

EDUC 8545A: Language Teaching for Social Justice

Your name: Katie Klein

Theme: Sexual Identities

REVISED Lesson Plan Template & Checklist

School/Institution: Meany Middle School, Seattle, WA

Grade/Level: 6th grade, Intermediate

Language: English

Course: ESL

Lesson Time: Two hours

Rationale Statement

This lesson fits into a larger unit plan with a theme of “young leaders in civil rights movements around the world” that I started in Jason’s P&P class. This theme was created based on results from a needs assessment that I conducted with the teacher of this class after an in person visit in 2019.

I got the inspiration for the activities from a couple places. One is from my current Spanish class at MIIS with Gabi Guillen, where we analyzed an image as an introductory activity. I got the idea about using children’s books to teach social justice ESL from Daniel and Koss’s chapter entitled “Exploring Perceptions of Gender Roles in English Language Teaching.”

We will be exploring many civil rights movements, and an important movement is that of LGBTQ+ rights. People of all sexual identities deserve to feel comfortable, safe, and included in society. LGBTQ+ identifying people deserve the same rights and freedoms as cis hetero people. Although I personally don’t identify as queer, I have many family members and friends who do. Regardless of my own identity, it is vital for all of us to learn about the history of this important movement. Paiz (2019) talks about how the teaching of LGBTQ+ issues shouldn’t be left to queer teachers. Non-queer folks have just as much of a responsibility to educate on this topic as queer folks do.

Objectives

Content Objectives	Language Objectives
Students will be able to chronicle the history of the pride flag Students will be able to connect to an important historical figure in the LGBTQ+ movement: Harvey Milk Students will be able to analyze how civil rights movements use symbols as tools for social action	Students will be able to comprehend a read aloud story Students will be able to compare the text with their own lives and to the world using text-to-self and text-to-world connections
Social Justice Objectives	
Same as content objectives above Students will be able to help in the efforts to destigmatize historically marginalized communities and share about their histories	

Materials

- <https://www.youtube.com/watch?v=2LU2daQ2exs>

Procedures

Pre-Activities: Photo Analysis Warm Up (20 minutes)



Janek Skarzynski/Agence France-Presse — Getty Images

Students look at this picture and have two minutes to free write all their reactions to it according to the following questions:

What do you see in this image?

What is happening?

What emotions are present?

Students will share with a partner what they noticed in the picture.

As a class, we will make a list of our observations about the photo.

Framework: Description, Interpretation, Evaluation (See Appendix B)

I will split the board into three sections and put the students' comments into the appropriate category. Description is something that is a visual observation. Interpretation is something that is assumed about the photo. Evaluation is any beliefs or opinions that students have about the photo.

If it hasn't already been described in the activity, make sure students answer the question:

What do you know about the flag in the photo? What do you think it symbolizes?

During activities: Audio Book Comprehension Activity (60 minutes)

<https://www.youtube.com/watch?v=2LU2daQ2exs>

See Appendix A for the worksheet

The class will listen to the following book that is read aloud in a YouTube video one time.

Then, I will give students the first half of the worksheet with the comprehension questions. Student volunteers will take turns reading the comprehension questions aloud to the group. Students can ask for clarification on any questions if needed.

Then we will watch the video a second time, and students can answer the questions as they go.

After the second viewing, students will have a few minutes to chat with their table mates about their responses to the comprehension questions.

Then we will discuss as a big group to make sure everyone understands the main ideas of the book. The teacher will elicit student responses before ensuring everyone is on the same page regarding the content of the book.

The connection questions will be a collaborative discussion with a partner. Then the connection questions will be discussed as a whole group.

The worksheet will be turned in at the end of class and graded by participation, not grammar.

Several real copies of the book will be available in the classroom for students to access at any point, or borrow for a take home reading.

Post Activities: Extension – Make your own flag (30 minutes)

Set up for activity:

Write this quote on the board. Ask students to consider this quote.

“You have to give them hope. Hope for a better world, hope for a better tomorrow...” - Harvey Milk

Harvey Milk had a dream. What is your dream?

What is an important issue to you that you want to change?

We will brainstorm as a group to come up with ideas of challenges in society, and dreams people have. That will help students if they get stuck in the activity.

Activity:

If you could make a flag to symbolize something you believe in, what flag would you make?

Draw the flag and write 3 - 5 sentences about why that issue is important to you. Why did you choose the colors or images you chose?

Students will be able to take their flags home if they haven't finished. Students will share their flag and sentences with the class tomorrow. If they have already finished, students have the option to write more, create a second flag, or choose from the teacher's books to read on their own.

Homework: Watch/read another book

For tonight's homework, choose another video from Brightly Storytime on YouTube, in the "Diverse & Inclusive Children's Books" category.

