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Grade Level: 6-8

School: Boynton Middle School

Name and Summary Description of Case Study	
<p>Pronouns, Flags, and Feeling Safe</p> <p>This project-based unit aims to explore the struggles and successes of the LBGQ+ community and ways to be an ally for all people regardless of sexual and gender identity. We will explore literature that tells stories of young people that identify with binary definitions and those that don't fit into binary categories. We will utilize community resources and resources from GLISSEN to start conversations and develop an action that will make our own school community more inclusive.</p>	
Broad <u>Topic</u> or Concept	
<p>Every person has a story and identities that may not be visible.</p> <p>Language is fluid and dynamic.</p> <p>All humans are valuable and should be safe and celebrated.</p>	
Guiding Question(s)	
<p>(Is it relevant, meaningful, provocative and accessible to students? Does it stimulate ongoing rethinking of big ideas and prior lessons? Does it provide the opportunity for students to generate a variety of plausible and arguable responses?)</p>	
<p>Do I have to be a boy or a girl?</p> <p>What's the difference between sex, gender, and gender identity?</p> <p>Why should we care about people who aren't like us?</p> <p>Is freedom a constant struggle?</p>	
Standards and Skills	
<p>Content Standards</p>	<p>Reading Standards</p> <p>6R1: Cite textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences.</p> <p>6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.</p>

6R3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. 7R3: In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. 8R3: In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed

6R5: In literary texts, analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme/central idea, setting, or plot. In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme/central ideas.

6R6: In literary texts, identify the point of view and explain how it is developed and conveys meaning. In informational texts, explain how an author's geographic location or culture affects his or her perspective.

Writing Standards

6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

Language Standards

6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or express

Speaking and Listening Standards

6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

6LS1a: Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Literacy Standards	Literacy 6-12 Anchor Standards for Writing 6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
ICSD Anti-Marg. Focus Questions	How do we understand change movements and stories of resistance and what is happening now I can use my voice in? How is equality achieved? What am I reading about marginalized groups? What can I do to build acceptance?

Product or Performance

(High quality, original artifact of learning that emerges from project; in service to an audience beyond the classroom)

Description:

Students will design a school wide project that uses what they have learned to help Boynton become a more inclusive community. For example, students might decide to ask all teachers to list pronouns on their correspondence in order to normalize the practice. They would present to teachers at a staff meeting

Specific content and skills to be assessed:

Brainstorming
 Coming to consensus
 Problem solving
 Research
 Writing a proposal

Audience and how product will be made public:

Other students, teachers and administrators.

How product matters to this audience:

Students will act as agents of change to improve the inclusivity of their school. This matters to teachers and administrators who want to have student engagement and voice as part of the community.

Narrowed “Microcosm” of the Big Idea, Example(s), Illustration(s), Tangible/Local

(For Launch and/or Fieldwork)

“Binary notions of gender, biology and sexual orientation exclude large swaths of human diversity. This diversity can be better understood by using spectrum-based models. Spectra make room for anyone whose experiences do not narrowly fit into binary choices such as man/woman, feminine/masculine or straight/gay.”

[JOEL BAUM & KIM WESTHEIMER](#)

Assessment

	Learning Targets	Checkpoints/Formative Assessments	Summative Assessment(s)
Content Standards	<p>6R2: Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text.</p> <p>6SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>	<p>Answer comprehension questions in discussions and with partners.</p> <p>Fish bowl and socratic seminar</p>	Socratic seminar
Literacy Standards	6W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.		Poem following the Ted Talks
ICSD Anti-Marg. Focus Questions	<p>How do we understand change movements and stories of resistance and what is happening now I can use my voice in?</p> <p>How is equality achieved?</p>	<p>Website deep dive</p> <p>Class and partner discussions</p>	

	<p>What am I reading about marginalized groups?</p> <p>What can I do to build acceptance?</p>	Written comprehension questions	Action plan and implementation
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Resources

Anchor Texts:	<i>Lily and Dunkin</i> by Donna Gephart
Additional Texts:	
Experts:	Community Educator of Planned Parenthood of Tompkins County GLISSEN
Fieldwork:	GLISSEN website exploration
Materials:	<p>https://itspronouncedmetrosexual.com/2013/01/a-comprehensive-list-of-lgbtq-term-definitions/</p> <p>https://www.ted.com/talks/geena_rocero_why_i_must_come_out/transcript?referrer=playlist-the_gender_spectrum</p> <p>https://www.glsen.org/</p> <p>Ted Talk - Lee Mokobe</p> <p>https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender/transcript?referrer=playlist-the_gender_spectrum#t-682</p> <p>https://www.plannedparenthood.org/learn/sexual-orientation-gender</p> <p>https://www.tolerance.org/topics/gender-sexual-identity</p> <p>The Boy and the Bindi by Vivek Shraya</p> <p><i>Lily and Dunkin</i> by Donna Gephart</p>
Equipment and/or Facilities:	

Flow of the Case Study

Phases	Days/Instructional Periods	Brief Description	Instructional Strategies for All Learners
Launch	1 period	Read aloud, The Boy and the	Book round table discussion

(Creating Need to Know)	1 period	Bindi by Vivek Shraya What does the rainbow flag stand for? Why do we need a pride month?	Back to back, partner share.
Going Deeper/Research (Texts, Fieldwork, Experts)	1 period 1-2 periods 14 periods 1 period 1 period	Why are pronouns important? What is GLISSEN? How is it empowering a marginalised group? Guided reading of <i>Lily and Dunkin</i> by Donna Gephart TedTalk - Geena Rocero Why I Must Come Out. Ted Talk - Lee Mokobe https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender/transcript?referrer=playlist-the_gender_spectrum#t-682	Come up with plans to include pronouns in activities at school. Website deep dive Listen to story or read text. Answer comprehension questions using RACE Turn and Talk Fishbowl discussions Socratic seminar Create group or individual poem to react to unit.
Product Development (Developing High-Quality Work)	5 periods	Action Examples: Students will design the action. Make list of films that do not promote gender stereotypes Ungendering bathrooms discussion. Pronoun and language sheet for students and teachers. Student handbook changes. Helping teachers understand how communication home is	Will vary depending on group decision.

		important. Interrupt sexism and intolerance with an action.	
Exhibition/Social Action	Staff meeting or lunch time action	See above	

[Case Study Teacher Reflection Questions](#)

Suggested questions to help you think about the design strengths of this case study and ways you might want to refine it moving forward.

What are the cultural, religious, or family norms that may seem to be in conflict for some students?
How can we urge acceptance for those different from us?