

**How the Civil Rights Movement is  
Taught in Norwegian Lower  
Secondary School**

CHRISTIAN AAMODT BÅRNES

**SUPERVISOR**

Erik Mustad

**University of Agder, 2023**

Faculty of Humanities and Education

Department of Foreign Languages and Translation

**Abstract**

This paper explores how the topic of the Civil Rights Movement is taught in Norwegian lower secondary schools in the English subject. The study aimed to investigate how teachers plan, teach, and assess the topic and how they utilize teaching methods and tools. The English and core curricula were also central in this paper, as they govern what teachers must teach their students. Semi-structured interviews with three English teachers and two textbooks were conducted to gather data for the project. The results showed that all three teachers used current events and news to teach the topic. They planned their lessons with colleagues and assessed the students' oral skills after working on the topic. Furthermore, all teachers used parts of the textbook to teach the topic. The focus of the teaching seemed to be more on the content and not on language. The study's small sample size makes it hard to generalize from the findings.

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## 1: Introduction

The Civil Rights Movement is still a highly relevant topic in today's society, as seen by the Black Lives Matter demonstrations in 2020 and continuing police shootings and poverty rates among African Americans in the US. Millions of people were out in the streets demonstrating, with even more online. English teachers in Norwegian schools are essential in preparing students to participate in Norway's multicultural society in a growing globally connected online world. Because of the growth of social media, students in Norway get firsthand experience meeting other cultures. Perhaps especially American culture, as American movies, series, and influencers tend to dominate these platforms. Students have to be able to meet American culture with an understanding of the country's past and the struggles that African American continue to face. Therefore, teachers must examine their choices in planning, teaching, and assessing the topic of the Civil Rights Movement and enable students to learn from the movement's history in a manner that will help them become aware of the relevance that the topic has today, prepare them for the intercultural meeting with other cultures, and gain insight into American history and culture.

Norwegian English teachers must consider the curriculum when planning their English lessons. The curriculum has two main parts: the subject and the core curricula. The subject curriculum specifies competence aims which the students are to learn after finishing their education, for example: "explore and describe ways of living, ways of thinking, communication patterns and diversity in the English-speaking world" (Ministry of Education and Research, 2020a, p. 9.) The core curriculum contains many core things, including interdisciplinary topics that should be present in all subjects, like the interdisciplinary topic of "democracy and citizenship." Teachers must consider these curricula when planning their teaching, as they govern what competence aims and values the students are to learn before finishing their education. The theoretical framework chapter will explain how the topic of the Civil Rights Movement fits within these curricula.

### 1.1 The Research Questions, Scope, and Aims

For this thesis, I have formulated two research questions that will guide the research:

*RQ: How is the topic of the Civil Rights Movement taught in Norwegian lower secondary schools, specifically in the English subject?*

*RQ: How do English teachers use English textbooks while teaching the Civil Rights Movement?*

The main aim of this thesis is to examine how the topic of the Civil Rights Movement is taught in Norwegian classrooms. Several aspects of teaching will be examined in this paper. Firstly, the thesis will examine teachers' choices when planning and assessing the topic. Secondly, it will examine teachers' use of tools and teaching methods when teaching the topic. The paper will also investigate how teachers relate their lessons to the curriculum (LK20). The English curricula will also be central, as it governs what the teachers must teach their students. Investigating how the teachers use the textbooks will also be essential to understand how the topic is taught, as many teachers rely on the textbook when teaching (Bachmann, 2004; Pinar, 1995; Stuvland, 2016). This thesis will not try to find or evaluate the best way of teaching the topic of the Civil Rights Movement in Norwegian classrooms, as this would be too time-consuming with the time at hand for the project. There is probably a plethora of ways this topic is taught in Norwegian schools. This thesis will attempt to find similarities between the teachers interviewed to see if there are trends in how the topic is taught.

## 1.2 Method and Materials

To collect data for this study, I will conduct semi-structured interviews with three English teachers in lower secondary schools and analyze two English textbooks. The primary source of information is the interviews, as this information is the most vital to answer the paper's research questions. Conducting semi-structured interviews is a natural choice, as it will give me explanatory insight into why the teachers make their choices, which is essential to know how the topic of the Civil Rights Movement is taught in the English subject and why it is taught the way it is. During the interviews, the teachers will be asked questions like "How do you use the English textbook in lessons?" and "How do you think the English textbook depicts the topic of the Civil Rights Movement?".

Since most teachers use parts of the textbook or even base their entire lesson plan on textbooks, it is beneficial to analyze textbooks to see what they contain and therefore get to know what type of information is taught in Norwegian classrooms. Given the time available for this

project, only three teachers will be interviewed, and two textbooks will be analyzed. It might have been beneficial for the study's validity to increase the number of participants and documents interviewed/analyzed had there been more time to conduct the project.

### 1.3 The Thesis' Structure and Layout

The second chapter of the thesis will contain a theoretical framework, where I will present relevant literature for the project, previous research on the topic, and examine gaps in the research. The third part of the thesis will be the methodology chapter which will examine the two research methods chosen, interviews with selected teachers, and textbook analysis, and explain why these were seen as most beneficial to answering the research questions. The next part of the thesis will examine the results from the interviews and the textbooks by comparing and presenting the results and analysis. The discussion chapter will discuss the findings from the study in relation to the literature reviewed and the thesis' research questions. The discussion will focus on key findings from the data collected, namely planning, current events and news, didactics, the English textbook, and assessment. Lastly, the concluding chapter will summarize the project, attempt to answer the research questions based on the discussion chapter and suggest areas for further research.



## 2: Theoretical framework

This chapter will look at the theoretical background for the thesis and synthesize the existing literature in relation to my research aims- and questions. The chapter will investigate previous research on how the topic of the Civil Rights Movement can be and is taught in Norwegian lower secondary classrooms, as well as Content and Language-Integrated Learning (CLIL). CLIL can be defined as a learning method where students learn a subject (for example, history) in a target language (for example, English), with the content being the focus of the learning, not the language.

The first section of the chapter will look at the English subject and core curriculum and how teaching the Civil Rights Movement is embedded within these. The second section will look at didactics such as CLIL and Krashen's language-acquisition hypothesis., followed by a section on previous research and whether there are gaps in the research on this particular topic.

### 2.1 The English Subject Curriculum

The Norwegian curriculum was recently changed in 2020 and will be fully implemented in 2023. Teachers in Norwegian schools should use the curriculum to plan and structure their lessons because it contains the mandate of the very things that the students are to learn in school. The curriculum governs what teachers should teach the students in Norway. It is, therefore, vital to examine the curriculum to gain a deeper understanding of how and why teachers make their choices. As Bakken puts it: "Norwegian English teachers enjoy substantial freedom in choosing texts for classroom use, provided they meet the competence aims of the national subject curriculum" (Bakken, 2017, p. 105).

#### 2.1.1 The English Competence Aims

The competence aims to mandate what competence the students should have after various years of their education. In the competence aims for the English subject, no specific competence aims to mention the topic of the Civil Rights Movement by name. However, this is the case for most topics covered in Norwegian classrooms and English textbooks. The only topic mentioned explicitly is indigenous peoples in the English-speaking world. This does not mean that no other

topics than indigenous peoples should be taught in the English subject, but instead that teachers are more or less free to choose which topics they wish to include in their lessons. However, they must consider the competence aims and ensure that the students gain the competence written in the curriculum. There is, however, one competence aim that can be linked to the topic of the Civil Rights Movement and hence used in teaching the topic:

The pupil is expected to be able to (LK20 competence aims ENG01-04):

- Explore and describe ways of living, ways of thinking, communication patterns, and diversity in the English-speaking world (Ministry of Education and Research, 2020a, p. 9).

The Civil Rights Movement is a topic that students should learn about to be able to explore and describe ways of living and thinking in the English-speaking world. This way, they will better understand the world around them and will be able to better understand the people from these countries with different ways of living. Students should learn about the Civil Rights Movement and its prominent figures to explore diversity in the English-speaking world. This will give them a better understanding of the multicultural global community that Norwegians are part of.

### 2.1.2 The Core Curriculum

“The core curriculum of the curriculum elaborates on the core values in the objective clause in the Education Act and the overriding principles for primary and secondary education and training.” (Ministry of Education and Research, 2020b, p.1). As seen from this citation, the core curriculum contains overruling principles for primary and secondary education, and its values should influence teachers when they structure their lesson plans.

Under the core values of the education section of the core curriculum, under the “Identity and cultural diversity” section, it is stated that “School shall give pupils historical and cultural insight that will give them a good foundation in their lives and help each pupil to preserve and develop her or his identity in an inclusive and diverse environment.” (Ministry of Education and Research, 2020b, p. 5). Learning about the Civil Rights Movement in school will give the students both historical and cultural insight, which might enable them to develop their identities. Learning about prominent figures in the movement, such as Martin Luther King Jr., might help them see

themselves as individuals that can use their voices to change their surroundings via activism, dedication, and commitment.

The topic of the Civil Rights Movement is not explicitly mentioned in the core curriculum either. However, the interdisciplinary topic “Democracy and citizenship” clearly connects to the Civil Rights Movement.

### 2.1.3 The Interdisciplinary Topics

“In the English subject, the interdisciplinary topic of democracy and citizenship refers to helping the pupils to develop their understanding of the fact that the way they view the world is culture-dependent. By learning English, the pupils can experience different societies and cultures by communicating with others around the world, regardless of linguistic or cultural background. This can open for new ways to interpret the world and promote curiosity and engagement and help to prevent prejudices” (Ministry of Education and Research, 2020a, p. 3).

Learning about the struggles of African Americans in the US and their battle for fundamental civil rights might help the students promote engagement and, in turn, help prevent prejudices. Understanding the Civil Rights Movement and the issues of African Americans is vital in helping students understand the world they live in, where prejudice and racism are present, seen by the continuous struggles of African Americans today.

## 2.2 Didactics

This section of the chapter will look at didactics teachers might use to teach the topic of the Civil Rights Movement. The section will look at content and language-integrated learning (CLIL) as learning about the Civil Rights Movement is mainly done in the English subject in the Norwegian education. The section will also look at Krashen’s acquisition-learning hypothesis and research on the depiction of the movement in UK textbooks. At the end of the section, the paper will present American professor of history Hasan Kwame Jeffries’s opinions on how the

movement should be taught in school, as well as how teachers in Norway might plan a period of the topic.

### 2.2.1 Content and Language-Integrated Learning

Many English teachers in Norwegian classrooms teach foreign languages by combining content and language. For example, students might learn new words and become more fluent in English while discussing racism and the Black Lives Matter Movement. They not only learn words related to the subject, such as segregation and prejudice, in other words, language but also about the content of the Black Lives Matter organization. This type of learning is called Content and Language-Integrated Learning (CLIL). It can be defined as activities where a foreign language is used for learning a non-language subject where language and subject have a combined role (Coyle, 2007, p. 545). CLIL is similar but must not be viewed as simply bilingual education – CLIL is content-driven, making it different from other language-learning strategies (Coyle et al., 2010).

Teaching students about the Civil Rights Movement in the English subject is a form of CLIL. The students get to learn about historical figures such as Rosa Parks and Martin Luther King Jr. and the protests and struggles of African Americans in the US while simultaneously further increasing their English proficiency by learning words and improving their oral skills because there are learning about the content in English. An important factor for teachers to consider is that the teaching focus must be on the content and not the language, as this is the main difference between CLIL and other language learning strategies. To summarize, the focus of the learning must be on the topic of the Civil Rights Movement rather than learning the English language.

CLIL teaching in the English subject in Norway is commonplace. As seen from the curricula below, learning about American history in the target language of English has been a significant part of the English subject in Norwegian education for several years. Learning about other subjects and topics in the English subject has been done in Norwegian education since at least the 1970s, with the English curriculum from 1974 (M74) stating that students were to gain knowledge about British and American history (Ministry of Church and Education, 1974). According to the curriculum of 1987 (M87), students were to learn about life in Great Britain and the US as well (Ministry of Church and Education, 1987).

The next section of the chapter will look at different research on CLIL, both in Norway and other European countries. The section will cover how using CLIL teaching methods in the classroom might benefit students regarding oral skills, such as oral comprehension and production.

#### *2.2.1.1 CLIL Effects on Learning Language and Content*

Dalton-Puffer (2011) surveyed research done on CLIL in primarily European countries. The author argued that since students attending CLIL lessons also continue with their traditional foreign language programs, they have a time advantage over the rest of the students and are expected to surpass their peers in foreign language test scores. Which they do, according to published surveys. All the quantitative surveys showed that CLIL students were better than non-CLIL students at spontaneous oral production. The CLIL students appeared more self-assured in conveying their intended meanings in their L2 and showed greater flexibility and listening orientation. Dalton-Puffer argued that the evidence is robust enough to say CLIL fosters spontaneous L2 speaking skills.

According to Dalton-Puffer (2011), parents and educators might find CLIL problematic and think the students' understanding, skills, and knowledge of the content will be negatively affected. The author's surveys on content learning were less conclusive. However, there have been studies that show reduced student activity in the classroom and other studies which suggest that L2 processing of content results in deeper semantic processing and a better understanding of curricular concepts.

#### *2.2.1.2 CLIL and Oral Comprehension and Production*

Cañado and Lancaster (2016) examined in their longitudinal case study how CLIL impacted both oral comprehension and production. The case study lasted one and a half years and was conducted in the fourth grade of Compulsory Secondary Education in a public school on 24 students aged 15-16. A pre-test was conducted so that the outliers in terms of English proficiency of the group could be removed and provide the researchers with a homogenous group of participants. The participants were then divided into two groups, one of which was given CLIL instruction. The pre-test showed no significant differences between the two groups. The post-test showed statistically significant differences between the CLIL and non-CLIL groups. One of the

study's findings was that the CLIL program implemented made the CLIL students develop superior English oral comprehension and production compared to the non-CLIL students (Cañado & Lancaster, 2016).

### *2.2.1.3 CLIL and Oral Skills Development*

Lialikhova (2021) examined how a short-term CLIL intervention in lower secondary school affected the students' oral skills, such as vocabulary, listening comprehension, and grammar. The study aimed to explore the possible effect of CLIL on different-ability learners. The study was conducted over a six-week period in a Norwegian ninth-grade classroom on 27 students aged 14-15. The study divided the students into high-achievers, mid-achievers, and low-achievers.

The study yielded three significant findings. Firstly, the intervention significantly impacted the high-achievers' fluency, vocabulary, and pronunciation. Secondly, the intervention had a marginally significant impact on the overall oral development of the mid-achievers. Thirdly, the intervention did not significantly impact the low achievers' oral skills. The study's results suggested that the CLIL intervention had mostly benefited the high- and mid-achievers during the short intervention.

### *2.2.1.4 CLIL in Norway*

Mahan's empirical study from 2020 investigated CLIL practices in three Norwegian secondary schools where English was the medium of instruction. The thesis sought to understand better how CLIL is taught in Norwegian education. Her three articles look at how CLIL teachers teach in terms of content, scaffolding, and language and how the students perceive this teaching. A mixed-method approach was chosen, combining video observations and questionnaires. Her findings revealed that the students were given few examples and suggestions of strategies to aid students in tasks. The three significant findings from the study were that the CLIL was content driven, with content objectives and evaluation of content mastery. Although they were learning through English L2, the students were still provided with rich conceptual explanations and challenging tasks. No language goals or teacher instruction on a language other than subject-specific terms existed. The inclusion of subject-specific terminology was identified as an essential part of language and content learning (Mahan, 2020). These findings are relevant to this study. Firstly, examining whether the teachers report focusing on teaching the students the content or the

English language will be interesting. Secondly, as the Civil Rights movement is a topic that contains much specific subject terminology, it will be interesting to see how the teachers include this in their teaching.

Gjendemsjø (2013) examined a CLIL intervention done in a 9th-grade Norwegian English class in Norway focusing on the Second World War, combining the subjects of history and English. The study aimed to explore expectations, experiences, and challenges for the students and the teacher, as well as the benefits of the project for the students. Like with this study, the CLIL method was used to teach content in English. The 29 students did various activities, including watching films, reading, and discussing. The case study lasted over a total of 13 English lessons. The researcher interviewed both the teacher and the students, used a questionnaire, and observed to collect data. One of the main findings was that the teacher played an essential role in the project. The project was only possible because she wanted an alternative to the textbook. The teacher focused on content instead of the forms of language. The other findings were that the movies appealed the most to the class as a form of input and content, and most students did not find learning about the topic in English difficult. This study complements that of Gjendemsjø's, as it will investigate which methods teachers use, as well as what they focus on when teaching.

