

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM



## 10 STEP PROCESS OF CREATING AN ETHNIC STUDIES LESSON PLAN

- Step 1: Review Unit Purpose.
- Step 2: Fill out [Curriculum Planning](#) or [Ginger Friend Worksheets](#). (Backwards Planning.) **My Ginger**
- Step 3: Read about and study the concepts related to the topic that you will be teaching about.
- Step 4: Work on a lesson plan with your team. Make sure to make a copy of this lesson template for each lesson. (Lessons can be made for 1-5 days. [Tatlong Bagsak](#) and [Journey 4 Justice Example Unit with Lessons](#))
- Step 5: Prior to Writing out the Lesson Plan Steps, include the following aims of the lesson:
- Purpose
  - Enduring Understandings
  - Essential Questions
  - Essential Skills
  - Cultural Wealth
  - Ethnic Studies Principles Alignment
  - Materials
  - Main Concepts
- Step 6: Develop or include a **CULTURAL RITUAL/ ENERGIZER**. This is not just an “icebreaker.” These rituals/energizers set the culture of the classroom. Make sure that it is directly connected to the purpose of the lesson.
- Step 7: Come up with a way to teach the **CRITICAL CONCEPTS**. This can be through slides, activities, worksheets, creative handouts. Some teachers have created word walls or bookmarks to insure that students have multiple touch points with the concepts. Make sure to include any links to slides, handouts, and worksheets.

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

- Step 8: Create an activity(ies) that will encourage **COMMUNITY COLLABORATION** and/or **CRITICAL CULTURAL PRODUCTION**. (see descriptions below) Make sure to include any links to slides, handouts, and worksheets.
- Step 9: End each lesson with **CONCLUSIVE DIALOGUE**.
- Step 10: Create materials and slides. ([\*Use Presentation Zen.\*](#)) Try to create all materials so that they are accessible to all of teachers who will be teaching this curriculum/course. Post the lesson plans, materials, and Resources in the LESMC google folder.

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM



## Title of the Lesson

**Time:** Days or Hours (How many days/hours will it take to complete this lesson?)

**Grade Level:**

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

- The purpose of my lesson is for students to identify the solidarity and alliances that existed between Chicax and Filipinx during the farmworkers movement. Students will learn of the non-violent tactics used by farmworkers to improve their working conditions and higher their wages including the use of strikes, marches, boycotts, and establishing labor unions. Students will be able to identify key figures in the farmworker's movement and the significance of their role.

### **Unit Enduring Understandings Alignment:**

- Labor unions are formed to fight for better working conditions and higher wages, they are most effective because there is increased power with the more members that join. They fight for justice by organizing strikes, boycotts, protest, marches, and sometimes by fasting.
- Solidarity amongst people of different races, ethnicities, sexes, religion, sexuality, etc. is crucial in forming a strong unity to fight against systems of oppression and social injustice.
- Gender discrimination and sexism are systems of oppression that are targeted at women in society. They are the roots of discriminatory practices such as uneven access to education, lack of women in leadership positions and politics, and unequal access to job opportunities for women. It is an ongoing battle to fight for sex and gender equality for women.

### **Lesson Guiding Questions:**

- What were the working conditions of farmworkers? Describe the exploitation and challenges they faced.
- Describe how farm workers organized to fight against systemic oppression

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

- Describe how the alliance/solidarity of Mexican/Chicanx and Filipinx greatly benefitted the farmworker's movement
- How were farm workers' children's quality of education impacted by the constant migration?
- Describe the significance of Luis Valdez's "El Teatro Campesino" in the farmworker's movement?
- Describe the sexism that existed amongst farmworkers and how it directly affected Dolores Huerta.

## **Essential Skills:**

- Differentiate the challenges of Latinx and Filipinx farmworkers.
- Summarize how Filipinx and Latinx farmworkers were able to communicate with each other despite language barriers.
- Identify key figures in the farmworkers movement and identify their role and significance.
- Analyze the similarities and differences between the contemporary struggles farmworkers face with those of farmworkers from the 1960s.

