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*X: A Fabulous Child's Story*: Lesson Plan and Resource Booklet

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## Lesson Plan

<b>Subject/Grade:</b> ELA 20		<b>Lesson Title:</b> X: A Fabulous Child's Story		<b>Teacher:</b>	
<b>Stage 1: Identify Desired Results</b>					
<b>Established Goals:</b> (Learning outcome/s & indicator/s from curriculum)					
<b>Established Goals:</b>					
CR 20.1					
View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:					
<ul style="list-style-type: none"> <li>• identity (e.g., Relationships with Family and Others);</li> <li>• social responsibility (e.g., Evolving Roles and Responsibilities); and</li> <li>• social action (agency) (e.g., The Past and the Present).</li> </ul>					
<b>Possible Indicators:</b>					
C)- Connect ideas, observations, opinions, and emotions to understand texts.					
E)- Make connections between personal experiences and prior knowledge of traditions, genres, and a variety of texts.					
H)- Explain ways that languages and texts reveal and shape understanding of human diversity.					
<b>Understandings:</b> (can also be written as 'I Can' statements) <i>Students will understand...</i>			<b>Essential Questions:</b>		
<ul style="list-style-type: none"> <li>• The diversity of experiences that people can have with gender.</li> <li>• The diverse ways in which people can relate to gender and express gender.</li> </ul>			<ul style="list-style-type: none"> <li>• What are gender-diverse people's lived experiences?</li> <li>• How does a gendered upbringing/childhood affect someone?</li> <li>• How does gender policing impact kids/you in schools?</li> </ul>		
<i>Students will know...</i>			<i>Students will be able to...</i>		
<ul style="list-style-type: none"> <li>• That gender roles come from a long line of (often forced) tradition.</li> <li>• That gender-diversity has been around since the beginning of human existence.</li> </ul>			<ul style="list-style-type: none"> <li>• Consider the impacts of gender roles/gendered language.</li> <li>• Consider the impacts of gender policing in schools?</li> </ul>		
<b>Stage 2: Determine Evidence for Assessing Learning</b>					

**Formative Assessment:**

Assess Group Discussions for Comprehension

- Circulate and monitor.
- Interject when there are questions, unrelated topics being discussed, or simply for a relevant comprehension check.

**Summative Assessment:**

Please see options below the lesson plan for possible assignment ideas.

**Stage 3: Build Learning Plan****Instructional Strategies:**

- Group Brainstorming
- Small Group to Full Class Discussions
- Small Amount of Direct Instruction (Optional)

**Set (Engagement):****Time: 5 Mins**

1) Begin a quick whole-class brainstorm about the binary genders/gender roles to fill out a “girls” vs “boys” chart.

- Use the “Set (Engagement Chart)” below or another that you prefer.
- Use the questions below to prompt ideas and discussion.
- The chart can be pulled up on a Smart Board/Projector and be printed out for students to make notes on.
- The enlarged versions of the questions below can also be displayed on a projector and the chart drawn elsewhere.

Prompting Questions:

- What words describe what boys look like? What words describe girls look like?
- What qualities do girls have or are expected to have? What qualities do boys have or are expected to have?
- What actions or tasks are considered to be mostly for girls or mostly for boys?

**Materials/Resources**

- Projector
- Printed out Set/Engagement Chart or preferred alternative for students.
- Enlarged Set/Engagement Questions (Optional)
- Printed out copies of *X: A Fabulous Child’s Story* for students.
- Printed out Closure Questions for students.
- Enlarged Closure Questions (Optional)
- Supplemental Information about Gender-Diverse Creation Stories and Laws Against Gender Diverse People (Optional)

1.5) To end off the discussion (or just something for students to consider while reading the story), you can pose the questions:

- Are the qualities/roles in the “girl” or “boy” columns only supposed to be in those columns? Can these columns/genders share these qualities?

**Development:**

**Time:** 30-40 mins

2) Read the story aloud together.  
(To ensure that everyone gets through it at the same time.)

**Closure:**

**Time:** 10-20 mins

3) Large class discussion about the story (prompts below).