#### *2.2.1.5 CLIL in Sweden*

Sweden is close to Norway in terms of geography and population, so Swedish research on CLIL is valuable to examine. Sylvén (2013) examined differences between CLIL research in Sweden, Germany, Spain, and Finland. Her research compared the countries based on the policy framework and research, teacher education, age and amount, and extramural English amount. Extramural English is English encountered outside of a school setting, for example, on TV or social media. The article argues that several features on a national level need to be looked at before CLIL might be deemed optional. Firstly, in Nordic countries where the level of EE (extramural English) is high, the introduction of CLIL in English in upper secondary school is too late. Secondly, CLIL demands teachers to be able to handle language-specific issues. The older the students are, thus more efficient in the target language, the greater the demand for the teacher to handle these issues. The author problematizes the issue of whether it is worthwhile for a country like Sweden, where occupants exhibit high English proficiency, even to use CLIL, where English

is the target language (TL), suggesting using a language like German instead of English to get more positive results. Norway, like Sweden, has high levels of extramural English. Using CLIL methods to teach in Norwegian secondary schools to improve English proficiency might be too late, as Norwegian levels of extramural English, like Sweden, are reasonably high at lower secondary schools.

### 2.2.2 Krashen's Acquisition-Learning Hypothesis

Krashen's (1987) acquisition-learning hypothesis coincides with the implementation of CLIL for learning a language. The hypothesis consists of two parts, *language acquisition*, and *language learning*. *Language learning* is a conscious focus on learning a language, learning the rules of the language. *Language acquisition* is the process by which children learn their first language. The process is subconscious, as the children are not thinking about grammatical rules and syntax. They are only aware that they are using the language to communicate. So, when students are immersed in learning and use the language meaningfully, they acquire it (Krashen, 1987, p. 10). This coincides with the principles of CLIL, as the emphasis here is also immersion in a meaningful way to learn content and then acquire the target language in the same process. This theory on learning languages through content is something that learning the Civil Rights Movement in English will facilitate. The students will learn the topic's content while subconsciously and simultaneously acquiring the English language.

## 2.3 The Civil Rights Movement in UK Textbooks

It is beneficial to look at how textbooks in the UK present the topic, as the country is not too far geographically. The article below examines how British textbooks tackle the topic.

In the article "He Was Shot Because America Will Not Give Up on Racism": Martin Luther King Jr. and the African American Civil Rights Movement in British Schools" (2021), the authors examine how British textbooks and curriculum deal with the Civil Rights Movement. The authors found in their survey of UK textbooks that the books emphasize the life of Martin Luther King and that he is not only at the center of the narrative but becomes the narrator himself. This undervalues the significance of local leadership and grassroots activism. The textbooks overlook the hundreds



of thousands of other African Americans who also articulated their ideas of freedom and action. King also becomes depoliticized as a moral advocate for nonviolence and racial injustice without looking at his political views (Hunt et al., 2021).

This paper will investigate whether this phenomenon of focusing on the life of Martin Luther King Jr. is present in the English textbooks used in Norwegian schools. From my recollection of Norwegian education, both as a student and a substitute teacher, I remember Martin Luther King Jr. and his speech playing a significant role in the Civil Rights Movement, so I assume this might be the case in the textbooks that will be analyzed in this study as well.

## 2.4 Teaching Civil Rights Movement

In the book *Understanding and Teaching the Civil Rights Movement* (2019), American history professor Hasan Kwame Jeffries wrote that a skilled teacher helps students delve into the complexities of the movement and understand the enormity of its impact of it back then and today. Questions like “How far do we still need to go?” are our time’s difficult questions. Instead of offering students “a story well told,” we need to tell a “story that can be learned, acted upon, and realized in today’s world.” (Jeffries, 2019, p. 292). It will be interesting to see whether the teachers interviewed for this project will tackle the topic as mainly historical or if they teach how the topic is still relevant today. I expect most of the teachers to consider the topic relevant today, as the 2020 demonstrations should be relatively fresh in the teachers’ minds.

Jeffries (2019, p. 274) stated that one of the more challenging aspects of teaching literature about the Civil Rights Movement is navigating the conversations afterward. The contents of the Civil Rights Movement, like race and prejudice, might create difficult conversations for teachers to navigate. The conversations might become difficult because of emotion. To avoid “explosive” tempered discussions, writing anonymously and individually might be a learning opportunity. Most students feel more comfortable writing their opinions than voicing them. This works as a “classroom pressure valve,” deflecting strong emotions into text.

Jeffries (2019, p. 298) argued that the future of democracy will be strengthened if the teacher can teach the students in a way that empowers students with skills and knowledge to be engaged and responsible citizens. The author also argues that if we want to produce informed,

critical thinkers, we need to allow them time and space in a “safe environment” to digest and grapple with opinions and views that differ from their own.

## 2.5 Planning English Lessons

Bakken’s (2019) article on teacher autonomy and teachers’ discursive practices aimed to find what characterizes the teachers’ reasoning about their text-selection practices and the role of the textbook. She interviewed 18 teachers on their reasoning about their text-selection practices and reliance on the English textbook as a source in the classroom. One of the findings from the study was that even though teachers speak in favor of selecting texts freely, few teachers exploited this freedom beyond choosing between texts in the textbook. The author concluded that possibilities for change rely mainly on individual teachers and are placed outside the sphere of collective planning. I expect that this study will complement this finding and that the teachers interviewed will rely heavily on the textbook when choosing texts, even though they have the liberty of choosing sources themselves.

## 2.6 Gaps in Research and Similar Research

The research questions of this thesis explore how the topic of the Civil Rights Movement is taught in the English subject in Norway, with emphasis on lower secondary school. The paper will also examine how two English textbooks handle the topic. To my knowledge, no research on this topic has been done in Norway. However, some research has been done on how culture is taught in the secondary school English subject. As culture and history are tightly interwoven, these studies should be examined.

Andersen (2021) investigated the teaching and learning of British and American culture in Norwegian upper secondary classrooms by comparing teachers’ views with students. A finding from the study was that teachers were not always able to accurately picture the students’ perceptions and attitudes, as the students did not seem to understand all the opinions and attitudes of the teachers. Therefore, the author writes, teachers must be aware of how they address their classes, especially with important content (Andersen, 2021, p. 49). This paper complements his research as it also deals with teachers' perceptions of teaching American culture.

A similar study (Bilstad, 2019) examined how teachers differed when teaching American culture in a Norwegian classroom. The study showed that different teachers might differ a lot in their approach to teaching American culture in the classroom. The author wrote that there are many methods that teachers might use when teaching American culture, but the most important factor is that the lesson is well planned. Planning for lessons that included culture differed greatly from other English subject topics. This thesis will probably come to some of the same conclusions as it will investigate how teachers approach planning and teaching the topic of the Civil Rights Movement.

As the Civil Rights Movement is a historical topic, it might be interesting to look at how American history is taught in the English classroom in Norway. Skjørvestad (2021) interviewed English teachers and analyzed textbooks in Norwegian upper-secondary schools. The results from the study suggested that textbooks might affect the teaching of politics and that history is being used to show why the US is the way it is and why Americans have the culture and mindset they have. This paper might complement Skjørvestad's finding that textbooks might affect teaching and that particularly American history is used to give insight into American culture and life.

### 3: Research Methodology and design

For this thesis, I wanted to research how the Civil Rights Movement was taught in the Norwegian classroom by examining how English teachers structure and plan their lessons, assess their students, and use their selected English textbooks. I also wanted to investigate how the English textbooks used in Norwegian secondary schools depicted the topic of the Civil Rights Movement. This chapter gives an outline of the methods used to answer the research questions and research aims. The first section of the chapter will examine qualitative research and comment on why it was deemed best for this project. After this, the two research methods, interviews, and content analysis, will be explained. The chapter also covers how the data was collected and how the sampling and analysis were done. The following section evaluates and justifies the methodological choices made for the project. Lastly, the chapter comments on the limitations and the ethics of the study.

#### 3.1 Qualitative Research

There are two major ways to conduct educational research, according to Cresswell (2015), qualitative and quantitative. Quantitative research is used to investigate a research problem based on trends in the field or to explain why something occurs. A typical quantitative method is surveys. Qualitative research is best suited when addressing a research problem in which we do not know the variables, and exploration is needed. Qualitative research includes methods such as interviews and observation. In qualitative research, the literature review is less important at the beginning of the study, compared to a quantitative. The questions asked in a qualitative study are made so that the responses will yield qualitative data, such as quotations. This type of research is beneficial when there might be little research done on the topic of the study before and when the researcher needs to learn more from the participants instead of previous research (pp. 13-17). Using qualitative research takes time, which can explain why there are often few participants in this kind of research. Given the nature of the research questions of this study, conducting qualitative research was deemed the most beneficial.

I have opted for two research methods to investigate how the topic of the Civil Rights Movement is taught in Norwegian secondary schools and how English textbooks are used. The methods chosen to gather data are semi-structured interviews and textbook analysis.

### 3.2 Semi-structured Interviews

Semi-structured interviews, in qualitative research, are conducted by asking the participants general, open-ended questions and recording their answers. The answers are then transcribed and analyzed in a software program. Asking open-ended questions allows the participants to give their responses to the questions without being forced into response possibilities. Instead of having the teachers answer in one- or two-word answers, this interview type allows the interviewee to give lengthier responses. The interviews are audiotaped, which makes transcribing the conversations easier later (Creswell, 2015, p. 216).

Using semi-structured interviews as a qualitative research method, I gained deeper insight into the reasoning for the teachers' choices when teaching the topic. Compared to quantitative methods like surveys, semi-structured interviews enabled me to gather in-depth information from the participants, like their thought processes regarding various educational tools and methods. The teachers would also explain in detail how they planned their lessons regarding the English curriculum in LK20, why they focus on certain things, and why they teach the way they do. This information is vital to answering my research questions, which made semi-structured interviews the way to go about the research.

Interviews are ideal for participants who are articulate and express ideas well. Therefore, they are excellent for collecting data from, for example, teachers (Creswell, 2015, p. 217).

The recruitment of teachers to interview started in January of 2023. The interviewees were three English teachers in secondary schools in the county of Agder. The University of Agder gave me the contact information for all three teachers. This made the process of collecting data much easier since I did not have to contact all the schools myself to find participants. At one point during the project, I tried to get more participants for the project, but none of the teachers I contacted were willing to participate.

Weiss (1995) argues that choosing respondents to interview purposively enables the interviewer to gain different kinds of information, preventing the researcher from collecting the same data from each interview.

In his book *Educational Research – Planning, Conducting and Evaluating Quantitative and Qualitative Research* (2015), John Creswell writes that it is typical to use few participants

when conducting a qualitative study. He argues that "the overall ability of a researcher to provide an in-depth picture diminishes with the addition of each new individual or site" (Creswell, 2015, p. 208). Interviewing participants, transcribing the interviews, and analyzing the data take considerable time. Based on the statements above, I decided to interview only three participants and analyze two documents. Interviewing more teachers and analyzing more textbooks would strengthen the reliability of the study, as interviewing only three teachers does not accurately describe how all teachers in Norway teach the topic of the Civil Rights Movement. Cohen et al. (2007) write that generally speaking, the larger sample of participants, the better because this increases the reliability of the study but also might enable more sophisticated use of statistics (p. 101).

For this study, I opted for using Maximal Variation Sampling, which is choosing participants with different characteristics (in this case, schools) to convey different perspectives (Creswell, 2015, pp. 205-206). Therefore, I chose teachers from different schools so that they might have different ways of teaching the topic of the Civil Rights Movement. Had they all taught at the same school, they would likely have similar ways of teaching the topic, as teachers often collaborate with their colleagues.

Before analyzing the collected data, I had to transcribe the interviews. This was done in a program called NVivo 12. I listened to the audiotapes several times so that I could make sure that the transcriptions were accurate. Then a preliminary exploratory analysis was done, which entails looking at general ideas, considering if more data is needed, and obtaining a general sense of the data (Creswell, (2015), p. 242). Given the short time at my disposal, I decided that the data collected from the three interviews was enough and that no more interviews were needed. The data was then categorized into themes, which would form ideas that will be discussed later in the discussion chapter of the paper.

During the semi-structured interviews, I asked the teachers open-ended questions to give them opportunities to provide their own information. I asked them questions like: "How do you use the English textbook while teaching the Civil Rights Movement?" and "How do you plan lessons regarding the core curriculum?". I would also ask them follow-up questions if I wanted a further explanation of their initial answers. By asking open-ended questions, the researcher hopes that it will systemize the qualitative material collected. Since everyone has been asked the same

questions, the responses given by the participants can be categorized and statistically worked with. This way, we can report correlations, experiences, and meanings (Weiss, 2015). However, one of the teachers got different questions than the other two. This will be explained in the limitations section of the paper.

### 3.3 Content analysis

To answer the research question: “*How is the topic of the Civil Rights Movement taught in Norwegian lower secondary schools, specifically in the English subject?*” an analysis of two English textbooks was deemed beneficial, as it allowed me to examine the contents of the textbooks that the teachers used in their teaching, and therefore get a better understanding of how the topic of the Civil Rights Movement is taught.

In the book *Content Analysis: An Introduction to Its Methodology* (2018), the author defined content analysis as: "... a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (Krippendorff, 2018, p. 24.). Content analysis should produce replicable results, which is the most important form of reliability. The author also writes that texts do not have a single "right" meaning. Texts can be read from several perspectives, and the data can be subjected to various analyses (Krippendorff, 2018, pp. 24-28). This means that someone else analyzing the content of the textbooks might come to other conclusions based on various things, such as their political standpoints, values, or agenda. For this study, content analysis was specifically document analysis.

Summer (2011) states that there are two ways of analyzing textbooks: an experimental textbook analysis and a theoretical one. An experimental textbook analysis evaluates how the teacher uses the textbook inside the classroom, while the theoretical method focuses on the textbooks themselves. This thesis conducted a theoretical textbook analysis to examine the contents of two English textbooks and see whether they were relevant for teaching students about the topic of the Civil Rights Movement. There was likely to be differences and similarities in how they presented the topic and which aspects of the movement they focused on, whether that be the prominent figures such as Martin Luther King Jr. and Rosa Parks or the movement's history.

I chose to analyze the books *Enter 10*, 2nd edition from 2021, and *Stages 10*, 1st edition from 2021. Gyldendal published *Enter 10*, and Aschehoug published *Stages 10*. Both are known

publishers in Norway. These books were chosen because they were made after 2020 and should therefore consider the new curriculum (LK20). Had I analyzed older textbooks (and more widely used ones), the textbooks' content would not have considered the new curriculum.

In the book *Research Methods for Education* by Cohen et al. (2007), the authors wrote about procedures that can be employed when conducting content analysis. These include defining the units for analysis (words, phrases, sentences, paragraphs), creating codes and categories, and then counting the occurrences of the codes (pp. 478-481). I used these procedures when analyzing the two textbooks. To get an overview before starting the analysis, I read the chapters about the Civil Rights Movement several times to get a feel for the chapters and their structures.

### 3.4 Evaluation and Justification of Methodological Choices

The choice of using interviews to answer the thesis' research questions was made because it allows the researcher to gain in-depth knowledge about a topic. Instead of getting short answers from the participants, the semi-structured structure of the interviews gave the teachers ample room to reflect and elaborate on the researcher's questions. Observation could also have been utilized as a research method to examine how the teachers depict the topic in the classroom. This way, the data would show how they depict the topic of the Civil Rights Movement in real-time. However, this would leave out the teachers' reasoning for teaching the way they do. By conducting interviews, we get information on how they depict the topic, assess and plan, their years of experience, and how their practices have changed. We also gain insight into how they plan their lessons regarding the curriculum and what the teachers want their students to learn after working with the topic. Getting this information was valuable for answering the thesis' research questions.