## **Cultural Wealth (Yosso, p. 78):**

- **Social wealth:** Latinx and Filipinx were able to unite, socialize, and work together for the common good of farmworker rights despite their cultural and linguistic differences. Their ability to network and collaborate brought them success in the farmworker movement. The participants of the strikes, boycotts, and marches were all a result of the social wealth.
- **Linguistic capital:** The Latinx in the movement were bilingual in English in Spanish, allowing them to communicate with Spanish-speaking Mexican farmworkers. Filipinos who were bilingual in English and Tagalog were able to communicate with Philippine immigrants to get their message across to them. Filipinx and Latinx used communication techniques such as the isang bagsak unity clap to communicate. These two groups had linguistic capital because they were bilingual, therefore, able to navigate the movement.
- **Aspirational wealth:** Farmworkers persisted in their fight to improve working conditions, increase wages, and to be treated with dignity and respect despite the many obstacles they confronted including poverty and working/living in hazardous conditions.
- **Navigational wealth:** farmworkers were able to navigate their boycotts against corporations that seemed to be more powerful and wealthier, yet they maneuvered through these social institutions.
- **Resistant Capital:** Farmworkers resisted being exploited and unjust treatment by organizing labor unions that used non-violence to fight for justice. Farmworkers asserted themselves are resilient, brave, worthy of dignity and respect during this movement.
- **Familial wealth:** Farmworkers marched, struck, and protested their working

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

conditions peacefully with the participation of their children, engaging them in a commitment to community well being.

## **Ethnic Studies Principles Alignment:**

- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.
- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.
- Develop student’s critical hope (individual empowerment, collective self-determination, and social transformation)

## **Standards Alignment:**

- **Reading, writing, listening and speaking- common core literacy**
- Support claim(s) with clear reasoning and relevant evidence, using credible sources and demonstrating and understanding of the topic or text.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

## **Materials:**

<ul style="list-style-type: none"><li>● <b>Videos</b></li><li>● <b>Notebooks for note-taking</b></li><li>● <b>Pens and highlighters</b></li><li>● <b>Google Slides</b></li><li>● <b>Worksheets</b></li><li>● <b>Canva</b></li></ul>	
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## **Modifications, Accommodations, Resources for Multilingual Students :**

<ul style="list-style-type: none"><li>● <b>Turn on captions for any video shown</b></li><li>● <b>Provide a transcript of notes in native language for ELL</b></li><li>● <b>Provide a printed copy of class notes to students with IEPs, poor penmanship, or poor note-taking skills</b></li><li>● <b>Allow students extra time if</b></li></ul>	
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# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

<p>needed to complete assignments</p> <ul style="list-style-type: none"> <li>● Use experiments and other “being there” experiences to make the lesson memorable</li> <li>● Continue to repeat and rephrase the major point(s) of the unit or lesson</li> <li>● Demonstrate how to use graphic organizers and then provide them so students learn how to categorize and organize information</li> <li>● Provide study guides for tests well in advance of the test</li> <li>● Eliminate less critical information and facts from a copy of your notes</li> <li>● Provide graphic organizer or template for vocabulary that is user-friendly</li> </ul>	
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## Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
<b>Alliance</b>	<p><b>Definition:</b> The relationship among people, groups, or states that have joined together for mutual benefit or to achieve some common purpose.</p> <p><b>Rationale:</b> This word will be used to describe the friendship and community built between Filipinx and Latinx farmworkers. These two seemingly distinct groups supported each other as they fought for the same cause, forming a strong solidarity.</p>	Students will be asked to form an alliance with each other based on a similar interest.
<b>Labor Union</b>	<p><b>Definition:</b>An organized association of workers, often in a trade or profession, formed to protect and further their rights and interests.</p> <p><b>Rationale:</b> This word will be used to describe how there is power in numbers</p>	Students will be asked to form a union with each other based on an issue they believe needs justice.

