

Title of Lesson: <u>Resisting Linguistic Discrimination</u> Language Skills and Strategies in focus: Listening, Reading, Comprehension, and Pronunciation Skills	
Age & Level: Teenager/High School Age; B2-C2 (per CEFR levels)	
Length of Lesson: 90 minutes	
Materials Needed: <ul style="list-style-type: none"> • Laptop/Video projector to play video • Slide Deck (optional), (Appendix D) • Printer access for handouts • Handouts: <ul style="list-style-type: none"> • Vocabulary sheet and Crossword Puzzle (Appendix A) • AEIOU Wrap-up/Reflection handout (Appendix B) • Printable version of article (Appendix C) • <i>Students should have writing utensils</i> <p><i>*Note: Extra materials (pronunciation videos, TedTalk, Britannica Title VII article) are listed under Lesson 3 on Teacher Tools page.</i></p>	
Learning Objectives	1. SWBAT <i>recognize</i> what Title VII of the Civil Rights Act is and <i>identify</i> the benefits.
	2. SWBAT <i>demonstrate and practice</i> pronunciation skills through the use of IPA (International Phonetic Alphabet).
	3. SWBAT <i>interpret</i> vocabulary words based on their phonetic sounds singularly and within the whole word.
	4. SWBAT <i>arrange</i> a poster to showcase what other areas within linguistic discrimination they would like to see specifically targeted by legislation.
	5. SWBAT <i>share</i> their learnings, findings, thoughts, emotions, etc. on the lesson as a whole.
PROCEDURES:	

<p>Warm Up <u>Time: 5-10</u> <u>minutes</u></p>	<p>Activity: Title VII Video Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. Start class by going over and/or discussing the homework from the last class period (Lesson Plan 2) 2. “Today we will be discussing Title VII, a piece of legislature that protects against linguistic discrimination, and more, in the workplace. After we watch the video, we will have a vocabulary activity involving some terms from the video. We will also read an article about someone’s personal experience with linguistic discrimination.” 3. Pass out the vocabulary list handouts for students to look at while video plays. 4. Before playing the video, read through the vocabulary list with the students. Go around the room and have each student say a term and its corresponding definition. Then, have everyone repeat the word. 5. Play the Title VII video → Title VII of the Civil Rights Act of 1964 	<p>LO #s targeted 1</p>
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<p>Pronunciation and Vocabulary</p> <p><u>Time: 25 minutes</u></p>	<p>Activity: Title VII Vocabulary Crossword</p> <p>Materials: Appendix A, Appendix E</p> <p>Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. After playing the video, use the following description to explain the crossword activity: 2. “We will now work on a crossword puzzle using the International Phonetic Alphabet to work on and practice pronunciation. All the sounds that you need are in the Sounds Menu near the bottom of the page. You can use the vocabulary list to help find the words for each clue, then write the words out based on their sounds. For example, to write the word “cat” using IPA I would write /kæt/.” (Write /kæt/ on the board or project it). 3. Tell students they have 10 (to 15) minutes to work on crossword before going over it as a class. 4. When going over crossword, call on students to 1) say the word they found for the corresponding answer, then 2) say how they spelled it (using the sounds menu). 5. *Teacher Answer Key is under Appendix E 	<p>LO #s targeted</p> <p>2, 3</p>
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<p>Reading <u>Time: 15</u> <u>minutes</u></p>	<p>Activity: “Embracing Bilingualism and Identity: A Chicana’s Journey of Linguistic Diversity and Self-Acceptance” Article Read</p> <p>Materials: Printable Version of Article under Appendix C</p> <p>Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. After finishing the vocabulary and pronunciation activities, now have the students first read this article - Embracing Bilingualism and Identity - alone. Give them about 5-7 minutes. 2. Explain that if they find any words they do not know or need clarification on to highlight or circle them. You will go over these words after the students have read the article. 3. After the students have read the article and any unknown words have been clarified, read the article as a class. Do this either by you reading the article aloud, or to further practice pronunciation, popcorn read or call on students to read. 	<p>LO #s targeted 3</p>
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<p>Application <u>Time: 30-45 minutes</u></p>	<p>Activity: Protest Poster Design Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. Introduction for protest design activity: “Now that we have read a firsthand account and learned about some legislation regarding linguistic discrimination, we will make posters regarding a made-up or potential piece of legislation or other aid that you would like to see in order to help limit/reduce this kind of discrimination. You can also make a poster surrounding a way(s) to overcome discrimination and/or gain confidence in their own identity for others that might be dealing with linguistic or accent discrimination.” 2. Optional: Students can choose to create a poster regarding a personal experience with linguistic discrimination and how they overcame it. 3. You can choose to either have students work independently, or in pairs. You can also ask what option the students would prefer. 4. After 25 minutes, check in. If students are done, start sharing. If students are not done, check in after another 10 minutes. Share after 35 minutes total, regardless of poster status. 	<p>LO #s targeted 4</p>
<p>Wrap Up and Reflection <u>Time: 5 minutes</u></p>	<p>Activity: Reflection Exit Ticket Steps & Teacher Directions:</p> <ol style="list-style-type: none"> 1. Now that students have learned about legislation that supports linguistic identities and have read a personal statement (article) surrounding the topic, they will fill out the AEIOU chart (Appendix B) to show what they learned. 	<p>LO #s targeted 5</p>

	2. This can either serve as solely a reflection sheet for the students, as an exit ticket, or a graded assignment.	
References: <ul style="list-style-type: none"> Feelings, F. (2023, August 28). Embracing Bilingualism and Identity: A Chicana's Journey of Linguistic Diversity and Self Acceptance [Review of <i>Embracing Bilingualism and Identity: A Chicana's Journey of Linguistic Diversity and Self Acceptance</i>]. <i>Medium</i>. https://medium.com/@fukkenfeelings/embracing-bilingualism-and-identity-a-chicanas-journey-of-linguistic-diversity-and-40e1fcb301b2 GreggU. (2019). Title VII of the Civil Rights Act. In <i>YouTube</i>. https://www.youtube.com/watch?v=jZpzxAkjppI 		

APPENDICES:

Appendix A: [Vocabulary Sheet and Crossword for Title VII Video](#)

Appendix B: [AEIOU Reflection Squares Handout](#)

Appendix C: [Print of Bilingualism and Identity Article](#)

Appendix D: [Slide Deck](#)

Appendix E: [Crossword Answer Key](#)