Many teachers use textbooks when teaching. They might rely on the textbook for tasks, texts, and discussion work. All three teachers interviewed for the project stated that they use the textbook in some aspects of their teaching, whether that was using the literary and factual texts or the tasks from the textbook. Therefore, conducting a textbook analysis might give more insight into what type of texts and information is used in Norwegian classrooms when the topic of the Civil Rights Movement is taught. Analyzing the textbooks helped the researcher better understand the teachers' opinions on the textbooks and why they use them the way they do. It also allowed the



researcher to investigate how the textbooks related to the English curriculum, what they contain regarding the movement's history, and how the topic was reflected as a topic that is still relevant.

According to Bowen (2009), document analysis is often used in combination with other qualitative methods as a form of triangulation (combining methods to study the same problem). By examining the phenomenon through different methods, the researcher can reduce the impact of bias, which can exist in a single study, and establish credibility. This study was done by combining interviews with textbook analysis.

An advantage to analyzing textbooks in educational research is that the textbooks and their contents are permanent, which makes the verification through reanalysis possible, thus increasing the reliability of the research (Cohen et al., 2007, p. 475). By conducting textbook analysis, other researchers can examine the textbooks themselves to see if they agree with this study's interpretation of the data. This increased the reliability of the study.

This approach contributed to new knowledge by investigating an area in Norway that has not been researched before, at least regarding the topic of the Civil Rights Movement. By investigating how teachers and textbooks depict the topic of the Civil Rights Movement, this thesis can give other teachers in Norway a guiding hand in their didactic choices when teaching the topic, giving them ideas on how to teach this particular topic, and it may map out different ways textbooks depict the topic compared to textbooks from other countries. The study can also help schools decide what English books to acquire in secondary schools based on the teachers' opinions on the textbooks and their contents.

### 3.5 Limitations

There were some limitations to this study. Firstly, many English textbooks are used in Norwegian secondary schools, but this study only examined two. Analyzing several textbooks instead of the two could have given better insight into how the topic of the Civil Rights Movement is presented in English textbooks in Norway. Given the timeframe of this thesis, there was no time to analyze all the textbooks used in Norway, so the two textbooks, *Enter* and *Stages*, were chosen because they were new (both from 2021) and had well-established publishers, Aschehoug and Gyldendal. Secondly, the group of interviewees was small, with only three teachers interviewed, which makes it difficult to generalize based on the findings from the data collected. The

conclusions made from this study do not represent the teaching practices of the rest of the English teachers in Norwegian lower secondary schools. By including more interview subjects, the findings could have been more representative of how Norwegian teachers teach the topic. The researcher has tried to conduct this thesis objectively, but it is only possible to be partially objective. Another limitation of the study was the variety of the teachers interviewed. One of the teachers had only taught the topic once before, so the data collected from that interview differed slightly from the others, as it was not logical to ask her the same questions the other two teachers got. This made it harder to conclude based on the data, as the questions differed slightly. The study's validity was negatively affected by the fact that the questions differed from interview to interview. This might have resulted from the natural flow of the conversations, but it is tempting to blame this on the inexperience of the researcher, because this was my first time collecting data for a research project.

### 3.6 Ethics

The project was approved by the Norwegian Center for Research data. The interviewees participated voluntarily. The audiotapes from the interviews were stored on the University's servers to increase security of the data. Anonymity for the participants was provided, as there are no links that could indicate which schools or teachers that have participated in the study. By providing the participants with anonymity, the researcher hoped that the respondents answer more truthfully without fearing consequences or giving unwanted answers. The interviewees were informed in written and oral form about the interview and the general aim of the study before the interviews. It was also explained to the interviewees that they could withdraw from the study at any point. To increase the transparency of the study, the appendices are included with all the details from the interviews.

## 4: Results and analysis

This chapter will look at the results from the interviews, and it will also conduct an analysis and discussion of the selected textbooks. The data presented below will be used in the discussion chapter of the thesis to answer the research questions for this thesis:

*RQ: How is the topic of the Civil Rights Movement taught in Norwegian secondary schools, specifically in the English subject?*

*RQ: How do English teachers use English textbooks while teaching the Civil Rights Movement?*

The first part of the chapter deals with the textbook analysis of two English textbooks (*Stages* and *Enter*) used in Norwegian secondary schools. The second part deals with the interviews and presents the findings from the data collection.

### 4.1 The Textbooks

Many teachers use the textbook in their English lessons and might base parts of their teaching on the available textbooks. By examining how the textbooks present the topic, we might gain a better understanding of how the topic is taught. The chosen textbooks are presented and analyzed individually to make it easier to note their similarities and differences. The findings from the data will be discussed in the discussion chapter of the thesis.

#### 4.1.1 Stages 10

*Stages 10* was published in 2021 for the English subject in the tenth grade and was made for the new 2020 curriculum (LK20). The book has five main chapters covering everything from Charles Darwin to Svalbard. The five chapters are named “Choices,” “Democracy and Citizenship,” “Indigenous Peoples,” “The English-speaking world: Nigeria, South Africa, and Australia,” and lastly, “Sustainable Development.” The chapters have a “Chapter Focus” or a summary, giving bullet points for each chapter. Each chapter contains between ten and 13 different texts, with a glossary included for each text.

Regarding the Civil Rights Movement, the chapter Democracy and Citizenship covers a fair chunk of the movement’s history and present-day topics such as the Black Lives Matter

organization. The chapter starts with texts on general concepts and ideas, like a definition of democracy and the Declaration of Human Rights. Then the information about the Civil Rights Movement starts with the “I Have a Dream” text which contains a factual text about Martin Luther King Jr.’s life and the state of the segregated US in the 1800s. It also contains the beginnings of the Civil Rights Movement by briefly focusing on non-violence protests resulting in new laws to give African Americans fundamental civil and human rights. The text also contains a short excerpt from Martin Luther King Jr.’s “I Have a Dream” speech, following several tasks such as discussion work, “digital dives,” and grammar lessons.

The subsequent text is called “Black Lives Matter” and starts with a text about the history of slavery in the US, the Civil Rights Movement’s achievements, and how there is still, to this day, inequality in the US. It covers the beginning of the Black Lives Matter organization after several protests and police brutality and violence against African Americans. Furthermore, the chapter covers the movement's growth in 2016 with the knee-bending of three black NFL players. It also contains a few facts and graphs showing different statistics like black life expectancy compared to white people in the US, poverty rate differences, and unemployment differences. The book also contains a short excerpt from *The Hate You Give* by Angie Thomas, about a young black girl witnessing a police shooting. Different assignments are also connected to the factual text and the book excerpt.

#### 4.1.2 Enter 10

The English textbook *Enter 10* was published in 2021 by Gyldendal for the tenth grade. Like with *Stages*, *Enter* contains main chapters with several texts covering various topics. The chapters are “*Getting Along*,” “*The US*,” “*Both Sides*,” “*Distant Realities*,” “*Precious Drops*,” and “*Solving Conflicts*.” After each text, there are activities students can do, including talking, writing, and analyzing. After the chapters, there are bigger tasks, like summing up and “deep learning” activities.

Chapter two, “The US,” covers the Civil Rights Movement. The text “The Road to Equality” starts with the arrival of Europeans in America and how they came into conflict with and cooperated with Native Americans. Further, the book explains the origins of the War of Independence in 1776. After this, the authors explain the need for cheap labor on the plantations,

and then it covers the Triangular Trade. After that, the book focuses on slavery and its abolition. Like *Stages*, this book also covers the segregated 1800s and certain fundamental rights denied to African Americans. It also presents Martin Luther King Jr. and his speech. Unlike *Stages*, this book gives Rosa Parks and the bus boycott a couple of paragraphs. The end of the chapter presents some information about prominent African Americans today, like former President Barack Obama and vice president Kamala Harris. The authors conclude the chapter by introducing the Black Lives Matter movement.

The next text relevant to this study is called “Turning 15 on the Road to Freedom” and is an extract from the book of the same name. It tells the story of a young girl living in Selma, Alabama, witnessing several prominent figures in the Civil Rights Movement, like Martin Luther King Jr. and Betty Mae Fikes. It also contains an extract from Martin Luther King Jr.’s speech, a short text about the Montgomery Marches written by Barack Obama, and two paragraphs about the lives of both these men. The end of the chapter contains tasks like presentations, writing paragraphs, and discussion work.

## 4.2 The Interviews

This section will cover the results from the interviews. It will be divided into themes relevant to answering the thesis’ research questions. The section contains excerpts from the transcribed interviews, which were translated directly from Norwegian. In order to structure the results of the data from the interviews, I have used the subheadings: “*Planning*,” “*Using News*,” “*Learning Outcomes*,” “*Regarding LK20*”, “*The English Textbook*,” “*Assessment*,” and “*Teaching Tools*.” These subheadings will form the themes that will be discussed in the next chapter. The interviewees will be referred to as teachers (T) 1, 2, and 3, as their identities were made anonymous.

### 4.2.1 About the Teachers

The teachers interviewed for this study were all female English teachers from three different secondary schools in Agder county. It was essential for the research validity that the teachers were from different schools, as it is common for the teachers at the same schools to cooperate and teach in a similar matter, in my experience. Some of the questions the teachers got

during the interviews were different, which was also reflected in the limitations section of the paper. Teacher 1 said that she had taught the topic between eight and ten times, while teacher 2 reported teaching the topic of the Civil Rights Movement for over 20 years, while the third had only taught the topic once. The fact that one of the teachers had only taught the topic once and how that affected this study was reflected in the methodology chapter.

#### 4.2.2 Planning

All the teachers reported planning their lessons on the Civil Rights Movement with other teachers at their schools. The time they spent planning varied. Teacher 3 reported a maximum of one hour spent, teacher 1 reported between one and two hours, while teacher 2 reported spending at least three hours.

*Interviewer: Do you cooperate with other teachers?*

*T 1: Yes, we do. We have done it the same across the grade. ... We are a big school with five parallels to cooperate with.*

*Interviewer: Do you plan alone or in group with the rest of the grade?*

*T 2: Yes, we work together very tightly. ... We do it because we see the benefits of it, so we do it voluntarily. And then we discuss what we should do and it is rare that we – we actually forget all the clever things we did before, so it is rare that we turn the pile, we figure out new stuff all the time.*

*T 3: What I did when I worked with this topic was that I kind of made a sort of period plan beforehand. And after I had made it, I revised it during (the lessons).*

*Interviewer: During the planning, did you do it with someone or were you alone?*

*T 3: I was alone in the beginning, and then my colleague got involved. Because she was away because of sickness, so I took the responsibility, and then we worked together when she came back.*

#### 4.2.3 Using News

The approach, “Using News,” was chosen because many teachers use contemporary happenings to relate their teaching to the current world the students live in. This topic is also relevant today, making it natural for teachers to use news and current events in their lessons. When

asked whether they use current events and news to teach the topic of the Civil Rights Movement, all three interviewees reported doing this. Teacher 2 made two teaching resources (hand-outs) based on the Black Lives Matter demonstrations in 2020 for her students. I asked the teachers: *Do you use current events and the news picture in your teaching?* Below are the answers they gave.

*T 1: Yes, we do. And especially now that Black Lives Matter was so new, the students came to the first day of school and it was the summer that a lot of things had happened. So, you ask questions like “what happened there”? and draw parallels further back and why it is so hurtful. In the English subject – how we use words, why the race calls themselves African Americans. We had a conversation in both the Norwegian and English subjects about words and language use and how these things change.*

*T 2: Absolutely, and during the lockdown in grade nine we spent a lot of time on it, and I have made two relevant teaching resources in conjunction with Enter for Skolestudio. I made a teaching resource about George Floyd and the Black Lives Matter organization, and a teaching resource about Amanda Gorman’s slam poetry in conjunction with the inauguration of the president.*

*T 3: Yes, when we had about the topic, it fits really good, but we usually also tend to watch news to for example keep us updated. But if something special happens – whether it’s in the US or wherever, we try to get it with us.*

#### 4.2.4 Learning Outcomes

Learning outcomes are what should drive teachers when they create their lessons. “Which competence aims or values do I want my students to learn?” is a question a teacher might ask herself, or “What do I want the students to learn from this topic?” When asked about learning outcomes, the teachers answered differently. Teachers 2 and 3 focused on the ability to reflect on contemporary issues with discrimination and inequality, while teacher 1’s focus was primarily on English proficiency. Below are their answers:

*T 1: In the English subject, we want them to learn several things. They are often made to expand their vocabulary, regardless of the topic. You have words, expressions and focus on these things. You won’t get away from the word segregation for example. ... Yes, so expanding*

vocabulary. To use the words they learn is one thing, so again a lot of focus on the oral obviously but also to read and understand different types of texts.

*T 2: I want them to not fall for stereotypes, and discriminating talk about other people based on skin color or where they are from. I want the opinions they might meet at home should have a counterweight at school. I want them to get upset over racist practices so that – it says in Auschwitz that if you don't learn from the history, you're doomed to relive it. And it is my missionary work, I use missionary work, with this subject, that they should at least know how wrong it can go ...*

*T 3: I think it's important that they know how it really is in the US today. Because I think they get a false picture or ... they learn about the American dream and they watch movies, where they don't get the impression of how it really is at all. That they are to learn about how big differences there really are. I also think they should develop their ability to reflect and develop language skills and oral skills.*

#### 4.2.5 Regarding LK 20

When teachers plan their lessons, they must ensure that the students learn competence aims, skills, and values from the subject curriculum. The curriculum was changed in 2020, and within 2023 the new curriculum will be rolled into all levels of Norwegian education. By including the questions below, the teachers could give their thought processes to changes they have made with the enrollment of the new curriculum. When asked about how they planned their period of the Civil Rights Movement regarding the curriculum, they gave different answers:

*Interviewer: Has the way you teach the topic changed?*

*T 1: Yes and no. It is more clear that we can work more cross-curricular. Use more subjects, we have kind of done this already. But you feel that you get more confirmation that it is correct.*

*T 2: Well, I have focused more on reflection. ... It depends which curriculum I am to compare with, because if it's Kunnskapsløftet (LK06) there is not much difference really, we still have subjects that are “watertight”.*

Teacher 3 was not asked this question because she had only taught the topic once.

*Interviewer: How did you decide which tasks to use?*



*T 3: I chose that based on – yes, of course the competence aims like we talked about before, but I also chose them based on what I thought the students would find interesting and something that could be adjusted to their level. A lot of listening, and short texts and videos, and for example watching a movie. We did see the movie, *The Hate You Give*. And also work with drawing ... tasks that made them work with multimodal texts where they get – practical esthetical tasks really.*

#### 4.2.6 The English Textbooks

As mentioned in the introduction to the chapter, many teachers might base parts of their lessons on the textbooks that they have available. Asking them questions about how they use the textbooks and asking them to explain why they use the books the way they do will give information about how the topic is taught. The teachers were asked several questions about the textbooks they use in their lessons. Some of the teachers got follow-up questions because of the nature of their initial responses. Some of the questions differ because of the flow of the conversations, which negatively affects the validity of the data collected, as they did not get the same questions word for word. This was further reflected on in the limitations section of the paper.

*Interviewer: I am also analyzing the textbook, so I'm wondering – you said you used to use it more before, that you leaned on the book more. How do you use the book now?*

*T 1: I use it if it contains a good text. But we try to in a larger degree to maybe teach the students to seek out more sources. And that makes the book just one of the sources. But I experience that if a student – if they are to sit and find out about this by themselves, they forget that the book is a source. Because they view the internet as their source number one. While the textbook often has an adapted level of language, for example. ... It is often easier to get a hold of what the textbook is saying, there are often explanations in the book, the language is more adjusted.*

*Interviewer: How do you think that the book covers the topic?*

*T 3: I actually think that it covers it pretty – can I say thoroughly, or it shows – I think it has a nice perspective on it, it's not – it does not give an impression that this is a problem that is solved and that everything is all right. So, the students learn that this is still a challenge in the US today, and the textbook covers a lot of types of texts, and gives possibilities for varied teaching and makes it so that the students can work with different types of text and genres.*

Teacher 2 said in the interview that she uses both the paper and the online textbook.

