**LLED 360: Classroom Discourses and Teaching English**

**Language Learners – Secondary**

**LESSON PLAN TEMPLATE FOR INTEGRATING THE TEACHING OF CONTENT AND LANGUAGE**

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| **Subject: English** | **Grade: 9** | **Date:** | **Duration: 80 minutes** |
| **Lesson Overview**  *(What this lesson is about)* | Racial, gender stereotypes | | |
| **Class Profile**  *Construct a hypothetical class profile, in which you specify how many students are in your class, their learning challenges, and their levels of English proficiency* | 30 students, 12 ELL | | |

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| **Big Idea(s)**  *(Select one or two big ideas from the new BC curriculum):*  <https://curriculum.gov.bc.ca/curriculum> | * people understand text differently depending on their worldview and perspectives * texts are socially, culturally and historically constructed |

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| **Curricular Competencies**  *(What the students will do)*  *(Select appropriate curricular competencies from the new BC curriculum):*  <https://curriculum.gov.bc.ca/curriculum> | * recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts * recognize how language constructs personal, social, and cultural identity * transform ideas and information to create original texts. |
| **Content Objectives**  *(What the students will know)* | Students will   * engage in guided discussion across their cultural differences to explore issues around racial, gender and other stereotypes * will explore the use of literary devices (repetition) to reinforce the sense of urgency and to create a forceful rhythm |
| **Language Objectives**  *(What new language the students will learn)* | Students (ELL) will be able to define the following vocabulary:   * stereotype * headdress * displaced * confined * ravage * genocide * mascot   Students (ELL) will work with the following grammar points:   * subject-verb agreement (3rd person singular) |
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| **Materials and Equipment Needed for this Lesson** |
| * computer / internet access * <https://www.youtube.com/watch?v=Y_at9dOElQk> (Peter Pan “What Makes the Red Man Red” * <https://frankwaln47.bandcamp.com/track/what-makes-the-red-man-red> (Frank Waln rap) * hand-outs with lyrics for both songs * visuals for “headdress” & “mascot” (ELL) * variety of visuals representing Lakota Sioux First Nation for warm-up, including a map of current territory |

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|  | **Lesson Stages** | **Learning Activities** | **Time Allotted** |
| 1. | **Warm-up**  *Get students’ attention, connect to previous knowledge and explain why the topic is important to learn.* | * show students visuals of Lakota Sioux thípi, headdress, artifacts and let them discuss anything they know or think they know about the people who created them * summarize historical context of Lakota Sioux (time / geographical setting) and ask Ss where they live now (map) | 5-10 min |
| 2. | **Presentation**  *Teach the new content and language.* | * play What Makes the Red Man Red * Ss briefly discuss their personal reaction to the song * elicit answers to questions “How are First Nations people represented in this song? What are the stereotypes that are reinforced?” * point out grammar mistakes & discuss subject-verb agreement * elicit answers to question “What is the effect of using broken English in the lyrics of this song?” “Is this song racist?” * play Frank Waln rap * explain problem vocabulary * point out element of repetition in rap and elicit answer to question “What is the effect of this literary device?” “Can a rap be poetry?” * Ss briefly discuss their personal reaction to the rap * elicit answers to questions “What is the tone of this rap? What is the artist attempting to express?” | 20-30 min |
| 3. | **Practice and Production**  *Practice, reinforcement, and extension of the new content and language.* | * Ss brainstorm other stereotypical characters (race, gender, other) from Disney cartoons or other movies. May require prompts from teacher * Ss select one character(s) and create a text to address the stereotype.   Constraints:   * the text will be either a poem or a rap of at least 8-10 lines, rhymed or unrhymed, that addresses the characters directly. * Ss will employ repetition | 20-30 |
| 4. | **Closure** | * Ss who finish and are willing to share their work can read their texts aloud either in this class or following class * Ss who don’t finish in class will be asked to complete for homework and their work can be shared in following class | 10 minutes |

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| **Adaptations for English Language Learners** | * the concepts of stereotype and racism are very abstract and will need to be explicitly explained and supported with examples * teacher will explain and/or rephrase any problem vocabulary that emerges during full class discussion * use of visuals to explain target vocabulary from rap lyrics * have Ss (ELL or non-ELL) correct grammar (subject-verb agreement) in Disney song * assessment / evaluation: note recurring grammar errors in finished writing assignment, but mark poem generously based on completion |

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| **Assessment/Evaluation of Students’ Learning** | * mark Ss poems or raps generously based on thoughtfulness displayed in finished product * formative assessment of Ss participation in discussion |