

Camille Acker: *Training School for Negro Girls* – Analysing a short story

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Camille Ackers Kurzgeschichte „*Training School for Negro Girls*“ fokussiert sich auf die Erlebnisse von verschiedensten schwarzen Frauen in der Gesellschaft von Washington. Dabei werden Diskriminierung sowie gegenwärtige gesellschaftliche und politische Themen behandelt. In der Titelgeschichte „*Training School for Negro Girls*“ geht es um die mittelalte Justice, deren Ziel es ist, mithilfe des *Black social club* T&T mit ihrer Familie in der Gesellschaft aufzusteigen. Die Unterrichtsmaterialien umfassen *pre-, while-* und *post-reading* Aufgaben, die das Verständnis fördern und die Lernenden zur Reflexion anregen.

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Competences and skills:

When working with the two short stories, the focus is initially on strengthening students' **reading competence**. This is demonstrated, among other things, through the insights they gain from **analytical skills**. Part of this competency involves enhancing the **intercultural competence**. Furthermore, students optimise their **listening and visual comprehension skills** when they deal with videos. Through the completion of tasks based on the information acquired, students practice their **speaking and social abilities**.

Overview:

List of abbreviations:

A Analysis**G** Group work**PR** Presentation**R** Research**T** Working with a text**D** Discussion/debate**LVC** Listening/viewing comprehension**P** Working with a picture/cartoon**RC** Reading comprehension**W** Writing

Topic	Material	Methods/Skills
Camille Acker: <i>Training School for Negro Girls</i>	M1–M3	A, D, G, LVC, PR, P, R, RC, T, W

Edition of the short story used for this unit:

Camille Acker: *Training School for Negro Girls*. Camille Press at the City University of New York. New York 2018. ISBN: 978-1-971932-37-5.

Topic: Camille Acker: *Training School for Negro Girls*

M1 Worksheet – Before reading the short story

Pre-reading activities

1. Work in small groups. Each group works on a different direction.



- Use the maps of Washington, D.C. along with any additional resources to learn about the different parts of the city. Each group responds to the tasks below.
- Share the information each group has gathered. Use the grid to make sure you retain the key information. [last access: 15/11/2023]
 - ▶ <https://raabe.click/DCmap>
 - ▶ <https://raabe.click/DCneighbourhood>
 - ▶ <https://raabe.click/DCwiki>
 - ▶ <https://raabe.click/DCcapitalhill>

Group 1: Northwest

- Which areas in Washington, D.C. does this part of the city encompass?
- Identify famous landmarks in this area. Which activities are available?
- What kind of housing is characteristic of this area?
- Name any other distinctive features associated with this part of the city.

Group 2: Northeast

- Which areas in Washington, D.C. does this part of the city encompass?
- Identify famous landmarks in this area. Which activities are available?
- What kind of housing is characteristic of this area?
- Name any other distinctive features associated with this part of the city.

Group 3: Southeast


- Which areas in Washington, D.C. does this part of the city encompass?
- Identify famous landmarks in this area. Which activities are available?
- What kind of housing is characteristic of this area?
- Name any other distinctive features associated with this part of the city.

Group 3: Southwest



- Which areas in Washington, D.C. does this part of the city encompass?
- Identify famous landmarks in this area. Which activities are available?
- What kind of housing is characteristic of this area?
- Name any other distinctive features associated with this part of the city.

M2 Worksheet – Working with the text

Reading comprehension

-  1. Read the short story *Training School for Negro Girls*. Develop a graphic organiser to outline the plot of the short story.

Analysing the text

-  2. Characterise the main figures of the short story.
- Choose an emoji (<https://raabe.click/Emoji>) or sketch the figure.
 - Add information about appearance and physical aspects.
 - List information on social background, family and friends.
 - Describe the character's behaviour.
 - Choose three suitable adjectives that describe each of the main characters.
-  3. Examine typical elements of a short story. Watch this video <https://raabe.click/ShortStories> and then respond to the tasks on the elements of a short story.
- a) What is a short story? Tick the correct answer(s) to explain what a short story is.

1. A short story is ...	<input checked="" type="checkbox"/> a novel. <input type="checkbox"/> a piece of prose fiction. <input type="checkbox"/> a piece of writing that appears in a newspaper.
2. A short story ...	<input type="checkbox"/> can be read in one sitting. <input type="checkbox"/> has a very limited number of pages. <input checked="" type="checkbox"/> is always for children.
3. The plot of a short story ...	<input type="checkbox"/> always deals with magic. <input type="checkbox"/> focuses on a self-contained incident. <input type="checkbox"/> describes linked incidents.
4. The aim of short story is ...	<input type="checkbox"/> to entertain the reader. <input type="checkbox"/> to teach the reader. <input type="checkbox"/> to evoke a single effect or mood.

-  b) Explain what flash fiction is.
-

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