*T 2: ... Because if I go to Enter so – and it is very nice for me to have access here. I have access to all three years of English, and I have access to cross-curricular themes so that I can see – if I write Martin Luther King Jr. there might be something about him in the social studies book as well. So, there are good possibilities with Enter, on paper and in the book. So, I wanted both. The advantage with Enter is that the texts are spoken, you don't need to be dyslexic to have access to spoken texts. And that aiding tool that everyone uses, is then a possibility for dyslexics to make it normal to use aiding tools.*

Both teachers 1 and 2 have used different textbooks throughout their teaching careers. Below are some of their opinions on the books they have used:

*T 1: Newer books have better discussion and reflection tasks than older books where it was more like, find information, what was the lady on the bus called, right. While now it's more, what do you think of her choice, and what do you think about the fellow passengers that – yes. Or what do you think about separated toilets ...*

*T 2: We are not supposed to only use textbooks and that is not – I have not really had the need to do so before either, I barely used Crossroads, the last textbook, because it ... \*Pause\*.*

*Interviewer: Because it was not good enough?*

*T 2: It did not fit with Kunnskapsløftet. So, we barely used that one.*

Later in the interview, teacher 2 said this:

*Interviewer: Which book were you dissatisfied with?*

*T 2: Crossroads, it became outdated. And there it even says, discriminating words that are not okay now, about the indigenous peoples in America for example. I think yes. So, there are outdated things, because the language is changing, what is – which labels you can use and not, that changes all the time.*

#### 4.2.7 Assessment

Learning about how the teachers assess the students might give information about what parts of information they value highly in their lessons and what the students are to learn from working with the topic. Teachers 1 and 2 reported using topic conversations to assess the students. Teacher 3 had her students make a podcast about the topic but did not give the students a formal grade based on the technical work, so all three teachers assessed their students on their oral work

when working with the topic. When asked how they assess a period of the Civil Rights Movement, these were the teachers' answers:

*T 1: With this topic, we often do it orally, yes. That it has been a topic that – is well suited for topic conversations. This was probably the first topic I had topic conversations in. To not just do the traditional presentation, where everyone has the same topic, and they hear it 40 times. And also because – even though it's a topic that for some may be a bit difficult, it's a topic that everyone has an opinion on.*

*T 2: Last time it was during the lockdown, so we had loads of assessment, it was text, answering questions, on a kind of easy level, and writing paragraphs. Or you can have different topics and do topic conversations about it, and there we want them to draw lines. So, if we say bus boycott, so if they get that topic, they would have to include Rosa Parks for example. ... A task could be to present a civil rights activist and connect it to the theme they fight for. Come up with examples of discrimination in the southern states that was actually law. And discuss why they think – then they answer really politically correctly, which is great, because that's what we want. That's what's in the core curriculum, that they shall – that we shall promote those attitudes.*

*T 3: we assess them during the period, trying to give them – spontaneous feedback during what they are doing. And we have also given assessment on, we did this until Christmas, so around Christmas they had a reflection task, where they were to tell a bit about what they learned from the topic, or they were to connect it to the movie "The Hate You Give", and they made a podcast.*

#### 4.2.8 Teaching Tools

There are numerous ways of teaching a topic. By asking questions about teaching tools, I wanted to learn more about which techniques and tools teachers use to teach the topic of the Civil Rights Movement. Teachers 1 and 3 both reported using movies in their lessons. All three teachers used texts from the English textbooks. When asked questions about what teaching tools they use, these were the interviewee's answers:

*T 1: I've used the movie (Forest Gump) two or three times. They have had subject conversations, they have made their own photo stories, or made something like a presentation where they present for each other. And the internet is of course a source in addition to the book. And then I use to think it is ok to supply them with some websites, whether its movies or civil rights*

*in general, because they don't search that deep - when they google. They stop on the first two hits, while I might have found some timelines in English.*

Teacher 1 also reported using other tools, such as a Norwegian book called *Rosas bus*, and the movie *Forest Gump*.

Teacher 2 reported using several teaching resources. Quizlet and Padlet were two digital ones she used. She had also made two teaching resources (hand-outs) about the Black Lives Matter demonstrations in 2020 that were available online for her students.

*T 2: I do use the books because I view them as sources you can trust. ... If they are to learn words and expressions, I might use Quizlet. We are not allowed to use programs if they have to log in due to privacy, so I avoid log ins, but then I have fewer options. And if I want all the students to get involved, I'll often use Padlet.*

Teacher 3 reported using several teaching tools. Among these were series, texts from the textbook, movies, and literary works.

*T 3: ... we also used a text – two, three texts from the textbook. And we also used UXA from NRK. And also the movie “The Hate You Give”. The students also read the book Absolutely True Diary of a Part Time Indian.*

### 4.3 Results Summary

In summary, all three teachers planned their lessons together with other teachers in their schools. They all reported using news and current events in their teaching, and one of the teachers made two teaching resources about the 2020 Black Lives Matter demonstrations. Regarding learning outcomes, teachers 2 and 3 responded that they would like their students to reflect on the discrimination that African Americans face in the US today. In contrast, teacher 1 seemed to focus more on language learning. Teacher 1 mentioned learning subject-specific terminology such as “segregation.” The teachers seemed to focus on teaching the students the topic's content and not the language specifically. All the respondents said they had used texts from English textbooks in their lessons, as well as using movies or documentary series. Teachers 2 and 3 used the textbooks to adjust the teaching to the level of the student's abilities. The teachers used oral work to assess their students; teachers 1 and 2 used topic conversations, while teacher 3 opted for a podcast.

## 5: Discussion

This discussion chapter will interpret the results using the theoretical framework to answer the research questions. The research questions for this thesis have been:

*RQ: How is the topic of the Civil Rights Movement taught in Norwegian lower secondary schools, specifically in the English subject?*

*RQ: How do English teachers use English textbooks while teaching the Civil Rights Movement?*

The key findings are presented briefly before the discussion. The chapter is divided into sub-chapters based on the themes used in the results chapter. The chapter includes the sub-chapters: “News and Current Events,” “The Curriculum,” “CLIL,” “The English Textbooks,” “The English Textbooks,” and “Assessment and Planning.” The themes were chosen because they are relevant for discussing the research questions. The curriculum will also be discussed because it contains what teachers should consider when planning their teaching.

### 5.1 Key Findings

There were several findings in the data, which were presented in the results chapter. Firstly, all the teachers used news and current events to teach the topic. Secondly, the data suggests that teachers focused more on learning the Civil Rights Movement content than the English language. Thirdly, all the teachers used some parts of the English textbook in their lessons. Fourthly, all the teachers planned their lessons with other school teachers. Lastly, all teachers used oral work to assess the students after working with the topic.

### 5.2 Using News and Current Events

Using news and current events to teach the Civil Rights Movement in the English subject was a trend among the teachers interviewed in the Norwegian lower secondary schools. All the teachers reported using news and current events in their lessons. Teachers 1 and 2 specifically

mentioned having taught the Black Lives Matter organization. Teacher 2 even made a hand-out for her students on the events in 2020. Connecting the topic to current events might help students learn the topic as it connects the topic to the world they live in. They might hear about events from around the world from their parents or on the news. Explaining and commenting on these happenings in lessons might help students understand the world around them in a better way.

Using current events and news to teach English in Norwegian schools is also something that the English curriculum opens for. As mentioned in the theory chapter, learning English shall “develop an intercultural understanding of different ways of living, ways of thinking and communicating patterns” (Ministry of Education and Research, 2020a, p. 2). By learning about happenings in other countries through news, students get to develop this intercultural understanding and competence of different ways of living and thinking.

### 5.3 CLIL – Focusing on Content

The first research question for this thesis was: How is the topic of the Civil Rights Movement taught in Norwegian lower secondary schools in the English subject? It is essential to investigate what the teachers focus on and what they want their students to learn after working with the topic if we want to answer this question. As mentioned in the theory chapter, CLIL combines language and content learning by learning about a topic in a target language and focusing on the content instead of the language. Learning about the Civil Rights Movement in the English subject can be seen as a form of CLIL, regardless of whether the teachers are conscious that they are using the method. Students might learn about the history of the Civil Rights Movement and their fight for fundamental human rights in English while learning the English language. Krashen’s language acquisition hypothesis can be used to describe this method of learning language. As mentioned in the theory chapter, the focus is on acquiring the English language through the content in the target language. Learning about topics through texts and other teaching methods is quite common in the English subject. As the textbook analysis showed, most of the content in the textbooks consisted of texts that covered various topics. Very few of the pages were on grammar or sentence structure. One of the findings from the data collected is that teachers 2 and 3 wanted to focus more on teaching the students the topic’s content than learning the language. When asked about learning outcomes and what they wanted their students to learn from the lessons, teachers 2

and 3 reported focusing on reflection on the topic and the general ability to reflect. Teacher 3 wanted her students not just to learn the history of the Civil Rights Movement and its historical figures but also to have them understand that this topic is still relevant in the US today. Teacher 2 also reported this sentiment, discussing discrimination of color and expanding their worldview as important learning outcomes. Similarly, Jeffries (2019) defines a skilled teacher of the Civil Rights Movement as someone who helps students understand the enormity of the impact of the topic then and today, with questions like “How far do we still need to go?”.

Most of the teachers’ lessons’ activities focused on learning content rather than learning the English language. However, Mahan (2020) identified the inclusion of subject-specific terminology as an essential part of language and content learning. Teachers 1 and 3 did mention learning language skills specifically. Teacher 3 mentioned developing language skills but did not elaborate on which types of skills. This finding complements Mahan’s (2020) study, which stated that no language goals other than subject-specific terms existed. There are, however, fundamental differences between Mahan’s study and this one, as Mahan’s study was on specific CLIL teaching, and this study is not. Had the teachers of this study participated in a specific CLIL study examining CLIL teaching methods, they might have had other language goals alongside the content goals. Teacher 1 briefly reported teaching the students subject-specific terminology, which agrees with Mahan’s (2020) finding that the inclusion of subject-specific terminology was identified as an essential part of language and content learning.

The teachers used various teaching tools to teach the topic of the Civil Rights Movement in their classes, including movies, news, textbooks, and websites. The finding that two of the teachers used movies and videos to teach the topic is worth noting, as Gjendemsjø’s (2013) study found that movies appealed the most as a form of input and content in her CLIL study. Changing one’s classes and utilizing various teaching tools might motivate the students, as they get something else instead of just traditional reading and writing activities. As teacher 3 put it: “... I based them (the tasks) on what I thought the students would find interesting and something that could be adjusted to their level.”

There seems to be a trend among teachers that they prioritize educating the students on the content of the Civil Rights Movement when they teach the topic rather than solely focusing on teaching the language. To put it more clearly, the teachers are primarily using the English language

to teach the students the topic of the Civil Rights Movement, not using the topic to learn the English language. As discussed above, the teachers primarily want their students to learn about the history of the movement and be able to discuss and reflect on the movement and its ongoing impacts. It makes sense that the teachers want their students to learn about the topic and be able to reflect on it rather than learning just the language. It might be self-explanatory that when students learn about a topic in English, be that history, geography, or environmental issues, they learn about the topic and not just the language they are learning the content. The teachers' focus on teaching content complements Mahan's (2020) finding that the CLIL teaching she examined was content driven, with content objectives and evaluation of content mastery.

#### 5.4 The English Textbooks

One of the research questions for this project is: "How do English teachers use English textbooks while teaching the Civil Rights Movement?". As written in the results chapter, the interview data showed that all the teachers used the textbooks to some degree. They all reported using texts from textbooks in their teaching. This finding is similar to that of Bakkens (2017), which was that even though teachers can choose their sources in text selection, they rarely exercise this freedom beyond choosing texts from the textbook. Teacher 1 did, however, encourage students to use the web to gather information on the topic. Teacher 2 made two teaching resources regarding the 2020 demonstrations, similar to Bakken's study, which concluded that the possibility for change relies mainly on individual teachers and is placed outside the sphere of collective planning.

Teachers 1 and 2 reported that the textbooks provided opportunities for adapted education. Teacher 1 explained that it is often easier to get a hold of the meaning and information in the book, as it has adjusted language and explanations compared to using, for example, the web. Since students have access to the internet, the information they find might be complex for some students. The textbook can be a valuable source for the teacher to aid some of the weaker students. Teacher 3 had access to both the online and paper version of the textbook. She liked having the online version as well because it allowed some of her dyslexic students to have the texts from the book read out loud for them. She explained that this would normalize using such aids, as they were available for all the students.



As stated above, all the teachers used the textbook. However, two of the teachers disliked some things about the textbooks they had used. Teachers 1 and 2 have been teaching the topic of the Civil Rights Movement for several years and have had different textbooks at their disposal. Teacher 1 said the newer books she had used had better reflection tasks than the older ones, which were more about collecting simple information. Questions like “What was the lady on the bus called?” were replaced with “What do you think of her choice?” in the newer textbooks.

Teacher 1 reported having conversations with the students about race and how using certain words and profanity is hurtful for many African Americans. Teacher 2 had barely used the previous textbook in her lessons, as she felt it was outdated and even contained discriminating words about Native Americans. Times change, and so does language. What is acceptable language today might be seen as discriminating in a couple of years. Teachers must navigate this by continuously keeping up with society’s norms. Especially in dealing with a topic like the Civil Rights Movement, as many feelings are involved. Jeffries (2019) states that dealing with the conversations of the Civil Rights Movement might become emotional and suggest using writing instead of talking, as students are more comfortable writing their opinions rather than voicing them. Doing this might deflect strong emotions into text.

As all the teachers reported using the English textbook in their lessons, it is worthwhile to examine them and analyze the contents to understand better what is taught in the lessons and evaluate the textbooks as sources for use in the classroom.

## 5.5 Textbook Analysis

The textbooks analyzed, *Stages* and *Enter*, were similar in several ways. Both textbooks covered the topic’s history by explaining slavery and the rights African Americans were historically denied. By doing this, the textbooks help students understand the American culture by learning about their history. This finding is comparable to one of Skjørvestad’s (2021) findings, which was that history in textbooks can be used to show students why the US is the way it is today and why Americans have the cultures and mindsets they have.

Hunt et al. (2021) talked about how UK textbooks emphasized the life of Martin Luther King Jr. and disregarded other important figures in the movement. Both textbooks analyzed in this study presented Martin Luther King Jr.’s “I Have a Dream” speech. Like the UK

textbooks, *Stages* also seem to disregard other prominent movement figures. Martin Luther King Jr. plays a central role in the chapters regarding the Civil Rights Movement, and other prominent figures like Rosa Parks are not even mentioned. According to Hunt et al., this can undervalue the significance of local leadership and grassroots activism. To try and counteract this, teachers can include more information about several prominent figures in the movement, not just King.

Furthermore, both textbooks cover a range of aspects of the Civil Rights Movement, with the difference between them being how much they focus on the topic's relevance today. Both textbooks include information about the Black Lives Matter organization. However, *Stages* seem to focus more on present-day issues, like gun violence and poverty in the US today, while *Enter* focuses primarily on the movement's history. Relying on using only the *Enter* textbook might not give students enough information about the topic as a contemporary issue. It gives students the history of the movement but does not give the impression that this is a relevant topic today. Teachers using *Enter* should complement the textbook with recent events, such as including the Black Lives Matter demonstrations in 2020 in their lessons. Teacher 2 did this in her class by making hand-outs about the demonstrations in 2020 and Amanda Gorman's slam poetry during the inauguration of President Joe Biden. As all teachers used textbooks in their teaching, it is safe to say that the textbooks affect the teaching, as the content of the textbooks can dictate which aspects of the Civil Rights Movement the teachers choose to focus on. This is similar to Skjørvestad's (2021) finding that textbooks might affect teaching.

## 5.6 Assessment and Planning

One of this study's aims was to see how teachers assess their students when teaching the topic of the Civil Rights Movement. All three teachers report assessing their students' oral work when working. A possible explanation for this might be that the topic of the Civil Rights movement is a topic that requires reflection on other people and their ways of living. Questions like: "Why are people treated differently because of skin?" and "Is racism learned?" will likely appear in the lessons. As teacher 1 said: "It is a topic that everyone has an opinion on." Having the students reflect on such questions and then assessing their answers is an excellent way to assess their critical thinking and thought processes. This is perhaps why all the teachers assessed their oral work instead of, for example, having them write an essay. Based on the theoretical framework provided

(Lialikhova 2021, Dalton-Puffer 2011, Cañado & Lancaster, 2016), there seems to be evidence that using CLIL teaching methods in the classroom enhances the students' oral skills, such as vocabulary, pronunciation, oral comprehension, oral production, and spontaneous speaking skills. Teachers can use oral assessment to evaluate a period working with the Civil Rights Movement using CLIL teaching methods by assessing oral skills after the period.

