s important that)

More legal vocabulary: <http://reference.yourdictionary.com/other-languages/legal-terms-in-spanish.html>

**Differentiation/ Modification/ Scaffolding**. This is a great lesson for all abilities because the teacher can pre-set the roles based on ability. You can have the most knowledgeable students be the lawyers, assign one judge, defendant, jury, and plaintiff. All students will be engaged and using Spanish. A jury role is less speaking than the lawyers. To modify, students with a low level of Spanish will be assigned minimal speaking parts such as the plaintiff, or a jury member. Though the language usage is less than a lawyer or even a witness, no role is insignificant in a court hearing. The court procedure is very clear and can be written out. The teacher may want to act as the judge in order to regulate time.

**Assessment:** Students have different roles according to their ability.The teacher can grade each student’s individual time talking. It will be evident from the speaking part how much the student has prepared. Formative assessment is in the formation of each person’s speaking role that needs to be proof-read by the teacher. A summative assessment can later assess the vocabulary and phrases learned. Cultural viewpoint recognition may be assessed in English by discussion. No quiz will be assigned, unless referring to legal vocabulary.

**Materials**: Word and grammar lists, gavel, wig, handcuffs, notebook, pencils, story of crime, legal word list, prepared student statements for courtroom roles.

**Instruction / Learning Sequence / Syntax** (include time allocations)  
-Prepare for roles (10 min of review). Previous day students will have prepared their proceedings.  
-Call court to order. Announce crime and have students read through charges. (3 min)  
- Would some students be motivated enough to act out the crime?

- Focus the Discussion: Hand out a list of court protocol (in Spanish) to clarify procedure (1 min)  
- Hold the Discussion: Lawyers will keep the witnesses and process moving. Teacher may need to intervene to get back on track. Teacher can keep track of number of times that students speak. (40 min)

- End the Discussion: The Jury will each give an opinion and reason. They will decide on a verdict. The Judge will also help the process along. (5 min)

- Debrief the Discussion: Debrief may need to be in English, but emotions of the process will be realistic. (5 min)