



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

Julian Is a Mermaid - SELF Intersectional & Comparative Ethnic Studies

Time: 126 minutes

Grade Level: 3-6

Purpose (What will students learn from this lesson?):

The purpose of this lesson is to explore the intersectionality of language, race and gender as situated in the beautiful story of Julián and his abuela. Further, the second objective is to encourage students to accept the many ways in which we express our gender. Finally, the desired outcome is to affirm the gender identity of our students.

Unit Enduring Understandings Alignment:

- We understand our racialized selves, the complexities, the intersectionality and beauty associated with it.
- We understand that we are on a journey to decolonize ourselves as holistic human beings, through critical consciousness, radical hope and self-love.

Lesson Guiding Questions:

- What is intersectionality? How does it show up in our lives?
- How do we and our community affirm our intersectional identities (i.e. gender and race)?

Cultural Wealth (Yosso, p. 78):

- Students will recognize the importance of *aspirational capital* that Julián's abuela offers in maintaining their hopes and dreams for the future even in the face of barriers.
- Students will see examples of *familial capital* through the support of his abuela and welcoming community.

Ethnic Studies Principles Alignment:

- **#1:** Cultivate empathy, community actualization, cultural perpetuity, self-worth,

self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.

- **#7:** Conceptualize, imagine, and build new possibilities for post-imperial life that promotes *collective narratives of* transformative resistance, critical hope, and radical healing.¹

Standards Alignment:

- CCSS.ELA-LITERACY.CCRA.R.1
- CCSS.ELA-LITERACY.CCRA.R.3
- CCSS.ELA-LITERACY.CCRA.R.7

Materials:

<p><u>Julian is a Mermaid</u> by Jessica Love</p>	<p>Chart paper Markers Computer and projector (to watch video of read aloud)</p>
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Modifications, Accommodations, Resources for Multilingual Students :

<p>Use the slide deck to preview vocabulary offering examples of the key terms.</p> <p>Sentence frames are utilized to support language learners.</p> <p>Pair bilingual students with monolingual students to assist as peer translators.</p>	
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Critical Vocabulary:

<p>CRITICAL VOCABULARY</p>	<p>Definition and Rationale for choosing this word, phrase, or concept</p>	<p>Idea for pre-teaching or front-loading the concept.</p>
<p>Intersectionality</p>	<p>The parts of racialized identity that <i>intersect</i> with other parts of who we are. This helps shape our whole self.</p>	
<p>Gender Expression</p>	<p>The many ways we express our gender. Sometimes it is the clothes we choose to</p>	

¹ Tintiango-Cubales, Allyson. And Curammeng, Edward 2018. "Pedagogies of Resistance: Filipina/o Gestures of Rebellion" Against the Inheritance of American Schooling in Tracy Buenavist and Arshad Ali's (Eds.) Education At War: The Fight for Students of Color in America, pg. 233-238.

	wear; how we comb our hair; or how we paint our face.	
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C1: Cultural Ritual and/or Energizer

STEP	DESCRIPTION	TIME
Step 1 Slide 3	Land Acknowledgement	2 min
Step 2 Slide 4	Ancestor Acknowledgement	2 min
Step 3 Slide 5	Use the slidedeck to begin a Personal Reflection on Julian standing before the mirror <ul style="list-style-type: none"> • Who is Julián? • What do you see? 	5 mins
Step 5	Pair Share <ul style="list-style-type: none"> • Share your words with a partner. • What do your answers have in common? • How do they differ? 	10 minutes
Step 6	We are going to read Julian’s story and learn more about him. Let’s see how your responses compare to who he is in the story.	7 minutes

C2: Critical Concepts

STEP	DESCRIPTION	TIME
Step 7 Slide 6	Pre Reading: Intersectionality Student popcorn read the definition: The parts of racialized identity that <i>intersects</i> with other parts of who are. This helps shape our whole self. <ul style="list-style-type: none"> • In this book Julián’s intersectionality includes race, gender, and language. • Let’s see if you can name them. 	10 mins
Step 8 Slide 7	Have you ever wondered... <ul style="list-style-type: none"> • Girls are portrayed as weak, when they are strong. Boys are supposed to be strong, when sometimes they want to cry. • Boys are supposed to like trucks and playing baseball, when maybe they like dolls and dancing. Girls are supposed to like playing house, when maybe they like pretending to be construction workers. 	5 minutes

Step 9 Slide 8	<ul style="list-style-type: none"> Girls are supposed to wear pink frilling flowered clothing, when maybe they like wearing red, black and blue baseball caps. Boys are supposed to like basketball jerseys, when maybe they like bright violet shirts. <p>These are all traditional rules of gender expression.</p>	
	<p>Pre Reading</p> <p>Have student popcorn read the definition. The many ways we express our gender. Sometimes it is the clothes we choose to wear; how we comb our hair; or how we paint our face.</p> <ul style="list-style-type: none"> Sometimes, we get to choose. Sometimes, others choose for us. Let's see if you can describe how the term applies in this story. 	10 mins
Step 10 Slide 9	<p>Pre Reading</p> <p>In our lives there are always people who support us unconditionally. They are there for us in good times and in bad times.</p> <ul style="list-style-type: none"> Who is that for you? Is there more than one person? <p>Julián had people, too. Listen and watch Julián's people and prepare to discuss the following questions, once the story has concluded.</p> <ul style="list-style-type: none"> Who are they? What do they mean to Julián? What do they give Julián? Where do abuela and the mermaids take Julián? 	10 min
Step 11 Slide 10	<p>Julián is a Mermaid</p> <ul style="list-style-type: none"> Read Play the video (Video 1 or Video 2) Review Pre-reading questions 	20 mins

**C3: Community Collaboration
and/or Critical Cultural Production**

STEP	DESCRIPTION	TIME
Step 11 Slide 11	<p>Pair Share/Small Groups/Chart/Share</p> <ul style="list-style-type: none"> Who remembers what intersectionality and gender expression mean? In your small groups discuss and chart <ul style="list-style-type: none"> What is Julian's intersectionality? How does it show up? <ul style="list-style-type: none"> Abuela Mermaid 	30 mins

	<ul style="list-style-type: none"> ▪ Julian ▪ The Neighborhood. <ul style="list-style-type: none"> ● How does Julian demonstrate Gender Expression? ● Do you ever feel like you are forced to act a certain way because of your gender? How does that feel? ● How can we work together so that everyone can freely express their identities? 	
Step 12 Slide 1`	<p>Our Pledge</p> <p>Have Students complete the following sentence frame:</p> <p>Julián’s intersectionality is _____, _____ and _____ . We know this, because _____.</p> <p>He freely expresses his gender identity by _____ and becoming a mermaid. His abuela affirms his gender expression by _____.</p> <p>We believe that we can work together to create a world that will affirm and support gender expression by _____</p>	15 mins

C4: Conclusive Dialogue/Critical Circular Exchange

Step 13	<p>Post and Gallery Walk</p> <ul style="list-style-type: none"> ● The Close Sentence of all groups.
Step 14	<p>Affirming Intersectionality Community Agreements from the sentence:</p> <p>We believe that we can work together to create a better world that will affirm and support gender expression and intersectionality by _____</p>

<p>RESOURCES AND NOTES</p> <ul style="list-style-type: none"> ● Resources <p>Julián is a Mermaid read-aloud videos: (Video 1 or Video 2)</p> <ul style="list-style-type: none"> ● Notes ● Worksheets and Handouts:
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