

CURRICULUM DEVELOPMENT WORKSHEET

Use this worksheet to brainstorm transgender inclusive lesson plans. Information in the parantheses provide some ideas and examples.

1. SUBJECT:
(e.g. California History, Early West, Stagecoach)

TRANSGENDER INCLUSION:
(ie. Charley Parkhurst)

2. RESOURCES AVAILABLE FOR EDUCATOR:
(e.g. California History: One Eyed Charlie The California Whip,
<http://ohiosyesterday.blogspot.com/2008/09/charley-darkey-parkhurst-pioneer.html>,
http://californialelegacy.org/radio_anthology/scripts/wheeler.html, http://en.wikipedia.org/wiki/Charley_Parkhurst,
<http://en.wikipedia.org/wiki/Stagecoach>)

FOR STUDENT: (e.g. Rough, Tough Charley)

3. MAIN CONCEPTS AND GOALS:
(e.g. link information about California History with learning to read, comprehension, etc...focus on development and impact of stagecoach era and associated life experience, including Charley Parkhurst. Learn basic understanding about gender and transgender terminology and definitions and that there have always been contributing transpeople in our communities.)

4. OBJECTIVES/STUDENTS WILL:
(e.g. Students will begin to understand California history, that jobs are not gendered and that transgender ancestors have contributed to our world. They will also begin to understand the fundamentals of multiple gender expression, its terminology and definitions.)

5. OVERALL TIME ALLOTMENT/SPECIFIC ACTIVITY TIME/MATERIALS:
(e.g. week for overall allotment/45-50 mins per activity/books, Charley handout with pens, stagecoach self portrait needs color paper, yarn, glue and pens and oil pastels.)

6. ACTIVITY #1:
(e.g. Introduce California stagecoach history through books and other resources: reading with questions and exploration after to engage basic comprehension, students write 3 things that caught their attention about information, look at stagecoach images, possibly draw on board and explore what it would take to drive one and how different it is from what we currently drive, etc...)

CURRICULUM DEVELOPMENT WORKSHEET CONTINUED

- 7. ACTIVITY #2:**
(e.g. Students do self portrait as a stagecoach driver. Classroom exploration about what life was like to do this job. Include questions like: Is this a “boy” job or a “girl” job? What sort of characteristics would one need to do this job? Who thinks they would be good at it? and why? What would be easy about this job? What would be hard? Etc...focus on dismantling limitations, gender stereotypes, finding strengths and resources within each student to relate to this job.)

- 8. ACTIVITY #3:**
(e.g. Students read Rough Tough Charley. Introduce the concepts of gender and transgender.. Explore what Charley’s life must have been like as a stagecoach driver and a transperson. Color image of Charley and do a brief report on book including the 3 interesting points from first day.)

- 9. FOLLOW UP AWARENESS:**

Were goals met?

What were the rough spots?

What could contribute to the lesson being more fun, interesting, expansive?

What was the most fun?

Are there different ways to engage with this material next year?

Did I feel confident engaging the material?

How can I be more inclusive in other subjects?