

### **Teacher's Guide: Roger Casement and Sexual Orientation**

The general learning aims of this teaching unit are designed with the intention that the students will know more about Roger Casement's life and his (alleged) sexual orientation. In addition, this topic will be the starting point to talk about issues that the queer community faces in today's society. The students will, thus, be able to address issues of the queer community, problems that Roger Casement faced due to his sexuality and they will also be able to compare Casement's problems with the ones in today's society. Within this topic, the students will learn to reflect on text material that they have no information or context on, be able to discuss their ideas and thoughts in class and do research on this issue and present their findings to the class. Additionally, they will be able to use conditionals and to identify the correct definition of vocabulary and use it correctly. The teaching unit will enhance the students' key skills of listening, speaking, reading and writing, all of this within the topic of sexual orientation. Due to the fact that the topic of sexual orientation is recently discussed in the media and is an important part of the students' lives, the teaching unit presents a good opportunity to discuss a theme of interest and will keep the students motivated to learn more. They will be able to reflect on issues of the queer community and sexual orientation in general and can also see the changes in this topic over the years from Casement until today.

The material contained in the appendix is separated into five tasks. The first one, the core task, can be seen as starting point and as central for the whole learning unit. Due to the fact that it introduces the topic of Roger Casement and his sexuality, and in general the topic of sexual orientation, it is recommended to use the core task as introduction into the topic. If the teacher would like to do all the tasks with their students, it is even vital to start with this task, as the students should not yet know that the tasks concern Roger Casement and his sexuality. Nevertheless, all the tasks can be done separately. If the teacher does not want to do the core task, it would be helpful to give the students a short introduction to Roger Casement and the discussion about his sexual orientation. This is due to the fact that, even for example in the grammar task, the contents of the tasks are chosen with the assumption that the class will have some knowledge about Roger Casement. This would be especially important for task 3, as Roger Casement is a central figure for the poem.

If the teacher wants to spend more time on the topic of Roger Casement and sexual orientation, they can do all the tasks with their students. It would then be recommended that the core task is done first, afterwards task 2 and 3. Task 4 and 5 can be done in the end or between the other tasks. If the teacher wants to spend less time on the teaching unit, it would be best to leave out task 2, as this is designed for a more in-depth examination of the topic. Otherwise, as mentioned above, the tasks can also be done separately or combined in many different ways when a short introduction to Casement is given by the teacher.

Furthermore, tasks 4 and 5 can also be given as practice or homework tasks, as they are more of a repetition and are not really introducing a new topic. Additionally, these two tasks have solutions attached in the appendix. This means that the students can also individually practice with this material and the teacher does not need to spend time on these tasks with the class.

Attached to this document the teacher can find the references used throughout the appendix and the appendix itself, which has worksheets for all five tasks and for each task a cover sheet with explanations, learning goals and information on the sources and the approach on how to possibly work with the material. Also, tasks 4 and 5 have solutions attached.

### **References of the Appendix:**

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