

<b>LESSON PLAN: BIG IDEA THREE LISS PLATT</b>	
<b>GRADE LEVEL</b>	Grade 6
<b>LENGTH OF LESSON</b>	~45 - 60 minutes
<b>STUDENTS' IDENTITIES &amp; BACKGROUND</b>	Include a description of students' identities as a Grade 6 class (including their cultural identities)
<b>LEARNING GOALS</b>	<p>With this lesson plan, you can engage in the curriculum's Big Idea: "Exploring and sharing multiple perspectives extends our thinking."</p> <p>Connect with the curricular competency to <b>comprehend and connect</b> (reading, listening, viewing)</p> <ul style="list-style-type: none"> <li>• Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages</li> <li>• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</li> <li>• Construct meaningful personal connections between self, text, and world</li> <li>• Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</li> </ul> <p><b>create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking</li> </ul> <p><b>curricular content</b></p> <ul style="list-style-type: none"> <li>• Story/text techniques of persuasion</li> </ul>

	<ul style="list-style-type: none"> <li>Strategies and Processes oral language strategies, metacognitive strategies</li> </ul>
<p><b>LAYERED TEXTS/RESOURCES</b>          *Teachers please make sure to pre-watch the videos prior to showing them in your class.</p>	
<p><b>VIDEOS</b></p> <p>Liss Platt - On the Personal Narratives in Her Work (1/9) (1:02 minutes)  <a href="https://www.youtube.com/watch?v=Fvy_OLFI1Eo">https://www.youtube.com/watch?v=Fvy_OLFI1Eo</a></p> <p>Liss Platt - On Parody, Humour and Camp (2/9) (0:59 minutes)  <a href="https://www.youtube.com/watch?v=H2ifG3RtbwQ">https://www.youtube.com/watch?v=H2ifG3RtbwQ</a></p> <p>Liss Platt - On Sexual Identities (3/9) (1:21 minutes)  <a href="https://www.youtube.com/watch?v=HtfGcO4XEQ8">https://www.youtube.com/watch?v=HtfGcO4XEQ8</a></p> <p>Liss Platt: Artist's Talk (Watch from 4:25-7:18)  <a href="https://www.youtube.com/watch?v=RvuZTrMIXgY">https://www.youtube.com/watch?v=RvuZTrMIXgY</a></p>	<p><b>RESOURCES</b></p> <p>About Liss Platt:  <a href="http://lissplatt.ca/writing/about/">http://lissplatt.ca/writing/about/</a></p> <p>Images:  <i>Comfort</i>  <a href="http://lissplatt.ca/artwork/photography/comfort/">http://lissplatt.ca/artwork/photography/comfort/</a></p> <p>About the series <i>Comfort</i>:          As is the case in much of my work, my personal experience is used as a point of departure. When I am seeking comfort, I gravitate towards structure (routine, pattern, familiarity, balance) and candy/sweets. Intrigued by the contrast between these two ways of comforting myself, I conceived a series of images that would speak to this tension.</p> <p>I started by creating highly patterned and structured compositions out of candy (regular, geometric-shaped candies I associate with my childhood – nostalgia is also comforting – such as Lifesavers, Necco wafers, Pez, Licorice twists) and photographing them, relatively close up. The colored patterns and grid structure created by the arrangement of candies, as well as the scale of the prints, invoke Minimalist painting and Op art. For quite some time, my work has functioned in dialogue with artistic traditions that I reference and rework. My interest here is to re-invest these visual approaches with social and cultural meanings that extend beyond the frame of abstraction.</p> <p>Finding comfort in candy and finding comfort in structure do not have the same resonance in our culture. Turning to candy for comfort implies indulgence and weakness, whereas turning to</p>

	<p>structure implies restraint, power, control. These associations, I would argue, are highly gendered. By presenting these two very different comforts within the same context, I attempt to forefront the contrasting values associated with each.</p>
<p><b>VOCABULARY &amp; CONCEPTS</b></p>	<p>Gender identity Sexual identity Different perspectives Representation</p>
<p><b>STUDENT SPARK</b></p>	<p>Show Liss Platt - On the Personal Narratives in Her Work (1/9) (1:02 minutes) <a href="https://www.youtube.com/watch?v=Fvy_OLFI1Eo">https://www.youtube.com/watch?v=Fvy_OLFI1Eo</a></p> <p>and</p> <p>Liss Platt - On Parody, Humour and Camp (2/9) (0:59 minutes) <a href="https://www.youtube.com/watch?v=H2ifG3RtbwQ">https://www.youtube.com/watch?v=H2ifG3RtbwQ</a></p> <p>and</p> <p>Liss Platt - On Sexual Identities (3/9) (1:21 minutes) <a href="https://www.youtube.com/watch?v=HtfGcO4XEQ8">https://www.youtube.com/watch?v=HtfGcO4XEQ8</a></p> <p>and</p> <p>Liss Platt: Artist's Talk (Watch from 4:25-7:18) <a href="https://www.youtube.com/watch?v=RvuZTrMIXgY">https://www.youtube.com/watch?v=RvuZTrMIXgY</a></p> <p>And examine the photographs in the series <i>Comfort</i>: <a href="http://lissplatt.ca/artwork/photography/comfort/">http://lissplatt.ca/artwork/photography/comfort/</a></p>
<p><b>BODY OF LESSON</b></p>	<p>Introduce Liss Platt</p> <ul style="list-style-type: none"> <li>• Liss Platt is a media and visual artist</li> <li>• Through a combination of personal narrative, critical analysis, gender politics, and strategies of appropriation, her work often examines how various representations and discourses shape our</li> </ul>

