

Curriculum Project - Ethnic Studies

by : Jerrica Keane

Explanation: This is a 3 day lesson plan focusing on core tenants of Ethnic Studies such as intersectionality and gender and sexuality studies by looking at LGBTQ+ rights in China. .

Rationale: I will incorporate narratives from the LGBTQ+ community in China into my Ethnic Studies classes as a case study to deepen understanding of the core content. The first lesson is 50 minutes long, second and third lessons are 90 minutes each.

Content Objectives: Students will be able to learn about LGBTQ+ rights and people in Chinese while also learning core Ethnic Studies vocabulary. Students will be able to define intersectionality, gender and sexuality, apply the terms to the real world.

Day 1: 50 minutes

Introduction to intersectionality, gender and sexuality.

- 15 minutes: Students will explore the term “intersectionality” by learning the concept by first viewing the video: <https://www.youtube.com/watch?v=EXJ4Dbdm1ks>.
- 10 minutes: students will look at a variety of personal profiles to practice identifying the intersectionality of each person.
- 10 minutes: Students will identify their intersectionality
- 5 minutes: Exit ticket - What makes you intersectional?

**Day 1 is foundational to move into LGBTQ+ experiences in China.

Day 2: 90 minutes - Exploring OutChina <https://www.chinalgbt.org/>

- 10-15 minutes Warm-up:
 - Recall the terms from last class
 - Build empathy with small group discussion- what might it feel like to have to conceal a central part of your identity?
 - What is sexual orientation?
- 30 minutes: Students will watch [Introduction to China's LGBT in 4 minutes](#)
 - Students will answer the following questions and discuss as a class.
 - 1) What is the population of China?
 - 2) What percentage of Chinese people are estimated to be LGBT?
 - 3) true/false: China has a long history of same-sex partners?
 - 4) What does breaking the sleeve mean? Why?
 - 5) Why is there a “don’t ask, don’t tell” culture in China?
 - 6) What year was homosexuality decriminalized?
 - 7) What is the practice of Xing Hun?
- 45 minutes: Students will have time to explore one component of OutChina’s stories section <https://www.chinalgbt.org/story> and take notes on what they learned, and what stories stood out.

- Options:
 - People
 - HovERing
 - Explainer
 - Vlog

Day 3: 90 minutes - Jigsaw

- 10 minutes: Warm-up
 - To recall the last class, students will open their notetake from last class and review the stories they read last class. Students will select one voice that resonated with them.
- 30 minutes: In small groups, with a notetaker, students will do a jigsaw. They will share the story that stood out most to them and why.
- 30 minutes: Students will then spend another 30 minutes exploring a new component <https://www.chinalgbt.org/story> that a partner shared.
- Exit Ticket:
 - Reflect on what you learned during this lesson; what stood out to you or surprised you the most? Why?

Assessing Student Achievement:

Students' understanding will be assessed through both formative and summative assessments. Discussion will be an important tool for assessment, but the main ideas I want to ensure student gain is through the reflective assignment at the end of Day 3. Following this series of lessons, I plan to continue to discuss gender and sexuality and the Hanbok / Hanfu debate.