All the teachers reported planning their lessons on the Civil Rights Movement with the other teachers at the school and that the time they spent planning varied between one and three hours. Planning together with other teachers might even out the workload, as they can split the lessons they have to plan and then share their lesson plans with each other. Cooperating with others might give the teachers some reassurance in their choices.

## 5.7 The Curriculum

The curriculum governs the teachers and their decisions. As mentioned in the theory chapter of the paper, the Civil Rights Movement is not explicitly mentioned in the core of the English subject curriculum. To understand how the topic of the Civil Rights Movement is taught in the English subject, we must therefore examine what it contains that can be connected to the topic. The curriculum's aims for the English subject are what the students should know after completing education and training. English teachers must therefore base their lessons on these competence aims. Nevertheless, the curriculum and its competence aims are open, as very few topics are mentioned explicitly. Therefore, it is up to each teacher to interpret these competence aims and decide what topics to include in their lessons.

The curriculum was changed in 2020 with LK20. Two of the teachers interviewed for this study have been teachers for many years and have taught the topic of the Civil Rights Movement several times, while the last teacher has only taught the topic once. As the curriculum changes, it might also be appropriate for the teachers to change how they teach based on the differences in the curricula. The teachers gave different answers when asked about how the way they have taught the topic has changed. Teacher 2 reported that the way she taught the subject had not changed much since LK06 and said that some subjects were "watertight," which most likely means that the subjects have not changed much. As the curriculum was only changed in 2020, the teacher might need more time to readjust to the new curriculum. Changing one's lesson plans takes considerable

time, which might be why she did not feel that how she taught had changed that much. Teacher 1 answered yes and no, and that it had become clear to her that she should work more cross-curricular. The topic of the Civil Rights Movement is a part of the social studies subject, so she likely touched upon the topic in that subject as well. Teacher 3 was not asked this question, as she had only taught the topic once. This was commented on in the limitations section in the methodology chapter.

## 5.8 The Core Curriculum

The core curriculum's overarching themes should influence Norwegian education lessons. Interpreting the interdisciplinary topic of "Democracy and citizenship," one might conclude that the Civil Rights Movement should have a place in the student's education, as explained in the theory chapter. The teachers gave answers that indicate this, as both teachers 2 and 3 mention themes that fit well within the themes of the core curriculum. When asked about what they want their students to learn from a period working with the topic, teachers 2 and 3 mentioned themes and thoughts that align well with the democracy and citizenship interdisciplinary topic, such as preventing prejudices and learning about other societies and ways of living. Teacher 2 said she did not want her students to fall for stereotypes and discriminating talk about others based on skin color or where they are from. Teacher 3 said, "They are to learn how big differences there really are." Teacher 3 wants her students to learn how big the differences between African Americans and white people are. This finding complements Jeffries's (2019) opinion that the future of democracy would be strengthened if teachers could teach the students in a way that empowers students with skills and knowledge to be engaged and responsible citizens. Based on the results from the interviews, it seems that the teachers consider the core curriculum when planning a period of the Civil Rights Movement.

## 6: Summary and Conclusion

This chapter will conclude the project by summarizing the key findings from the results in relation to the research questions and aims. It will include a summary of the thesis as well. Towards the end, I will propose areas for further research and evaluate how this thesis contributes to the field of education.

### 6.1 Summary

This thesis has examined how three English teachers in lower secondary schools in Norway teach the topic of the Civil Rights Movement in the English subject. It has examined previous research on the topic and identified the gaps in it as well. In the theory chapter, the paper presented the English and core curriculum, as these govern all teaching. Didactics such as CLIL and Krashen's acquisition-learning hypothesis were examined, as these play an essential role in how the topic is taught in Norway. This was followed by the methodology section, which showed how the data for the project was collected. The primary research method for this thesis was semi-structured interviews with English teachers in lower secondary schools. The interviews gave insight into the teachers' thought processes when planning, conducting, and assessing the topic of the Civil Rights movement and their opinions on the English textbooks they use. A textbook analysis of two English textbooks was also done to gain further knowledge on what type of information the textbooks cover and what focus the textbooks have on the topic. The results and analysis chapter consisted of presenting the data collected, using quotes from the interviews, as well as analyzing the data. Lastly, the results and analysis were discussed in relation to the theoretical background provided and the thesis' research questions in the discussion chapter. The main areas discussed in the chapter were the curricula, using news and current events, CLIL, the English textbooks, textbook analysis, planning, and assessment.

### 6.2 Conclusion

This research paper aimed to investigate how the topic of the Civil Rights Movement is taught in Norwegian lower secondary schools in the English subject. The research questions will

be addressed one by one to make the contributions of the study clearer to interpret. The first research question was:

*RQ: How is the topic of the Civil Rights Movement taught in Norwegian lower secondary schools, specifically in the English subject?*

The results indicate that teachers use news and current events to teach the topic, as all three teachers of this study reported doing this. Learning about how the Civil Rights Movement is still an important topic today through learning about the problems that African Americans face today through current news events and the ramifications of the movement's history will help students understand the world they currently live in, as discussed in previous parts of the paper.

Based on the results of this study, there is some evidence to suggest that the teachers focus on primarily teaching the contents of the topic of the Civil Rights Movement instead of focusing on learning the English language. How are students supposed to learn about a topic like the Civil Rights Movement if teachers do not focus on teaching the content? As discussed in the discussion chapter, two teachers wanted their students to learn how to reflect on the movement and how the topic is still relevant today. This way of working aligns well with the themes of the core curriculum and shows that they consider the curriculum when teaching the topic of the Civil Rights Movement. Having conversations with the students about what type of language, especially profanity, is allowed to use was something that these two teachers reported doing. The issue of dealing with such conversations can be dealt with by having the students write down their feelings and opinions instead of voicing them, which Jeffries (2019) suggests. One of the study's aims was to examine how the topic is planned and assessed. The teachers all reported planning their lessons with other colleagues at their schools. Based on the theoretical framework of the thesis, evidence suggests that learning about topics using CLIL teaching methods will enhance the student's oral proficiency. There was a trend among the teachers in assessing the students, as all three teachers assessed the students' oral work in either topic conversations or podcasts. This might be because the topic is, as teacher 1 put it: "something that everyone has an opinion on."

The second research question for this paper was:

*RQ: How do English teachers use English textbooks while teaching the Civil Rights Movement?*

The results showed that all the teachers interviewed used parts of the textbooks to teach the topic. Perhaps most interesting was the fact that two of the teachers used the textbook as a source for some of the weaker students. The textbooks were used as a form of adjusted education, as their language was more comprehensible than, for example, sources from the internet. Two of the teachers also reported that the newer textbooks were better than the old ones, which they felt were outdated in terms of language and task selection. The textbook analysis showed that the textbooks primarily focus on describing the history of the movement and its relevance today and that grammar rules and factual tasks have a relatively small place in the textbooks compared to the content.

All in all, it is hard to draw a conclusion based on the quantity of the data collected. The small sample size of three teachers and two textbooks makes it too small to conclude. It would be false to imply that the teachers' practices in this project represent all English teachers in Norwegian lower secondary schools. However, this paper has presented some trends that can help us better understand how the topic of the Civil Rights movement is taught in lower secondary schools in Norway in the English subject, and how teachers use English textbooks in their teaching of the topic. This paper has also argued that the topic of the Civil Rights Movement has a place in the English subject, based on both the core and English curricula. Teachers must reflect on how to teach the topic of the Civil Rights Movement, as it is still relevant in our growing globally connected community. Norwegian students meet people from other countries daily on social media and other online platforms, and teachers must prepare them for this intercultural meeting. Teaching the history of the movement and its ramifications in the world will, as the core curriculum states: "open for new ways to interpret the world and promote curiosity and engagement and help to prevent prejudices" (Ministry of Education and Research, 2020a, p. 3).

### 6.3 Contribution to the Field of Education and Areas for Further Research

This study has given insight into how the teaching of the topic of the Civil Rights Movement is done in Norwegian lower secondary schools in the English subject. This information is valuable to teachers and educators alike, as it shows how we might go about teaching the topic to students. A plethora of English textbooks are available in the English subject for secondary school. The textbook analysis of the two textbooks might give schools and teachers a better

understanding of which English textbook they should use in school or what contents the textbooks should include. There needs to be more research on how the topic of the Civil Rights Movement is and can be taught in the European context. This study makes a small contribution to this gap, as it shows the thought processes of three Norwegian teachers on how they go about teaching the topic of the Civil Rights Movement.

A possible area for future research would be to investigate how teachers can teach the topic to students more sensitively, as it is a topic surrounded by emotions and might be uncomfortable to discuss with some students. Examining which teaching methods are suitable to teach the topic would also be interesting to know more about, whether that be discussion work, projects, or reading semi-fictional novels based on the Civil Rights Movement. Another area that would be interesting to investigate would be the teacher's choices in text-selection.



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## Appendices

### 6.4 Appendix A

Hvordan planlegger du sesjon/timer med civil rights movement?

Hvor mye tid bruker du på planleggingen?

Hvordan planlegger du undervisningen med tanke på læreplanen (LK20)?

Hvilke typer undervisningsverktøy bruker du?

Bruker du digitale verktøy? Hvilke? Hvorfor/hvorfor ikke

Hvor mange klasser har du hatt i teamet? Har måten du har undervist på endret seg?

Bruker du dagsaktuelle situasjoner/nyhetsbildet i undervisningen? (BLM-bevegelsen, rasisme osv.)

Hvordan bruker du læreboka i planlegging og gjennomførelse?

Hvordan velger du oppgaver til temaet?

Er du tilfreds med måten du underviser i temaet på?

Hva ønsker du at elevene skal sitte igjen med?

### 6.5 Appendix B

Q: Så da lurer jeg på hvordan planlegger du en sesjon eller en time med Civil Rights Movement?

A: Ja, jeg planlegger jo ikke en enkelt time, man planlegger en periode. For det er noe som må gå over litt tid. Nå er det en stund siden - på tiende hvor det ofte havner, fordi det at det er to år siden. Og da var det fremdeles gammel plan. Men man ser jo gjerne hvis en kan at det henger godt sammen med samfunnsfag. Ja. Sånn at når en ser litt i samfunnsfag på demokrati og disse tingene og hva som skjedde egentlig på i etterkrigstida i USA men også før dette. Også kommer man gjerne til det i engelsken og i engelsken så er faren - en ofte har hatt i lærebøkene en fagtekst eller to men også kanskje noe skjønnlitterært. Og i de siste årene så ser jeg at bøkene har en tendens til å gjerne fokusere på Rosa Parks. Det er liksom en fin figur for ungdomstrinnet. For å liksom gjøre det mer personlig og hun er jo et - en foregangsfigur. Mhm. Det er hun - og litt Martin Luther King har vi gjerne dratt inn. Ja. Så det har vært fint få det til å se åssen historie og språk henger sammen da. Mhm. Jeg har til og med. Jeg er bibliotekar også. Så jeg har vært veldig glad i å dra inn det skjønnlitterære for å vise hvordan noe skjer i historien. Så til og med

dratt inn i en norsk bok også, som heter Rosas buss, som er en illustrert roman. Så man har hatt flere ting, for det som har vært om Rosa Parks i Stages hvert fall som vi har brukt før, det har vært en slags fortelling som har ligna litt, men ikke helt. Men da får de sett det fra flere sider. Mens Rosa Parks på norsk er det et barn som er med bestefaren sin på et museum i Montgomery og får sett utstillinga av bussen og så skjønner vi gjennom historien at bestefaren var passasjer på bussen og skammer seg litt for at han ikke turte å gjøre det Rosa Parks gjorde. Og når vi har lest den, så har vi også gått inn i engelsken og lest noe på engelsk. Og da har jeg ofte hatt elever som er veldig svake. Og da har jeg lært de, hjulpet de at de har en forforståelse på norsk da. At man leser en slags selv om det ikke er samme historien, men at man leser noe som er litt kjent. Så det har vi gjerne gjort på den måten. I tillegg har vi ofte i engelsken brukt filmen Forest Gump som da tar for seg mange tiår ikke sant og har en fin sekvens på det tiåret med Civil Rights og Forest Gump dukker jo opp på de underligste steder. Ja, og da har jo ikke oppgaven til alle elevene vært bare Civil Rights Movement men har de har vært med og sett filmen. Også har de skulle velge en hendelse i filmen som de har skulle gått inn og sett litt ekstra på. Hva var det egentlig som skjedde, hvordan stemmer dette. Min erfaring er at flere elever velger da noe i forhold til Civil Rights Movement. Det er også noe Black Panther Party og disse tingene som fascinerer. Så for det at boka blir litt snever også da. Og i samfunnsfag har vi vel også synes det har vært litt lite så må vi supplere så det har blitt litt sånn tverrfaglig, men at de har da hatt når vi har brukt filmen så har vi hatt samtale etterpå, fagsamtale i gruppe på fire stykk. Hvor de da snakker om sin hendelse, helst ikke samme hendelse ikke sant. Og så litt hvorfor og hva de kan lære av det og sånne ting. Så noen av de elevene som har litt mer utfordringer kanskje har da lest Rosa Park, Rosas buss på norsk, også har de likevel skulle få prøve å gjenfortelle den på engelsk. Så man har gjerne forskjellige nivåer av det da.

Q: Jeg lurte på, vet jo at vi skulle ønske vi kunne ønske så lang tid som mulig på å planlegge en sånn periode. Samarbeider du med andre lærere?

A: Ja det gjør vi. Vi har gjerne gjort det samme på trinnet. Ja, og vi er jo en stor skole med fem paralleller å samarbeide med så mange.

Q: Hvor lang tid bruker dere da?

A: Når vi har sett film så går det jo litt tid, så det går jo fort en uke bare på å se filmen.

Q: Ja, jeg mente planleggingsdelen.

A: Ja, planleggingsdelen. En til to planleggingsmøter. Så er det litt forskjellig fra oss engelsklærere. Noen har kun engelsk. Noen har gjerne engelsk og samfunnsfag, og da har vi ikke nødvendigvis gjort det likt. Så hvis jeg har dradd inn samfunnsfag hvis min kollega ikke kan det, så har jeg kanskje gjort det større.

Q: Hvordan har dere endret praksis med tanke på den nye læreplanen? Har dere endret måten dere underviser i temaet på?

A: Både og. Det er jo enda mer tydelig at vi skal at vi kan være litt mer tverrfaglig. Dra inn flere fag, og det har sånn sett allerede gjort på dette temaet. Men man føler jo at man får litt mer støtte på at det er riktig da. Rett og slett. Så ikke så vel - akkurat på dette temaet kanskje ikke så veldig mye endringer, men jeg har sett på den nye boka vi har at nå er teamet plutselig blitt delt utover flere år. Før har det vært frihet og det å ha sin egen stemme. Det har liksom vært paraplyen da. Mens nå er det delt inn i litt andre temaer som gjør at det kommer like fort i 9. og 10. boka og det kommer begge stedene. Så litt at spiralprinsippet da med at kanskje det kan gjentas flere ganger.

Q: Så, vi har vært inne på at du har brukt andre litterære verktøy. hvilke andre undervisningsverktøy bruker du? Er det noe digitalt for eksempel?

A: Jeg har variert litt hvordan de skal gjøre etterarbeidet på den filmen. Den filmen har jeg brukt to tre ganger. De har fagsamtale, de har lagd egne fotostories, eller lagd noe sånn presentasjon hvor de da presenterer for hverandre. Og selvfølgelig er jo nettet også en kilde i tillegg til boka, på film. Og da har jeg gjerne syntes det er greit å forsyne de med noen nettsider, om det er film eller civil rights generelt, fordi at de ikke leter så langt. Når de googler. De stopper på de to første

treffene, men jeg har kanskje funnet noen tidslinjer på engelsk. Om amerikansk etterkrigstid. Som kanskje, de leter ikke grundig nok til å finne den. Så derfor må man forsyne de med den da. Hvor det står litt om - man bruker gjerne de. Ja, Rosa Parks, Martin Luther King og disse her. Lettere å finne de.

Q: Jeg lurer på historisk, hvor mange år har du vært lærer nå?

A: 23 år.

Q: 23 år. Så hvor mange klasser har du hatt i temaet nå?

A: Det er vanskelig å si. Sikkert gjort det en 8-10 ganger. Ja det vil jeg tro.