OR

Choose a book from the teacher's collection (of social justice-oriented children's books) to take home and read.

https://www.youtube.com/playlist?list=PLDcpsppkgAlq4yXBGrESWaYNFb_Es31wF

Note: Students at Meany Middle School are each loaned a laptop to take home for their homework. Those without internet access at home will be able to bring home a book from the teacher's collection to read at home instead.

Answer these questions in complete sentences about the book you chose. Be ready to share with the class tomorrow.

- What is one thing you liked about the book?
- What is one new thing you learned from the book?
- Would you recommend this book to a friend?

Formative Assessment Strategy

When students are having quiet work time, I will walk around and answer any questions.

When students are engaged in pair/group work, I will move between groups and listen to their ideas to see how they are understanding and interpreting the material.

Whole group discussions will be a good opportunity for me to assess student comprehension and learning.

Written work will be collected to see the students' processes and understandings.

Differentiation

The book will be available in hard copy so that students who learn better with access to the actual book can find success. The students who do better with video/audio will benefit from the YouTube reading.

This activity will be differentiated by product, because students turn in as much work as is feasible for them. Some students may have written a lot while some may have only a little bit.

Reflection

Strengths of this lesson:

- The warm-up activates the schema that students might have about the rainbow flag before learning about the history
- The book shares an important historical story
- Students have probably seen the flag, but might not know much about its origins
- It is important to learn the history of civil rights movements
- It fits into the unit plan well
- The lesson gives students an opportunity to relate the content to their own life and express themselves creatively about an important topic
- It is age appropriate and a reasonable amount of content for the students to digest

Concerns I have about this lesson:

- It only shares the story of one person: Harvey Milk, a white, cis man
 - White, cis, gay men face less barriers to equality than their POC, trans, non-binary counterparts
 - It does not discuss the intersectionality of LGBTQ+ and other identities
- It paints a sunny picture of the LGBTQ+ movement, and doesn't use a pedagogy of pain
- It is a pretty "safe" aspect of LGBTQ+ topics, and it doesn't go very deep at all into LGBTQ+ issues or identity expressions
- The reading level might be too easy for 6th grade ESL learners, but this will be supplemented by "meaty" questions to explore
- Is my worksheet more of an assessment than a lesson?

Thoughts after receiving peer feedback:

- My peers were really supportive of my ideas
- They gave me tangible suggestions on how I could improve my lesson plan
- The most important thing I needed to change was restructuring the timing of my lesson, and adding details about how the pedagogy would play out more specifically

- I think I would learn a lot if I was able to enact this lesson, and I would know a lot more about what I would fine tune for the next time
- A discussion about labeling identities and exploring the question: What do labels afford us and how do they limit us?

Important Note:

This lesson will serve as the introduction to the topic of the movement for LGBTQ+ rights. It will begin a week-long discussion on the topic, which fits into a larger unit plan connecting to other movements including racial justice, climate advocacy, and more. After this lesson, the nuances of LGBTQ+ issues will be delved into in more detail.

Some ideas for extension include:

- Whose stories or identities are left out of the story about Harvey Milk? (introducing the topic of intersectionality)
- A text on Stonewall, highlighting the concepts of power, authority, and historical marginalization
- Different evolutions of the pride flag, including the intersectional flag, the nonbinary flag, the trans flag, etc.
- and much more!

Appendix A: Worksheet

Name:

Pride: The Story of Harvey Milk and the Rainbow Flag
by Rob Sanders
Read Aloud Picture Book from Brightly Storytime

Comprehension Questions

1. Circle TRUE or FALSE: Harvey Milk was one of the first openly gay people to be elected to political office in the United States.
2. Who made the flag? How did they make the flag?

3. Where and when was the march with the first pride flag?

4. Which tragedy happened in November 1978? How did people react?

Connection Questions

Discuss the following questions with your partner. Write down your answers in full sentences.

1. Name three other flags that represent a movement (not including country flags). What do they symbolize?

2. Can you guess why the White House was lit up in rainbow colors in June 2015?

3. Where have you seen the rainbow flag in your community?

4. Why do you think the title of the book starts with the word "Pride"?

Appendix B

Below is the activity that was done in my Spanish class that inspired my warm up activity with the photo above. I thought this was a good Intercultural Communication based activity that practices how to observe without passing judgement at first. The framework is Description-Interpretation-Evaluation (DIE). We also discussed this framework in my Power & Identity weekend workshop. In my opinion, it is not a perfect activity, but it helps students reflect on their assumptions, and separate what is a guess vs. what is known about a certain cultural event.



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DESCRIPCIÓN	INTERPRETACIÓN	EVALUACIÓN
Hay muchas personas en la calle Las personas tienen un estilo de moda en común, muchas personas llevan camisas a cuadros	Parece una huelga (paro) de estudiante Los estudiantes parecen alegres Algunos alegres y otros están serios Tiene mucha energía Un espíritu de esfuerzo colectivo Parece que hace un poco de frío, tal vez es en invierno Parece que están caminando en la calle, tal vez en la universidad, por	

	el tipo de la universidad	
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