- You can print out the Closure Discussion Questions for students to take notes on as they go.
- You can alternate between small group discussion to whole-class sharing and just whole-class discussion (depending on time and class comfort with discussions).
- You may have to pick and choose which questions you pose depending on how much time you have after the Set/Engagement and Development.
- During the discussions, you can mention the laws that have been made against different expressions of gender throughout history, and you can mention a 2-Spirit creation story, for example, to drive home the point that gender-diverse identities have existed for time immemorial.

Discussion Questions:

- What are your initial reactions/thoughts?
- What stood out in this story for you/your group?
- How old do you think this story is?
- What is the significance of X being raised that way? How will that affect X and the “Other Children” in adulthood?

**Possible Adaptations/  
Differentiation:**

- 1) If there are issues with regular attendance, the Set/Engagement part can be skipped in order to have a longer and richer discussion after reading the story.
- 2) All of these activities can be done individually or in a small group if students need.

**Management Strategies:**

- Circulation and interjection to keep discussions on track.

**Safety Considerations:**

- Ensure that students are already familiar with respectful discussion practices, especially when referring to gender-diverse people.

<ul style="list-style-type: none"> <li>- Have you had an experience similar to any of X's experiences? At home, in school, or at work?</li> <li>- Why do we have gender roles like this?</li> </ul>	
<b>Stage 4: Reflection</b>	
<i>Professional Development Goal is...</i>	

### Possible Summative Assignments

#### 1) Short Reflection Paragraph(s)

- Have students write a reflection paragraph or two connecting their experiences with gender and/or gender policing to the experiences of X.
  - Students could compare and contrast their experiences with gender to X's experiences, write about their reactions to the story, gaps in knowledge about gender-diverse people, and more.
  - This summative assignment would likely fall under Outcome CC 20.1 if you are doing it with an ELA 20 class.
- This option could be adapted for younger grades.
- This option could also be done formatively to check for comprehension.

#### 2) Character Analysis

- Have students fill out a character analysis sheet/chart/worksheet for X and/or a secondary character using evidence from the story.
- This option can also be done formatively to check for comprehension of the story and of their ability to analyse a character.

### 3) A Lead Into/Prompt for a Personal Reflective Essay

- The Personal Reflective Essay is a staple assignment of ELA 20. The discussion about gender roles, tradition, and childhood in general could prompt some ideas that students could use for this type of essay.
  - An example prompt based off of the story could be: “Reflect on a time where you were forced to adhere to a gender role that you did not want to adhere to. What was that like? What did you learn from that experience?”
  - This, of course, does not have to be the only prompt given to students, but any variation of the example above could prompt some wonderful essays.

**Set/Engagement Chart**

Girls	Boys

**Enlarged Set/Engagement Discussion Questions for Projector**

What words describe what boys look like? What words describe girls look like?

What qualities do girls have or are expected to have?  
What qualities do boys have or are expected to have?

What actions or tasks are considered to be mostly for girls or mostly for boys?

**Enlarged Closure Discussion Questions for Projector**

What are your initial reactions/thoughts?

What stood out in this story for you/your group?

How old do you think this story is?

What is the significance of X being raised that way?

How will that affect X and the “Other Children” in adulthood?

Have you had an experience similar to any of X’s experiences? At home, in school, or at work?

Why do we have gender roles like this?

**Closure Discussion Questions for Student's Notes****X: A Fabulous Child's Story Discussion Questions**

What are your initial reactions/thoughts?

What stood out in this story for you/your group?

How old do you think this story is?

What is the significance of X being raised that way? How will that affect X and the "Other Children" in adulthood?

Have you had an experience similar to any of X's in your life? At home, in school, or at work?

Why do we have gender roles like this?

**Links to the Story**

Full Version (Highly Recommend)

[https://faculty.uml.edu/kluis/59.240/Gould\\_XaFabulousChildsStory.pdf](https://faculty.uml.edu/kluis/59.240/Gould_XaFabulousChildsStory.pdf)

Shortened Version (For Younger Grades)

<https://waylandbrown.files.wordpress.com/2011/03/x-story.pdf>