Q: Og da vil du si at du gjør det annerledes nå enn da du begynte?

A: Ja, var nok litt sånn lydig i begynnelsen og du gjorde det som sto i boka og ikke så veldig mye mer.

Q: Med tanke på sånn, man kan jo si at Civil Rights Movement er aktuelt i dag og sånt, det er jo fortsatt rasisme i verden og i USA er det stor greie med Black Lives Matter bevegelsen og sånt. Trekker du inn nyhetsbildet i undervisningen?

A: Det gjør vi. Og spesielt nå sist i tiende hvor det på en måte Black Lives Matter var så nytt, kom liksom rett på skolestart og det var den sommeren mye hadde skjedd og alt det der. Så gjør man jo der. Hva skjedde der? Og trekke inn paralleller lengre tilbake og hvorfor er det så sårt. At rasisme er sårt overalt. I engelsken da - hvordan man bruker ord, hvorfor rasen kaller seg «african americans», også skjellsord - neger - tørr nesten ikke si det verken på norsk eller engelsk. Hvordan ble det brukt før, hvordan blir det brukt nå, hva har endret seg underveis. Vi så nå i 8. på - det var i samfunnsfag, men vi har litt om den amerikanske revolusjonen og den tiden der, og så dukket det opp noen plakater om et sånn marked hvor de skulle selge slaver. Og da var det liksom ordlyden var på engelsk da, men det var i samfunnsfag, men det ordlyden, da stod det



vel ordet nigger. Og de ble helt sånn satt ut. Og da fikk man jo en samtale som går inn i både norsk og engelsk på hva dette med ord og språkbruk og hvordan det endrer seg og ja. Det passer jo inn det også.

Q: Så på en måte også følge med på det som skjer i skolen på en måte, hvis det kommer en hendelse så trekker du det inn i undervisninga?

A: Mhm. Ja, og hva som skjer i samfunnet da. Vi prøver jo å følge med i nyhetsbildet og dette med raseskillet, det dukker jo opp rett som det er, både i engelskspråklige land og i Norge. Så det er alltid aktuelt ja.

Q: Jeg driver og analyserer læreboka også, så lurer jeg på - du sier du kanskje har brukt den litt mer før, at du lente deg mer på boka før. Åssen bruker du boka nå?

A: Jeg bruker den hvis det er en god tekst, i boka vi bruker. Så bruker jeg jo gjerne den. Men vi prøver jo i større grad å kanskje lære elevene å oppsøke flere kilder. Og da er jo boka bare en av kildene. Mens jeg opplever jo at en elev, hvis de skal sitte og finne ut av dette på egen hånd, så glemmer de litt at læreboka er en kilde. For de ser på nettet som sin kilde nummer 1. Så mens læreboka ofte har tilpasset språk for eksempel, en svak engelsk-leser - så er det jo gjerne svake lesere i engelsk også, så da mye av det vi finner på nett er komplisert, som man får jo også den der, uansett tema egentlig, med dette med å ikke bruke ord og uttrykk du ikke forstår.

Det er ofte litt lettere å ta tak i det læreboka står, det står ofte forklaringer i boka underveis, språket er mer tilpasset.

Q: Du har fortalt litt om denne planleggingen sammen og sånn, hvordan velger dere oppgaver - og bruker dere oppgaver, åssen type oppgave bruker dere?

A: Nei vi har jo av og til lagd noe selv egentlig, spesielt når vi har brukt Forest Gump for da har vi egentlig lagd - fokusert på en tidslinje. Selvfølgelig har det jo blitt mer, men på akkurat civil rights, når vi tar Forest Gump selvfølgelig, men man må styre litt så ikke alle velger det samme,

ikke sant. Ja, men det ikke tatt fra ei bok. Men når vi har boka så er det av og til en - nyere bøker har bedre drøftings og refleksjonsoppgaver enn gamle bøker hvor det var mer sånn, hent informasjon, hva het dama på bussen, ikke sant. Da blir det sånn - ja. Mens nå er det mer hva synes du om valget hennes og hva synes du om de andre medpassasjerer som - ja. Eller hva synes du om dette med adskilte toaletter, at det var sånn i USA og - hva tenker du om det og ja. Mhm.

Q: Vurderinger, endrer seg kanskje, om dere vurderer hver gang, men hvordan har du gjort det før?

A: Akkurat på dette temaet har vi ofte gjort det muntlig, ja. At det har vært et tema som er - egner seg for fagsamtaler. Det er vel dette temaet jeg var først ute å ha fagsamtale i. Og ikke bare ta den der tradisjonelle gamle presentasjonen, hvor alle står det hvert sitt tema og de hører det 40 ganger. Også fordi - selv om det er et tema som for noen oppleves som litt vanskelig, så er det er tema alle mener noe om.

Q: Ja, og derfor fungerer fagsamtaler bra - fordi de uttrykker seg?

A: Ja.

Q: I løpet av en periode, hva er det du ønsker at elevene skal sitte igjen med?

A: I engelsk er det jo flere ting vi vil de skal sitte igjen med. De skal jo stadig utvide ordforrådet sitt, uansett tema så har man gjerne noe ord og uttrykk og fokus på det. Bare civil rights kommer du ikke unna «segregation» for eksempel, hva er det, for det kommer jo - det ordet dukker opp i mange fagtekster, som et veldig fremmed ord, selv om det kommer fra ordet - segregering på norsk også. Ja, så utvide ordforråd. Og bruke ordene de lærer er jo en ting, så igjen mye på det muntlige selvfølgelig, men lese og forstå ulike typer tekster. Sant. Både tilpasset læreboka, men også noe av det de finner selv på nett. Ja. Utrykke seg litt skriftlig også ja, det vil det alltid være. Det trenger ikke alltid være så lange tekster.

Q: Tematisk på en måte, hva er det dere vil fokusere på der? Ehm, er det noen spesielle figurer, du snakket litt om Rosa Parks.

A: Har jo brukt henne, har brukt Martin Luther King med «nonviolence» tanken, ikke sant. Det har vi, også brukte vi sist tok vi litt nåtiden også da. Vi brukte Black Lives Matter, da var det jo George Floyd blant annet, var jo veldig framme. Er det andre som har hatt den tanken. Vi har sett på Nelson Mandela. Likhet og forskjeller i forhold til Sør-Afrika og USA da. Ikke sant. Det har jo vært en kamp om raseskillet begge steder. Men kanskje ikke likevel helt lik. Så det med å sammenligne med både steder og tider da. Kan være relevant. Trekke det enda lengre tilbake i den amerikanske historien. Til slavehandel og alt, så se hvordan det er så mange folk fra ulike steder i verden i ett land da. De forstår hva som er det unike med USA da.

Q: Er du fornøyd med måten du underviser i tema på? Er det noe du ville endret, hvis du hadde uendelig med ressurser og tid?

A: Ja, det er alltid noe en vil endre på. Som jeg sier, filmopplegget har vi jo brukt en del ganger, fordi vi synes det fungerer godt. Men det har alltid vært små endringer på hvordan vi har gjort det. Ikke sant. De har jobbet individuelt med å fordype seg i temaet. De har jobbet i grupper, gjort litt sånne ting. Hvis det skal brukes til vurdering er jeg mest glad i å at de fordyper seg i noe individuelt. Mhm, må jeg jo si. Men kunne jo sikkert holdt på med det mye lengre, men det er så mye vi skal rekke. Men jeg opplever jo at det kommer noen drypp alle tre årene, nå er det jo bare amerikansk revolusjon, det kommer jo noen drypp allerede nå. Hvordan alle typer sammensetninger av mennesker kommer sammen til et kontinent. Ikke sant, så det begynner å hjelpe den forhistorien. Finnes - kommer tilbake til det hele tiden. Finnes det diskriminering i Norge, altså hele tiden, finnes det i England, altså Storbritannia og Commonwealth, det er mange - vi blir egentlig aldri ferdig. Nei, det gjør man ikke. Men det å dvele for lenge med et stort prosjekt som heter civil rights da blir de lei. Ja.

## 6.6 Appendix C

Q: Hvor mange klasser har du hatt i temaet, eh, hvis, jeg vet ikke, åh forresten, har du med læreboka for eksempel?

A: Nei, vi har Enter nå, men før hadde vi *Crossroads*.

Q: Ja, ok. Hvor mange ganger har du undervist i temaet? Tror du - hvor lenge har du vært lærer?

A: Jeg har vært lærer i 23 år og har alltid pleid, og når jeg har niende trinn så pleier jeg å ha om Civil Rights Movement spesielt med tanke på Martin Luther King Jr. og Rosa Parks, og det står jo, vi har jo hatt om Rosa Parks og det står jo- vi har jo nå hatt om Rosa Parks litt sånn med tanke på i fjor på den nye boka vi har begynt på så er det med tanke på at hun er superhero, hva - heroes - headline på åttende trinn og nå var det i forbindelse med «standing up», «people standing up». Så jeg ser at læreboka som vi har nå, Enter, den tar ikke for seg Civil Rights Movement som en egen - eget tema, og at temaet USA og Civil Rights Movement er en av dem. Det er mer sånn drypp her og litt der. Temaet basert har vi jo tenkt hele tiden - som med tanke på eksamen og sånn så har man jo fått et tema. For eksempel «conflict» eller «standing up» som er tema nå. Eller «heroes» som jeg nevnte altså det er mange sånne tema hvor dette her kan komme inn. Men jeg har alltid før hatt det som en forlengelse av slaveri - når vi har om USA så har vi begynt med «the bitter end» med urbefolkninga i USA, hvordan de ble skjøvet vestover med «push og pull factors» med immigrantene fra Europa. Disse to immigrantbølgene og så har vi da kommet - så det har vært ganske kronologisk. Sånn er det ikke lenger nå.

Vi skal ikke bare bruke lærebøker og det er ikke - det har ikke jeg hatt veldig behov for før heller, jeg brukte nesten ikke *Crossroads* den forrige læreboka, fordi den. \*Pause\*

Q: Fordi den var ikke god nok?

A: Den passet ikke med kunnskapsløftet. Så den brukte vi lite. Men det som var fint med oppbygninga med *Crossroads* var at det var Great Britain i åttende, USA i niende, og resten av

verden i tiende. Med alt som handler om – «the sun never sets on the empire», så det hadde vi i tiende. Den delingen likte jeg godt, det var fra det nære til det fjerne, så det prinsippet likte jeg godt. Nå er det litt blanding så det tester jeg litt ut nå. Men når jeg har om Civil Rights Movement så prøver jeg å trekke linjer. Nei, du sa egentlig hvor mange ganger, så svarer jeg noe helt annet. \*Pause\* Unnskyld. Så jeg gjør det stort sett hver gang - jeg gjør det egentlig alle tre årene er det knyttet til hverandre. Men spesifikt på niende har jeg pleid å gjort det. Før fagfornyelsen.

Q: Planlegger du timer alene eller i gruppe med resten av trinnet?

A: Ja, vi jobber veldig tett sammen. Det avhenger litt av hvem man er med, men på vårt trinn så er det veldig – i dag klokka halv tre skal vi ha ukentlig samarbeidsmøte, ikke noe som er en del av ledelsens avmålte tid, for ledelsen kan bestemme en del av vår grønne tid. Dette gjør vi fordi vi ser nytten av det så dette gjør vi frivillig. Og da diskuterer vi hva vi skal gjøre og det er sjeldent vi - vi har egentlig glemt alt det lure vi gjorde før, så det er sjelden vi snur bunka, vi finner på nye ting hele tiden. Men så tar vi også veldig utgangspunkt i aktualiteter.

Q: Okey, så du vil si at dere bruker dagsaktuelle situasjoner og Black Lives Matter i 2020 og sånt noe?

A: Absolutt, og under nedstengning i niende trinn under nedstengningen brukte vi veldig mye tid på det og jeg har lagd to relevante undervisningsressurser i forbindelse med Enter, til skolestudio som da - den ene undervisningsopplegg, så jeg har gjort noe for Gyldendal i tillegg og da hadde jeg et undervisningsopplegg om George Floyd og BLM bevegelsen og et undervisningsopplegg om Amanda Gorman's «slam poetry» i forbindelse med «inauguration» til han presidenten. Ja, så da tar man jo dagsaktuelle temaer for å se - og nå er det jo to hendelser nettopp i USA som Black Lives Matter.

Q: ikke fått med meg det

A: det er to som er drept da, med sånn «taser». Og han var lærer og familiefar. Nå er det mange versjoner av akkurat den. Om han hadde «drugs» eller hvorfor, ja. Også så var det en annen kanskje en uke eller to siden hvor det samme skjedde hvor, han bare ville hjem til moren sin og så ble han drept. Og da var alle politimennene som slo han i hjel og alle de var av mørk hud da. Så ja. Så politi - det som kommer fram av - det er jo hele tiden det Civil Rights Movement, det er jo veldig tett knyttet sammen da.

Q: Planleggings-timen du snakka om, hvor lang tid bruker dere, hvis dere skulle planlegge en økt eller en.

A: En periode.

Q: En periode med temaet.

A: Vi bruker en del tid på det altså. Hvor mye, hvert fall tre timer. Vi kan jo ta utgangspunkt i ting vi har hatt før og tekster som allerede står i boka og sånn, men vi er litt sånn avhengig av - ja. Da det var nedstengningen hadde jeg tilgang på alle nye lærebøker digitalt, der åpnet de alle lisensene, så da fikk jeg jo plukka herfra og derfra. Blant annet fra *Stages* tror jeg det heter. Er det *Stages* det heter?

Q: Det er en bok som heter stages ja.

Q: Mhm, hvis den er ny. Der var det mye fint om rørsle bevegelsen Civil Rights Movement. Og det med - også knytter man jo også Civil Rights Movement med apartheid fordi det var jo - det er veldig viktig å fokusere på «segregation laws» og «crow laws» og alle disse tingene som faktisk - det var lovmessig diskriminering, det var ikke bare holdninger, det var faktisk sånn var loven, du fulgte loven hvis du diskriminerte. og Ku Klux Klan og det knytter jeg til i fjor i åttende så hadde jeg et prosjekt om - fordi alt vi gjør må vi jo fundere i læreplanverket og overordnet del, og der står det så tydelig at det er dette vi skal drive med, så det med «diversity» og «tolerance» var et prosjekt vi hadde i fjor i åttende bare for å, fordi du blir så lei av det blir så mye diskusjon

om n-ordet, «vi mener ikke noe vondt med det, hvorfor kan rappere si det», blablabla. Så da fikk jeg behov - og her i Grimstad så er det ganske tydelig sånn «rednecks»-miljø. Hvis du kommer fra landet skal du med både musikk og dette sørstatsflagget som er det er veldig - ja det er ganske eksotisk for å si det mildt. Det følte jeg veldig behov for å - ta til livs, eller ta utgangspunkt i - fortelle de hva egentlig jeg og veldig mange andre som har lært om dette her, opplever når de ser et sørstatsflagg. Da forklarte jeg litt, og nå har vi andre verdenskrig - og «everything is connected», nå har vi om andre verdenskrig, Hvilket menneskesyn var det Hitler hadde? Det var jo imperialismen det lå jo veldig sterkt, det menneskesynet om at folk med mørk hudfarge faktisk hadde begrensninger rent fysiologisk. Det var jo den sosialdarwinistiske - så alt knyttes sammen. Så derfor er det så fint med du som skal være fra 5.-10. trinn for da har du flere enn to fag som de lektorene, de har bare to fag vanligvis. Men da har du kanskje flere fag så du kan dra veksler på - for jeg underviser i fire fag. Jeg kan bruke alt, alt kan knyttes til dette her.

Q: Jobbe tverrfaglig?

A: Ja, kanskje flerfaglig. Litt tverrfaglig også absolutt. Men hvis det er tverrfaglig så krever det litt mer enn hvis det er flerfaglig. Hvis det er flerfaglig, kan jeg henviser til det de hadde i samfunnsfag akkurat nå. Så ofte flerfaglig, men absolutt tverrfaglige muligheter også.

Q: Du har jo snakket litt om overordnet del i den nye læreplanen. Har mye endret seg på måten du underviser på med den nye læreplanen?