	<p>understanding of ourselves within the world.</p> <ul style="list-style-type: none"> <li>• Liss Platt is queer, and identifies as a lesbian</li> </ul> <p>Examine and discuss some of the images from Platt's series <i>Comfort</i>  <a href="http://lissplatt.ca/artwork/photography/comfort/">http://lissplatt.ca/artwork/photography/comfort/</a></p> <p>Watch Liss Platt: Artist's Talk (from 4:25-7:18)  <a href="https://www.youtube.com/watch?v=RvuZTrMIXgY">https://www.youtube.com/watch?v=RvuZTrMIXgY</a></p> <ul style="list-style-type: none"> <li>• She talks about how candy and structure give her comfort.</li> <li>• This sets the class up to listen to the following brief interviews with Liss Platt which go further in depth about her work and perspective.</li> </ul> <p>Next, watch Liss Platt - On the Personal Narratives in Her Work (1/9) (1:02 minutes)  <a href="https://www.youtube.com/watch?v=Fvy_OLFI1Eo">https://www.youtube.com/watch?v=Fvy_OLFI1Eo</a></p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> <li>• Liss Platt says her work is very much about her personal experiences and stories (or narratives). How does talking about and looking at art about her personal perspectives extend our thinking about the world?</li> <li>• She says she hopes to try to give people an opportunity to reflect on their own personal stories, and help people understand themselves, the world, and representation. Thinking about Platt's <i>Comfort</i> series of work: what do you find comfort in? Does this connect to your own gender identity?</li> </ul> <p>Next, watch Liss Platt - On Parody, Humour and Camp (2/9) (0:59 minutes)  <a href="https://www.youtube.com/watch?v=H2ifG3RtbwQ">https://www.youtube.com/watch?v=H2ifG3RtbwQ</a></p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> <li>• Liss Platt talks about how using humour and parody in her work helps with</li> </ul>
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	<p>accessibility; it helps people “ask questions” and engage with topics like “Butch identity and queerness”, something that some people might not otherwise want to talk about.</p> <ul style="list-style-type: none"> <li>• What do you think about this approach to opening dialogue in her work? Do you think humour and parody, looking at big patterned images of candy, helped you have a dialogue about gender identity? The limitations and restrictions of gendered ways of finding comfort?</li> </ul> <p>Finally, watch Liss Platt - On Sexual Identities (3/9) (1:21 minutes)  <a href="https://www.youtube.com/watch?v=HtfGcO4XEQ8">https://www.youtube.com/watch?v=HtfGcO4XEQ8</a></p> <p>Reflection Questions:</p> <ul style="list-style-type: none"> <li>• Liss Platt talks about how there are not many representations of queer women in the media, and that “As a dyke moving through the world, a lot of my personal experience has been about my gender identity being a butch, being a woman, being a lesbian, and that certainly is about how my world is constructed and how I understand myself in the world.”</li> <li>• Liss Platt shares her perspective in her art and interviews. Her perspective may be different from your own, and she allows us to explore her perspective in her art.</li> <li>• Had you ever considered how someone finding comfort in candy AND structure could run up against dominant cultural norms and expectations of gender identity? And how that might make that person feel?</li> </ul>
<p><b>UNIVERSAL DESIGN FOR LEARNING</b></p>	<p><b>Engagement</b>          Provide video transcripts/verbal &amp; written instructions/ American Sign Language/closed captions for video clips</p> <p>Provide options to partner activity - groups of 3 or partnering with a Peer Tutor, Educational Assistant (EA) or teacher/ written response on personal whiteboard/ online platform for</p>

	<p>participation - discussion board (eg Padlet) video recording (eg. Flipgrid - has multiple options for input) audio recording (eg. Vocaroo).</p> <p><b>Representation</b> Provide options for verbal/written/scribed participation in ChalkTalk</p> <p><b>Action &amp; Expression</b> Provide options for 3-2-1 written assignment - speech to text technologies/partner or EA scribe/ online platform (eg. Padlet or Jamboard)/ verbal response live or recorded in online platform (eg. Flipgrid or Vocaroo).</p>
<b>CLOSURE</b>	<b>3-2-1 Exit Slip</b> see the multimodal tools below for more resources and information
<b>ASSESSMENT</b>	<p><b>3-2-1 Exit Slip</b> - is the formative assessment. Students should complete the slip during class time and post the slip to a classboard. Option: students can post their questions on a sticky note to make a parking lot of questions to address in the next classes.</p> <p><b>Dialogue</b> - a formative assessment piece from conversations students are engaging in during class time.</p>

**MULTIMODAL TOOLS**

<p><a href="#"><u>CHALK TALK</u></a></p> <p><a href="#"><u>3-2-1 PROMPT</u></a></p>	<p>A chalk talk is a routine that encourages students to consider ideas, questions and problems by silently responding their contributions. Press the button for more information.</p> <p>The 3-2-1 response helps students structure their responses to a lesson by asking them 3 things they know from the lesson, 2 things they want to learn, and 1 question they still have. Select the button to learn more about this resource.</p>
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