

EDUC 8545A: Language Teaching for Social Justice

Your name: Sarah Worley

Theme: Describing Race and Ethnicity

Lesson Plan Template & Checklist

School/Institution: Kruse Elementary School, Fort Collins CO

Grade/Level: 5th grade intermediate mid-high

Language: English

Course: ESL

Lesson Time: 60 minutes

Rationale Statement

While both race and ethnicity are social constructs, they still impact the lives of people daily and are used to stereotype and discriminate against people for aspects of their lives that have nothing to do with their personhood. It is important that students are able to use this vocabulary and begin to gain an understanding of how description of people (using adjectives) can aid in discrimination and stereotyping.

While possibly controversial, this topic will impact these students' lives whether they have the vocabulary to describe it or not, and introducing it in the classroom at a young age can help them gain power over their own identity as well as open their eyes to prejudice around them.

Objectives

Content Objectives	Language Objectives
Students will be able to discuss how physical descriptions can lead to stereotyping and discrimination	- Students will be able to use adjectives to describe themselves and other people. - Students will be able to use vocabulary (race, ethnicity, racism, stereotype, color-blind, description) to discuss race and ethnicity
Social Justice Objectives	

- From the [Social Justice Standards \(SJS\) from Learning for Justice](#)
 - 9. Students will respond to diversity by building empathy, respect, understanding and connection.
 - 11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups

Materials

Projector/Computer

[Powerpoint](#)

[How to describe skin tone](#)

[Video on race vs ethnicity](#)

Procedures

Pre-Activities: Greetings and introduction to lesson	Time Frame	Objective(s) Targeted
Slide 2 ● Ask students how they are doing and to share a good or bad thing going on in their life (can share nothing)	5 minutes	Introduction
Slide 3 ● Have students write down anything that comes to mind when talking about race and ethnicity (can be in English or in their L1) ○ Have them keep this until the end of class Slide 4 ● Introduce today's lesson on race, ethnicity, and adjectives	10 minutes	· Activating student's schemata · Students will be able to explain the difference between race and ethnicity
During activities: Main activity	Time Frame	Objective(s) Targeted

Slide 5 • Introduce important vocabulary and ask students to draw a picture or write a sentence about what each one means. Go over each word with them. Slide 6 • Show students video on race vs ethnicity using jelly beans • Have them compare what they learned in the video to what they wrote at the beginning of class in plenary	15 minutes	· Students will be able to use vocabulary
Slide 7 • Have students write down how they describe themselves physically and then share with a partner (eyes, hair, clothes, height, etc) Slide 8 • Show them the list and the link to Writing with Color blog and ask students if there are any kind of descriptions that they don't like that people use for them. Slide 9 • Split them into groups and have them discuss how they do and don't want to be described. Emphasize that they can talk about physical descriptions like skin color or eyes, but they can also talk about hair style, clothing, makeup, etc.	15 minutes	· Students will be able to use adjectives to describe themselves and other people. · Students will be able to discuss how descriptions can lead to stereotyping and discrimination
Slide 10 • Bring students back together and have them share out what they talked about	5 minutes	· Understanding the difference between race and ethnicity and being able to describe different races and ethnicities in a respectful way

Post Activities: Post activity	Time Frame	Objective(s) Targeted
Slide 12 Introduce HW: List as many adjectives as students can think of to describe people. Encourage them to look at the blog post.	1 minute	11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups

Formative Assessment Strategy

I will monitor my student's learning by checking in on their group work and asking them questions if they appear stuck on a certain aspect of the discussion questions. I will also help them learn the new vocabulary and make sure they understand what adjectives are and help them understand the issues with stereotyping through description.

Differentiation

Students have the option to write as many terms and knowledge about race and ethnicity as they want in the first activity. They are also able to write it in either English or their L1. Likewise, in the second activity they can use either pictures or words to define the new vocabulary words. In the homework, there is no limit or minimum for how many adjectives they can write down for their homework.

Reflection

This lesson is a very gentle way of introducing students to the concept of race, ethnicity, racism, and prejudice. It might be too gentle, but it was difficult to come up with a good language component to go along with the language level, the age, and the topic. That being said, I think this is a good way to introduce these topics to students as it isn't too much information, but it does give good vocabulary and teach a valuable lesson about the importance of description when talking about race and ethnicity.

After the feedback session, it was really brought to my attention how much was in this lesson initially. I was overdoing it because I'm so used to designing lesson plans for older students at either the late high school age or the college age. But younger kids need a lot more scaffolding and pushing off colorism and order of adjectives to a different lesson really let me go more in depth into the things I already had. I will also be more aware of the authentic materials that I use. The video on colorism talked about sensitive topics very early on, and while the video using the jelly beans does as well, there is more for the students to focus on beforehand.