A: Mm, jeg har vel fokusert mer på refleksjon da. At de får oftere - jeg tror kanskje jeg har dreia det litt fra rene kunnskapstester til refleksjon, både skriftlig og muntlig. Men spørsmål hvilken læreplan jeg skal sammenligne med, for hvis det er Kunnskapsløftet så er det ikke så stor forskjell sånn egentlig fordi det var en del av de - og vi har fortsatt forskjellige fag som er vanntette skott. Så jeg tror ikke vi har klart å endre så mye til å liksom - til det tverrfaglige som vi skal egentlig drive med, og dybdelæring. Jeg synes jeg driver med dybdelæring, men det er ikke sånn at vi holder på to måneder med en smal ting. Dybdelæring for meg er at for eksempel

når de skal lære å skrive engelsk så er det sånn at vi jobber tydelig med hva som er god kvalitet på skriving, hva som lager gode avsnitt. Altså at de lærer - det er også dybdelæring, det å lære ferdigheter. Det å fokusere på «topic words», det å kunne se begge sider, det å være kritisk til kilder, det er veldig aktuelt nå. fordi de kommer jo opp med all verdens med Tiktok kilder og alt mulig. Og i tillegg til den «ChatGPT» greiene må vi styre oppgavene. Nå vil jo «ChatGPT» kunne komme med fantastiske refleksjoner og drøftinger. Men, ja, vi fokuserer mer på at de må få litt styrt, men også finne ut av argumenter og ta andres perspektiv hele tiden. Det å øve seg på det er viktig, med tanke på livsmestring og folkehelse. Og også det med medborgerskap, det er så mange ting der som de trenger å klare å sette seg inn i.

Q: Med tanke på undervisningsverktøy og sånn, hvilke typer bruker du?

A: Jeg bruker jo bøkene for de ser jeg på som kilder som man kan stole på, så jeg er ganske sånn lydig på det. Men så bruker jeg - hvis de skal lære ord og uttrykk og sånn så kan jeg bruke «Quizlet». Vi kan jo egentlig ikke bruke programmer hvis de må logge seg inn på grunn av personvernreglene, så jeg unngår innlogging, men da får vi færre muligheter ser jeg. Det er en mulighet med sånne «flashcards». Og så er det - så bruker jeg ofte så alle elevene skal bli involvert så bruker jeg ofte padlet. Og da legger de inn ting de finner ut for eksempel hvis de skal. \*Pause\* Hvis de skal finne ut som Martin Luther King, Rosa Parks, kanskje Malcolm x, flere av de som var aktuelle da så kan jo den gruppa finne ut om den. Men så man jo finne ut noe. Jeg hadde en finurlig greie da dronning Elizabeth døde, da skulle vi finne ut, for da faren hennes het Albert før han ble King Edward. Så skulle de finne ut om Albert da. Og da var det Albert av Monaco som de kom opp med. Så det med å finne ut, det må vi øve litt på. Fordi at Albert av Monaco var nok ikke faren, for han lever fortsatt, så han kan ikke vært faren til Elizabeth. \*latter\* Så de er litt sånn, man må styre litt. Men jeg ser på padlet som et veldig godt verktøy for å engasjere alle elevene. Også bruker jeg mye «think pair share».

Q: Det må du forklare.

A: Ja, IGP kaller man det på norsk.



Q: Ja, nettopp.

A: Så det er sikkert en metode lærerne dine bruker mye.

Q: Ja.

A: Og det er veldig «alright» i forbindelse med å få elevaktivitet. Så slipper man at det bare er tre som rekker opp hånda. \*Pause\* Er det andre ting jeg bruker - ja «onepagers».

C: Og det er?

A: jeg kan vise eksempel her faktisk.

\*viser ark\* det har vi hatt denne timen. Vi har om andre verdenskrig, så da – «onepager». det kan man styre sånn som dette at man legger - her har jeg da styrt det veldig med å si hva jeg ønsker, jeg ville ha «illustration», jeg vil ha «characterization», jeg vil ha «examples of dehumanisation», som vi har som mål eller begrep eller som i forbindelse med - for det handler om \*vanskelig å høre\* som da var 15 når han kom til Auschwitz. Så da er det to utdrag fra «night». Ting de har fått fra teksten da. Og de skal helst, det skal ikke være noe her som er hvitt eller tomt. Alt skal - det er jo en prosess da. Her også. \*viser flere ark\* jeg har gitt dem eksempler, jeg bruker «Onenote» mye da. Eller «classnotatblokk» \*viser på pc-en\* også leser jeg inn for det mange dyslektiker også. Så hvis det er tekstutdrag så har jeg lest opp lydfiler her. Sånn at de kan lytte til, fordi det er masse tekster her. Dette er eksempel på «onepager» \*viser\* så dette har jeg funnet på google. Så da har ikke læreren bestemt boksene da. Men det trenger de litt mer øvelse på. Så det er en kjempegod - det å kunne illustrere, det med «topic words», «quotes», «descriptions», «symbols», symbol trengte jeg ikke ha som egen for det vil naturlig komme på en sånn illustrasjon, så eksempelet kunne jeg brukt med tanke på Civil Rights Movement også selvfølgelig. Med Martin Luther og den lange marsjen.

Q: Så litt om læreboka. Hvordan bruker dere den i planlegging og gjennomførelse?

A: Vi ser først på boka, hva kan bruke her. Vi har nå liksom, nå prøver vi å endre oss litt med tanke på - for får så har vi tenkt nå har vi det som tema og så finner vi all verdens med andre ressurser, ikke nødvendigvis boka, for den var litt utdatert i forhold til Kunnskapsløftet. Og det er jo lenge siden Kunnskapsløftet kom, så den var utdatert i forhold til det.

Q: Hvilken bok var dere misfornøyd med?

A: *Crossroads*. Som ble utdatert. Og der står det til og med - diskriminerende ord som ikke er innafor nå, om urbefolkninga i USA for eksempel. Tror jeg ja. Så det er utdaterte ting, for språket endres jo, hva som er, hvilke «labels» man kan bruke og ikke, det endrer seg hele tiden. Så da var det mer sånn at da tenkte vi tema og så brukte vi mye tid på - da er det lurt å bruke, vi hadde jo «itslearning» før og da kunne vi lage sånne \*pause\* sider som vi kalte det for i «itslearning», man kan gjøre noe av det samme i «klassenottatblokk» for her har de jo filmen, her har de denne \*trykker på pcen\* ja, her har jeg leksa, video, så er det disse tekstene som jeg også ga de på papir, for jeg tenker noen har glede av å oversette og skrive ord og sånn på papiret, men det ligger også her. Også har jeg lest det inn her. Så den andre teksten som er lest inn her. Og da er det ikke flere «takes», sier jeg noe feil, stotrer jeg eller stammer jeg, «whatever», det får bli så godt som det er. Og så har jeg mulighet til differensiering med å lese opp en lydfil, ved å forklare litt, oppsummere litt. Dette handler jo om det og det kan jeg si på norsk for det er det ingen som hører. Så det er differensierer ved å bruke lydfiler, på den måten. Og så er det ord og uttrykk her. Ikke nødvendigvis dette med «glossary» ikke ord som de må lære seg \*trykker på pcen\*. Her er det «glossary» rett og slett for å - her er det ord som tenker at de ikke skjønner så godt som de kan se her i stedet for å slå opp da. Men «topic words» er ord de må kunne. Hvilke ord trenger du for å kunne uttrykke deg på engelsk om dette her. De trenger jo ikke disse \*viser glossary\*

Q: Ja, du fortalte jo litt om den gamle boka, men hvordan synes du den nye boka tar for seg tema?

A: Ja, det har jeg glemt å si. Vi tar jo veldig utgangspunkt i å analysere "I have a dream". Det bruker vi - det er liksom kjernen i - og da har vi tale som - da bruker vi etos, patos og alt. Da analyserer vi retorisk og. Men læreboka nå har jeg bare hatt i åttende og halve niende. Det er nok litt mer sporadisk. Nå ligger jo de undervisningsoppleggene jeg har lagd om Amanda Gorman og (George) Floyd ligger jo på en nettside, det er ikke i en bok. Vi er så heldige å ha skolestudio og da kommer det jo temaer. Hvis du skal analysere *Enter* så bør du egentlig vite om skolestudio også. Fordi det er en del tverrfaglige temaer som både - vil du se skolestudio?

Q: jeg kjenner til det.

A: Ja du kjenner til det ja. Fordi at hvis jeg går inn på *Enter* så - og det er veldig fint for meg å ha tilgang her. Jeg har tilgang til alle tre årene på engelsk og jeg har tilgang på tverrfaglig tema sånn at jeg kan se litt, å ja, hvis jeg skriver Martin Luther King Jr. så står det kanskje om han i samfunnsfagboka også. Så det er gode muligheter med *Enter*, på papir og i boka. Så jeg ville ha begge. Det som er fordelen med *Enter* er at tekstene leses opp, du trenger ikke være dyslektisk for å ha tilgang til opplest tekst. Og det vi har av hjelpemidler som alle benytter seg av, er da en mulighet for dyslektiker å gjøre det normalt å bruke hjelpemidler.

Q: Ja ikke sant. Hvordan vurderer du elevene i dette temaet? Har dere prøver, eller framføringer eller?

A: Ja nå jar jeg glemt litt hvordan vi gjorde det for forrige gang vi gjorde det - nei forrige gang var det under nedstenginga så vi hadde jo masse vurdering da, da var det jo tekst, svare på spørsmål noe, det på et litt sånn enkelt nivå, og så blir det det å skrive avsnitt om - eller du kan ha forskjellige temaer og ha fagsamtaler om det, og da ønsker vi at de skal trekke linjer da. Så hvis vi sier da buss boikott så, hvis de trekker ordet buss boikott, må de trekke inn Rosa Parks for eksempel. Så det kan man gjøre, også kan man - at de skal skrive en tekst på et avsnitt eller to hvor de skal da - hva kunne de fått som oppgave - de kan jo reflektere ja det med ikkevold da. Sammenligne med andre ikkevoldelige helter i engelskfaget, selv om det blir litt - vi er klar over at det blir litt forenklet på ungdomstrinnet, nå er jo Gandhi ikke bare - han var jo ganske rasistisk i Sør-Afrika for eksempel, sånn at vi gir nok et glansbilde av disse heltene. Men det har jeg ikke

noe problem med, fordi at de er mer symboler kanskje enn «real living creatures» liksom. Eller «beings» ikke «creatures», det var stygt sagt. Nei, så de kan knytte - hvis de skal skrive noe så er det gjerne knyttet til tema som ikkevoldelige protester, det med a t- vi ønsker å kjempe for det som er rett, «fight for your rights», det med «human rights», at «Civil Rights» er en selvfølge for alle. Og det har noen - at man - at en oppgave kunne vært å presentere en borgerrettsforkjemper og knytte det til tema de kjemper for. Komme med eksempler på diskriminering i sørstatene som faktisk var loven. Og diskutere hvorfor de synes det kanskje er litt - og da kommer det jo - da svarer de veldig politisk korrekt. Og det er flott, det er det vi vil. Det er det som står i overordnet mål, at de skal - at vi skal promoterer de holdningene. \*ler\* Så, det gjør jeg med stor - eller jeg synes at det er ganske - vi får så tydelig mandat gjennom overordnet mål og gjennom formålet med faget at det med toleranse og det å feire mangfoldet.

Det er - det føler jeg er en stor del av alt jeg gjør på skolen og spesielt i engelskfaget.

Q: Nettopp. Så etter en periode med dette teamet. Du har jo sagt hva læreplanen vil elevene skal sitte igjen med, så det er det du vil elevene skal sitte igjen med? Hva vil du at elevene skal lære etter perioden?

A: Mhm, ja det er jo for å. Jeg vil jo at de skal sitte igjen med - at ikke de skal falle for stereotypier , diskriminerende omtale om andre folk, basert på hudfarge eller hvor du kommer fra. Jeg vil at holdningene deres som de kanskje møter hjemme, at de skal få en motvekt på skolen. Jeg vil at de skal bli opprørt over rasistisk praksis sånn at - det står jo i Auschwitz at hvis du ikke lærer av historien er du dømt til å gjenleve den. Og det er min misjon, jeg bruker misjon, med dette faget at de skal hvert fall vite hvor galt det kan gå og hvor galt det går an med - nå er det kjempeaktuelt med konspirasjonsteorier som de bombarderes med hele tiden. At menneskesyn, at ikke de - ja. Og med tanke på at vi er jo en mottaksskole her, vi er en mangfoldig skole. Det kommer folk fra krig og diskriminering, vi må vite - vi må ha en felles opplevelse - opplæring i hvor galt det kan gå. At vi ikke skal ta - og det går jo på medborgerskap. Vi skal vite. Og at vi skal være kritisk. Også at de skal - de blir jo deprimerte av alle konfliktene og krigene de lærer om. Nå snakker jeg ikke om klinisk depresjon, men de blir jo lei seg når de hører om alt dette her, men de skal også få vite at de kan faktisk gjøre noe med det. Og det går jo

også på mobbing, det går på alt, om fordommer - ja. Det går på - så det er veldig mye dannelse og at de skal lære seg selvfølgelig skal de sitte igjen med spesifikke historiekunnskaper, men det er meste dannelse, mest - ja. \*Pause\* Det er sikkert ikke lett å følge det jeg sier nå.

Q: Jojo kjempefint. Også siste spørsmål: er du tilfreds med måten du underviser i temaet på?

A: Jo faktisk! \*ler\* Fordi jeg ser mulighetene, fordi jeg knytter det til aktuelle ting, til andre lignende konflikter, Israel-Palestina, «the troubles» i Irland, og - jeg er KRLE-lærer jeg knytter det til masse, med tanke på menneskerettigheter som vi har hatt mye om i KRLE. Så det er - ting henger så godt sammen. og tilfreds med at jeg kan jobbe på denne måten fordi jeg føler at jeg har et klart mandat fra overordnet del eller hva det heter. Det heter kanskje ikke det lengre.

Q: Overordnet del ja, det heter det.

A: Takk, det er så mange. \*ler\*

A: Og formål med fag - disse her kjerneelementene og alt dette. Jeg følger jeg - de bare sier gå og \*ler\* «preach diversity and tolerance». «Against prejudice and discrimination». Jeg bare kjenner at de ordene linker.

Q: Ja, jeg skjønner. \*pause\* Er det noe du lurert på?

A: Når det er snakk om, ja fordi at det er disse her målene i - nå er det jo mange færre kompetansemål, jeg synes det blir veldig å stikke hodet veldig i sanda, hvis man bare ser på kompetansemålene, at man må se på formål med faget og overordnet også. Fordi at kompetansemål det er - der står det kanskje ikke tydelig Civil Rights Movement. Også stod det tydeligere før. Så det er klart at noe at vi bare dratt med oss fra tidligere planer og sånn. Men likevel kan vi bruke Civil Rights Movement når vi ser de andre nivåene læreplanen er og ikke bare kompetansemål. Yes.

## 6.7 Appendix D

Q: Hvor mange i klasser har du hatt i temaet Civil Rights Movement?

A: En.

Q: En klasse. Da du skulle ha denne perioden med det temaet, Civil Rights Movement, hvor mye tid brukte du på planleggingen?

A: Godt spørsmål, ja hvor lang tid kan jeg ha brukt. Jeg planlegger litt underveis også. Så liksom på forhånd og underveis? Tenker du totalt sett?

Q: Nei, bare sånn «roughly» om du på en måte - ja nei. Hva sa du for noe?

A: Det jeg gjorde da jeg jobbet med dette teamet var at jeg la liksom en slags periodeplan i forkant. Også etter jeg hadde lagd den, så reviderte jeg den underveis. Så i forkant brukte jeg kanskje sånn 40 minutter. Max en time.

Q: Under planleggingen, gjorde du det med noen eller var du alene?

A: I starten var jeg alene, og så ble kollegaen min involvert. Det var på grunn av hun var sykemeldt, eller hun var litt borte på grunn av sykdom, så foretok jeg ansvaret og så - da hun kom tilbake jobbet vi mer sammen.

Q: Så hun fikk på en måte det du hadde jobbet med - jobbet dere videre med det etterpå?

A: Ja det gjorde vi.

Q: Ja, så du vil si at dere jobber på en måte sammen på trinnet om temaet?

A: Det er kun en klasse på tiende trinn, så hun og jeg - vi er begge faglærere sammen. Så vi på en måte regulerer hvem som gjør hva i undervisninga. Så vi deler på det da.

