

Part 1: PLANNING AN OVERVIEW OF A LEARNING AND EVALUATION SITUATION, CORE PROGRAM

Name	Helen Karas
Date and time	November 24th
Cooperating teacher	Linda Blouin
School	Antoine de st-exupery
Level and number of students	32-35
Description of students	ESL-LA
Previous lessons	Rodney King
Anticipated problems and solutions	Students might not know what to do for the reinvestment task, so the Teacher has prepared a model of what is expected of them.
Next lessons	Child Labor or dialogue writing

Title of lesson: The Simpson's go to Japan and beyond...

Goal of lesson:

- Student will become aware of stereotypes in the media
- Inferring stereotypes from the show
- New vocabulary

Brief description of lesson: Students, in this lesson, will first think about stereotypes people have about their background. So, if a student is Quebecois then people have a stereotype of them eating poutine everyday. Then we will watch the episode and filter out the stereotypes that come out in the episode. Once this is done students will have to think about a show of the Simpson's in relation to their cultural back ground.

Educational aim of a <i>broad area of learning</i>	Media literacy.
A <i>cross-curricular competency</i> targeted	The use of information, to use creativity
<i>ESL competencies</i> targeted (1 or 2) Evaluation (self, peer or teacher)	Reinvests understanding of text and write and produces text.
Related Content (Culture, Functional Language, Vocabulary, Grammar, Strategies, Processes, Texts) that students need to carry out activities in lesson	Culture, Vocabulary
Materials and source	DVD (show downloaded from Internet), TV, Graph on board, OHP. On the board write: Good morning :1) Stereotypes about you 2) Simpson's go to Japan, 3) The Simpson's go to Japan and beyond!,

PREPARING TO LEARN

ACTIVITY	DESCRIPTION OF THE ACTIVITY (role of Teacher and Students)	RATIONALE EVALUATION
1- Stereotypes about you (2 minutes)	First ask students to come up with a list of stereotypes that people have of their cultural background. For example is a students is from Quebec then people have the stereotype of them eating poutine everyday. List at least 3 stereotypes.	Linking this activity to personal experience.
2- Comparing with partner (2 minutes)	Once they have done this, ask them to compare their answers with a partner and write down any new stereotypes they heard from their partner	(Evaluation of speaking)
3- Small class discussion (2 minutes)	Have a small class discussion about their findings. Ask students if they know of any stereotypes of Japan-> Write on board and compare it later after they watched the show if the found them all.	

WHILE LEARNING

4- Watching the show (15 minutes)	<p>Students will watch the episode of the Simpson's and will jot down at least 10 stereotypes they found from the episode on the table that they copied from the board. Start the episode where the family is at the airport. T must explain how they got there.</p> <p>Once the show is done ask the students to tell you about the stereotypes they found.</p> <p>Check the board did they find new ones.</p>	Teacher picks up the sheets to check if the students were able to detect the different stereotypes used in the show
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REINVESTMENT OF LEARNING

<p>5- Description of their own show based on their stereotype</p>	<p>Students will have to create their own Simpson episode based on the country of origin they spoke about at the beginning.</p> <p>Teacher shows a model so students know what to do.</p>	<p>Evaluation of writing and creativity. MELS rating scale modified for ESL-LA</p>
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“The Simpson’s 30 minutes in Japan”

The students watched a 15 minute clip of the episode the Simpson’s on route to Japan. The scene starts in the Simpson’s kitchen. They want to go on vacation, but do not want to spend too much money. On the advice of the convention leader the Simpson’s go to the airport and wait for “no shows” and the first 4 seats that open up are to Japan. They board the plane and their adventure to Japan begins.

The table that was on the board that students needed to reproduce on a sheet
The Simpson’s

Main characters
Place:
Storyline:
Stereotypes found in the show

Post activity

Your Version

Title: _____

Main characters
Place:
Storyline (how do they get there):
Stereotypes found in your show

MODEL (ohp)

The Simpson's go to the Acropolis

Marge Simpson won a family trip to Greece, so the whole Simpson family got dressed in their white robes and olive leaf wreath, and boarded Olympic airways on route to Athens, Greece.

Once they got there the Simpson's were greeted by security guards that had "we love garlic" written on the back of their shirts. The whole family headed to downtown Athens to their hotel that looked exactly like the Parthenon. When they went downstairs to eat, the waiter, who had very greasy hair, handed them the menus. When Bart opened his menu the only items on it were different kinds of gyros or souvlaki plates.

The Simpson's then went to visit the temple of Zeus. Once they got there, Homer wanted to steal a piece of marble that fell from an old column and sell it on eBay. Zeus suddenly came down and electrocuted Homer's behind until he was finally convinced to go back home.

Stereotypes of Greek people:

- People still associate Greeks with white robes and olive wreath.
- Greeks love garlic
- Greeks only eat gyros and souvlaki
- Everything is made like the Parthenon
- Greeks still believe in ancient gods

You need:

- 150 words
- 1 idea per paragraph
- The Simpson's have to be exposed to at least 2 stereotypes in your show