**Intercultural Literature 2020 – C. Valverde**

The following is ICL’s classwork for the dates of March 17-20, 2020.

**Instructions**: I hope you are doing well. I would like to ask that you all adhere to the following instructions on how to submit work. The following assignments are to be turned in to me all at once in a single Google Doc shared with me at carlosvalverde@ccusd.org. I do not want multiple documents shared, please make sure they are all title appropriately and nicely organized in multiple pages of a single document by **Friday, March 20, 2020** by 2:00 pm. If hyperlinks do not work, please copy and paste them into a new tab URL window.

**Past Work:** Please continue to study the LGBTQ Terms list provided to you last week. The 25 point quiz will be taken upon returning. Also, please make the best effort to view and finish watching *Milk*. It is available for rent on Amazon Prime for $3.99. It is also available in Google Play and iTunes. If you are unable to rent it before 3/20, the assignment will be due when you return in April (I have DVD copies to borrow). If you are able to watch, please complete the Milk Quotes Assignment in the same document with this week’s work. Don’t forget your Research Papers are due on **Monday, April 6, 2020** by 2pm (regardless of whether we are back or not).

**Office Hours:** I will be checking my email each day this week between 11am-1pm if you have any questions.

**TUESDAY, March 17, 2020**

***Film Analysis:*** Trevor is a 1994 American short film directed by Peggy Rajski, produced by Randy Stone and Peggy Rajski, and written by James Lecesne. Set in 1981, the film follows what happens to 13-year-old Trevor, a Diana Ross fan, when his crush on a schoolmate named Pinky Faraday gets discovered. Watch the film short Trevor and review the Facts About Suicide (links provided).

Trevor

<https://www.youtube.com/watch?v=CO5uKgTETSI>

Facts About Suicide

<https://www.thetrevorproject.org/resources/preventing-suicide/facts-about-suicide/>

**READ**: Did you know that lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth face a disproportionately high risk of suicide? Studies show that LGB young people are actually 4 times as likely to attempt suicide as their straight peers; and questioning youth are 3 times as likely. Among transgender people, 41% of survey respondents reported attempting suicide (Grant et al., 2011, p. 2). So, what’s going on? For LGBTQ youth, this elevated risk is not due to who they are attracted to or their being a gender non-conforming young person. In fact, for most, their risk is increased by the environment around them. Research overwhelmingly shows that the way youth are treated in their homes, schools and communities, and the level of support they have in their life, can contribute to their risk for suicide. For example, youth who come from highly rejecting families are 8 times more likely to attempt suicide than youth who come from supportive families (Ryan, 2009, p.5).

**Write a ½ page response to the following question**: In light of the statistics provided, how effective is the film Trevor in introducing the problem of youth suicide among teens? Provide a well-organized, detailed response.

**Wednesday, March 18, 2020**

Please review the PowerPoint*Sexual Identity Intro 2020*. The PPT will help clarify several important terms on your LGBTQ Terminology Quiz.

**Assignment**: Watch the short film *Sexual Orientation: A Spectrum of Attraction* <https://www.youtube.com/watch?v=IaDn_U8JRMM>. In your own words, explain what it means to describe sexuality as a spectrum (1 paragraph; 4-6 sentences).

**Thursday, March 19, 2020**

Read the short story, *The Secret of Life, According to Aunt Gladys* by Bruce Coville (located on my website under *Readings* under *Sexism, Sexuality, and Gender Unit*).

Respond to the *The Secret of Life, According to Aunt Gladys* quotes assignment.

**Friday, March 20, 2020**

**Please read and think about the following questions:**

● How do you define female and male?

● What is your understanding of the difference between sex and gender?

● Can you recall when you first knew you were a boy/girl? When did you begin noticing others were boys/girls?

● What rules or expectations does society set for boys and girls? Men and women? How have you reacted when you’ve encountered people whom you didn’t think met those expectations?

● How do societal expectations for your gender align with your own self-identity? How do they not?

● Are there any societal expectations that conflict with your view of yourself?

**Watch the documentary *Growing Up Trans* (link provided)**

<https://www.pbs.org/video/frontline-growing-up-trans/>

**After viewing the film, please read and think about the following questions:**

● What are my school’s anti-bullying policies and my own responsibilities as a staff member?

● How can I find out if my state has specific laws in place, and how does my school comply with those laws (e.g., bullying, anti-discrimination, etc.)?

● How can I prepare myself for moments when students or parents ask potentially uncomfortable questions regarding gender?

● Would a transgender student encounter anything in my classroom that would make them feel safe and welcomed, or unsafe and unwelcomed?

● What routine classroom practices can I incorporate that would make a gender nonconforming or transgender student feel safe?

● How can I intervene if I hear students making negative comments about someone's gender identity or expression?

● What new understandings and questions do I have after watching and reflecting on these videos?

Write a **½ page reflection** on your thoughts about the documentary. Include anything that may have learned and/or surprised you. Explain.

**Assignment Checklist to be submitted all at once in a single Google Doc shared with me at** **carlosvalverde@ccusd.org****:**

 Milk Quotes Assignment (if completed)

 Trevor: ½ page response

 Sexuality as a Spectrum: paragraph

 *The Secret of Life, According to Aunt Gladys*: quotes assignment

 Growing Up Trans: ½ page reflection

Be sure to list the assignments in this exact order in your Google Doc; please title each assignment appropriately.

In case you’re interested, here’s an interesting read:

These States Require Schools to Teach LGBT History

Illinois is the latest state to expand its definition of American history.

<https://www.usnews.com/news/best-states/articles/2019-08-14/states-that-require-schools-to-teach-lgbt-history>