Q: Skjønner, det har kommet ny læreplan. Hvordan planlegger du undervisningen med tanke på den? Det er jo en del om – hvert fall i overordnet del så står det kanskje ikke med akkurat ord, men man kan tenke seg at Civil Rights Movement er en del av -.

A: Ja, jeg tenker at demokrati og medborgerskap er jo en viktig del av læreplanen, absolutt. Og folkehelse og livsmestring - så Civil Rights Movement tenker jeg blir relevant - innenfor det temaet da. Og i tillegg ifølge læreplanen skal elevene lære om kultur og attraksjoner og sånne ting. Så det vi prøver å gjøre er å ta å undervise på bakgrunn av kompetansemålene, ikke lærebok. Men så - jeg prøver jo å se på det. Se på kompetansemålene, og så planlegge undervisningen ut ifra det. Tilpasse temaet ut ifra elevenes forutsetninger og interesser da. Og det jeg tenker at de burde lære om da. Kommer jo litt an på hva som skjer i tida.

Q: Det som skjer i tida, trekker du inn nyhetsbildet særlig i det teamet her kan det være aktuelt særlig i nyere tid med for eksempel Black Lives Matter og sånt noe?

A: Ja, når vi hadde om det temaet så passet det veldig bra inn i den tida, men vi pleier også å se nyheter for eksempel for å holde oss oppdatert. Men hvis det oppstår noe spesielt - om det er i USA eller hvor det er så prøver vi å få med det også. For eksempel når det var valg i USA nå nylig, jeg husker ikke hva det het, men da hadde vi en sak om det hvor elevene kunne sette seg litt inn i de forskjellige partiene. De forskjellige sidene. «Rødt og blått, hva var det det betyr for noe»?

Q: Hva med undervisningsverktøy, hvilke verktøy brukte dere da dere hadde om temaet?

A: Mener du materielle?

Q: Ja.

A: Vi brukte, jeg skrev det ned, er det lov å jukse?

Q: Ja.

A: Vi gjorde mye forskjellig så jeg ville huske - vi brukte en tekst i læreboka, eller flere tekster i læreboka. Vil du vite konkret hva for type tekster?

Q: Det kan jeg gjerne se ja.

A: Ja, det var en tekst som heter "road to equality". Den er fra *Enter* i skolestudio. Den handler om ja, den er liksom historisk da. Veien til likhet eller liksom «equality» da. Fra slavetiden fram til i dag. Også var det også en tekst, Martin Luther King Jr. sin tale brukte vi litt. Den ligger der. Også brukte vi også en tekst - ja, ja, to eller tre tekster fra læreboka. Også så vi UXA fra NRK. Også så vi "the hate you give" filmen - også så vi - elevene leste boka "the absolutely true diary of a part time indian». Og så jobbet vi liksom - ja ut ifra disse typene tekstene da.

Q: Det UXA, det er jeg ikke kjent med.

A: Nei, det er en NRK-serie, en tv serie på NRK med Tomas Seltzer som er - den må du se. Veldig bra. Så han har forskjellige episoder med forskjellige temaer, så den episoden vi så på handla om hvordan det er i USA i dag. Den handlet også om - det er en sånn leder av Black Lives Matter Movement - som forteller om hvordan han mener at de fortsatt kjemper for sine rettigheter og hvor stor forskjell det er på svarte og hvite. Også handler den om amerikanske urbefolkningen - tre gutter som forteller om hvordan det er å leve på «reservation». Den må du se.

Q: Ja den skal jeg sjekke ut. Du nevnte jo et par digitale verktøy, hvilke var det igjen?



A: Ja, skolestudio, det er et forlag fra er det Gyldendal, jeg husker faktisk ikke. Men fra et forlag, så det er ei digital lærebok da, som heter Enter.

Q: Og da får du med? Hva er på skolestudio da? Er det bare oppgaver og tekster eller?

A: Det er egentlig bare som en lærebok, bare digitalt. Masse forskjellige typer tekster - du må si forresten om jeg snakker for seint eller.

Q: Nei, bare, det er fint det.

A: Ja, mange forskjellige typer tekster. Hvis du ser for deg en lærebok da, så har vi jo flere temaer, så det er det også i skolestudio. I margin til venstre kan jeg velge forskjellige temaer, også går jeg inn på hvert tema er det mange forskjellige tekster. Og til hver tekst så kan vi også jobbe videre med forskjellige oppgaver, og elevene kan også høre alle tekstene. Og det er - ja, det er jo - en del sånn ekstraoppgaver også, sånn oppgaver man bruke for å liksom gjøre noen dypdykk. På en måte. Videoer, lyd, filmer, alt mulig, så det er liksom mye multimodale tekster da.

Q: Ja, kan man bruke litt til tilpasset opplæring på en måte?

A: Ja absolutt, og det er litt derfor vi har holdt en knapp på å bruke det digitalt, vi har jo noe - vi har noen eksemplarer av boka analogt liksom, men det er veldig fordel for de svake elevene. I tiende klasse som jeg snakker om, de er 18 elever og det er sikkert fem som har dysleksi eller noe. Det er veldig behov for tilpasset opplæring i den klassen.

Q: Så dere bruker læreboka på nett stort sett?

A: Ja riktig.

Q: Sånn rent - hva skal man si. Hvordan bruker du læreboka i planlegging og gjennomføring?

A: Jeg skjønner, jeg undersøker først på forhånd når jeg planlegger, så undersøker jeg tekster. Så sjekker liksom okay, hvordan er disse tekstene vinkla, hvem har skrevet de, eller liksom hvem - åssen er de forskjellige rasene representert for eksempel, og åssen tenker jeg at den teksten er vinkla. Det prøver jeg å se litt på. Også ser jeg også selvfølgelig på hvordan type tekst det er, hvor lang den er, ord, liksom sånn - nivå på teksten og sånn. Så det undersøker jeg først, og så undersøker jeg også om de kan passe i sammenhengen i det jeg har tenkt å jobbe med. I det jeg tenker at elevene burde lære om da, og hvis de passer så velger jeg de. Men sånn generelt bruker jeg egentlig læreboka ganske lite. Fordi at det er jo egentlig litt sånn pga. - for å gjøre det motiverende for elevene da. Ha variert undervisning. Ja, var det svar på det du lurte på?

Q: Ja.

A: Ja, du spurte om gjennomførelsen, så i gjennomførelsen så bruker jeg læreboka på forskjellige typer måter, når vi jobber med for eksempel med en av tekstene her "road to equality" så måtte elevene lese et avsnitt hver - nei unnskyld. Først så måtte de skrive eller hang opp sånne plakater i klasserommet med overskrifter med for eksempel "american history" "native americans" og sånne ting, og så måtte de gå rundt å skrive hva de kunne om de temaene fra før, og så leste vi teksten, og da leser de et avsnitt hver, og så gjorde alle det og så ble de satt sammen i grupper og fortalte hverandre hva de hadde lært. Av teksten liksom. Så det er en måte vi gjennomførte det på. Vil du ha det så konkret?

Q: Ja, konkret er fint.

A: En annen tekst som vi jobba med det var en - det var en, må tenke. en skjønnlitterær tekst, liksom en dame som fortalte. Det var min kollega som valgte den, så jeg husker ikke helt åssen den var. Jeg tror det var en dame som fortalte om hvordan det var å vokse opp da. Hun var mørkhudet og hun var - ja. hun fortalte i hvert fall hvordan hennes liv var eller et eller annet sånt, og da lyttet vi til den teksten sammen hele klassen. Hvor teksten stod på skjermen og så lyttet vi, og så jobbet de med noen spørsmål til den teksten etterpå. Også den der talen til Martin Luther

King Jr, den så vi på Youtube. En sånn kort versjon eller - nei det var hele talen faktisk, men vi så den hvert fall der. Så jobbet vi med den etterpå.

Q: Ja, så hvordan synes du boka tar for seg temaet?

A: Jeg synes egentlig den tar for seg temaet ganske sånn, hva skal jeg si, kan jeg si grundig eller den viser liksom - jeg synes den har et fint perspektiv på det, det er liksom ikke - man kaller man det - den gir ikke et bilde av at dette er et problem som er løst opp og at alt er fint liksom. Så elevene lærer at dette er fortsatt en utfordring i USA i dag, og den læreboka tar for seg mange typer tekster og gir muligheter for variert undervisning og legger opp til at elevene kan jobbe med forskjellige typer tekster og sjangre.

Q: Mhm. Hvordan velger dere, hvordan valgte dere oppgaver til temaet?

A: Hvordan?

Q: Ja, ut ifra på en måte kompetansemål eller var det for å liksom - hvordan vurderte dere hvilke oppgaver dere skulle bruke?

A: Det valgte jeg egentlig basert på - ja selvfølgelig kompetansemål som vi snakket litt om i stad, men også jeg valgte de også basert på det som jeg tror elevene ville synes var interessant og også noe som kunne være tilpasset til deres nivå. Mye sånn lytting og korte tekster og videoer og sånn som for eksempel å se en film - vi så jo "the hate you give", og jobbe med tegning. de tegnet, det glemte jeg å si. De - ja. Sånn multimodale - oppgaver som legger opp til å jobbe med multimodale tekster hvor de får litt sånn - praktisk estetiske oppgaver egentlig. Ja, var det greit svar?

Q: Ja absolutt. Vurderte dere elevene etter perioden?

A: Ja, vi jobbet - la meg tenke - det var en stund siden og jeg har så dårlig hukommelse. Men, vi vurderer de jo underveis. Prøver å gi de litt sånn hva skal jeg si, spontane tilbakemeldinger underveis når de holder på med det de gjør. Og så har vi også gitt vurdering på - altså vi holdt på med dette fram til jul, så i jula hadde de en refleksjonsoppgave eller sånn, hvor de skulle fortelle litt om hva de lærte om det teamet, eller de skulle særlig knyttet til filmen "the hate you give", og så laget de en podkast. Nå kommer jeg på enda flere ting, vi jobbet med podkast også. \*ler\*. Da fikk de en karakter på den podkasten, sånn de fikk en karakter med muntlig tilbakemelding fra oss, og et sånt vurderingsskjema som vi brukte med liksom kriterier og nivå.

Q: Ja, åssen kriterier var det?

A: Det var jo - det handla om liksom ganske mye, det handla om innhold i podkasten, og om de viste evne til refleksjon. Og språk. Språket de brukte. Ja, jeg tror det var helst det det gikk på.

Q: Teknisk og sånn da? Sånn med podkasten, lyd, klipping og sånn?

A: Ja sånne ting. Nei, vi - føler ikke vi kan gi vurdering eller at det kan være grunnlag for en karakter. Så da var det mer sånn bare gi de litt tips til neste gang så kan du jo prøve å snakke litt seinere og - ikke sant. Og vi - noe annet vi kjente litt på det var sånn her at. Evnen til å tilpasse språket, det måtte vi også jobbe litt med - eller det måtte vi gi litt feedback på. Fordi at det var seriøse temaer de tok opp men de var litt sånn, noen ganger ble de litt tullede og det var upassende så det ga vi tilbakemelding på.

Q: Måten du har undervist på har jo ikke endret seg, men til neste gang, har du tenkt til å gjøre noen endringer?

A: Ja, det kommer jeg til å gjøre uansett, men jeg har ikke tenkt foreløpig på hvilke. Jeg tenker at jeg kommer til å gjøre ganske mye likt når det gjelder valg av - eller de tekstene vi har brukt. For eksempel "the hate you give", "part time indian" "UXA", alle de tekstene synes jeg er veldig spennende og gir et bredt spekter eller sånn. Men det kan godt hende at jeg endrer litt på arbeidsmåter. Ja kanskje, endrer litt vurderingsmetode, liksom hva vi jobber underveis. Jeg har

også lyst til å legge til litt musikk, høre på litt musikk og tolke det, liksom å analysere det, for eksempel Tupac eller et aller annet sånt. Så det kunne jeg lagt til. \*Pause\* Så kunne jeg endret litt på måten vi jobbet med noen av tekstene for å få enda bedre utbytte, ja for å få med seg innholdet enda bedre. Skal jeg gå konkret, skal jeg forklare konkret?

Q: Ja da.

A: Ja for eksempel når vi jobbet med «road to equality» så sa jeg at det at de fikk lese et avsnitt hver og fortalte det til hverandre etterpå hva de hadde lest om. Og da erfarte jeg at de lærer jo av de avsnitta de leser, men ikke så mye mer enn det. Så for å bedre utbytte må jeg gjøre det på en annerledes måte da.

Q: Ja, har du noen ideer på hvordan du kan gjøre det?

A: Ja, jeg kan jo bruke forskjellige lesestrategier, man kan jo for eksempel lese i par, og snakke sammen om hvert avsnitt, hva lærte vi i dette avsnittet, man kan lese i kor, man kan bruke sånn - at de har sånn - hva kaller man det - en referent liksom, at de noterer litt hver. Jeg har også gjort sånn noen ganger at de leser et avsnitt hver, så skal den andre, den som ikke leste ikke sant gjenfortelle det som ble lest. Det er sånn metode da, for å forstå innholdet selv om det er en litt lang tekst å jobbe med da. "The hate you give" har jeg også reflektert en del om for kollegaen min synes den var litt sånn voldsom, spesielt for elever som er sensitive. For hun er det selv så hun kjente litt på det. Så det kan jeg gjøre annerledes, altså forberede elevene mer i forkant. Liksom uten å «spoile» men å likevel fortelle at her er det noen voldsomme scener og sterke scener. Med vold - ikke sant, at de er forberedt på det da.

Q: Hva ønsker du at elevene skal sitte igjen med?

A: Jeg - godt spørsmål. For det første så har jeg - så synes jeg at det er viktig at de vet åssen det egentlig er i USA i dag. For jeg tror de får et glansbilde eller at ikke sant - de lærer liksom om "the american dream" og de ser filmer, hvor ikke de får dette inntrykket av hvordan det egentlig er i det hele tatt. At de liksom skal lære at - hvor mye folk - hvor store forskjeller det faktisk er.

Hvor store de forskjellene oppleves for mange mennesker og at det skal være en del av deres danning som elever, og også i forhold til dette med de - åh jeg klarer ikke finne ordene - overordnede temaene, ikke sant. Folkehelse og livsmestring for eksempel. Jeg tenker det handler - er en del av det og danninga og at - med empati og sånne ting da. Også synes jeg også at de skal utvikle bedre evne til å drøfte og reflektere, og utvikle - ja, språklige ferdigheter, for eksempel når det gjelder å jobbe med en podkast knyttet til det da - utvikle språklige ferdigheter- muntlige ferdigheter. \*Pause\* Hva mer? Jeg tenker det er flere ting jeg kommer på, men kan kanskje stoppe der.

Q: Og så til slutt: er du tilfreds med måten du underviser i temaet på?

A: Ja, det er jeg. Jeg synes det gikk veldig bra. Jeg synes det var - jeg synes - ja jeg var det. Jeg fornøyd med åssen jeg la det opp for å være helt ærlig.

Q: Ja så bra. Viste elevene at de syntes det var gøy å jobbe med temaet eller?

A: Ja, de - noen gjorde det. Men en utfordring i den klassen sånn generelt sett at det er negative ledere, litt sånn - det er ikke kult å si at noe er gøy. Men likevel var det noen elever som uttrykte at de - at de syntes det var gøy å se film, typisk. Men det var ikke noen som sa når vi var ferdig med dette temaet at dette var gøy. Eller spennende. Men min kollega og jeg var likevel fornøyde med opplegget.

Q: Er det noe mer du vil si om undervisninga? Med tanke på kompetansemål eller overordnet del eller temaet eller noe sånt?

A: \*Pause\* Jeg kan jo også - det er kanskje greit å vite at. Jeg jobber nå i den klassen i tiende, men jeg har ikke hatt de før. Men min kollega har det og hun har jobbet på forskjellige måter om for eksempel om amerikansk historie og sånn, før jeg kom inn i denne klassen, om de har jobbet de jobbet med det i niende og sånn. Men da veit jeg ikke hva hun har gjort, men da var det noen ting de kunne litt av fra før av da. \*pause\* Og elevene hadde jo også litt forkunnskaper om Black

Lives Matter. Nei jeg tror egentlig ikke det er noe spesielt, typisk at jeg kommer på noe liksom seinere.