## LIBERATED ETHNIC STUDIES MODEL CURRICULUM

	when workers come together and fight for a common cause.	
<b>Strike</b>	<p><b>Definition:</b>A refusal to work organized by a body of employees as a form of protest, typically in an attempt to gain a concession from their employer.</p> <p><b>Rationale:</b> This word will be used to describe a non-violent tactic used by farmworkers to push the growers to abide to their demands.</p>	Explain to students how if one person complains to their employer their request/concerns can simply be ignored or they can be replaced; however, if hundreds of workers come together with the same concern and decide to “strike”, not work for the company for a longer time period then they can negatively impact them financially, forcing them the company to comply/negotiate with workers concerns.
<b>Boycott</b>	<p><b>Definition:</b> Refusal to buy from a certain company or organization as a form of protest. The purpose is to financially ruin the company so they can give in to the demands of consumers.</p> <p><b>Rationale:</b> This word will be used to describe how financially impacting businesses negatively can force them to give in to the demands of the strikers.</p>	Explain to students how companies/businesses must comply with the demands of their employees if they are being hurt financially.
<b>Solidarity</b>	<p><b>Definition:</b> Unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.</p> <p><b>Rationale:</b> This word will be used to describe how support, commitment, and organizing amongst different groups of people can help encourage support for a cause.</p>	Have students think about a time when they have helped someone and how they committed an act of solidarity by doing so.
<b>Exploitation</b>	<p><b>Definition:</b> The act of selfishly taking advantage of someone or a group of people in order to profit from them or otherwise benefit oneself.</p> <p><b>Rationale:</b> This word will be used to describe how farmworkers were taken advantage of economically, physically, and mentally all for the profit of corrupt</p>	Find examples of current companies and organizations that exploit their workers. Use examples of labor exploitation from all over the world to provide context for students.

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

	growers.	
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## C1: Cultural Ritual and/or Energizer

**Title of Cultural Ritual/Energizer:** Isang Bagsak Clapping Practice

**Description:** Students will be taught how to do the ISANG BAGSAK clapping practice at the beginning and end of our lessons. This will serve them as a reminder of how the previous generation of Latinx/Flipinx farmworkers used this practice to open up and close meetings. It will also serve the purpose of getting students attention and encouraging them to participate in other classroom activities.

How will you engage the students? This energizer contributes to setting the “culture” of the classroom while also connecting the main concepts of lesson plan to the students prior experiences/knowledge/interests. Please indicate if this ritual or energizer should be done daily, weekly, or just one time.

We encourage Ethnic Studies lessons starting off with land and ancestor acknowledgement.

STEP	DESCRIPTION	TIME
<b>Step 1</b>	<b>Land Acknowledgement</b> Students will be asked to take a moment to acknowledge the land they are on during this lesson. Students will be asked what Native American tribe we are doing our learning on today and be asked to pay their respect to the tribe for being in their ancestral land and to recognize they are the first settlers on the land we are on.	<b>5-7 minutes</b>
<b>Step 2</b>	<b>Ancestor Acknowledgement</b> Students will be asked to take a moment to remember an ancestor who has passed away, they will share their name, what is the relationship to them, what is something they remember/miss most about this person. Students will be encouraged to share their ancestor acknowledgement out loud or simply jot them down in their notes.	<b>5-7 minutes</b>



# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

## C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity:

Description:

How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION	TIME
Slide 1-4/ Step	<b>Slide 1: Title Slide</b> <b>Slide 2: Land Acknowledgement</b> <b>Slide 3: Ancestor Acknowledgement</b> <b>Slide 4: "Day 1" Intro slide</b>	<b>12 minutes</b>
Slide 5	<b>Cultural Energizer</b> <ul style="list-style-type: none"> <li>Students are introduced to the Isang Bagsak unity clap. The significance of "Isang Bagsak" will be defined and instructions on how to do the clapping will be provided. Students will then practice doing the Isang Bagsak unity clap to initiate the lesson and get them in the spirit of the lesson's theme.</li> </ul>	<b>8 minutes</b>
Slide 6/ Step	Students will be presented information on the working conditions of farmworkers which will allow for them to understand why they needed to organize to improve their working conditions.	<b>3 minutes</b>
Slide 7/ Step	Students will be introduced to Cesar Chavez, a key figure in the farmworkers movement. Information on his background and leadership will be presented.	<b>3 minutes</b>
Slide 8/ Step	Students will be introduced to Dolores Huerta, another key figure in the farmworkers movement. Information on her background and leadership will be presented.	<b>3 minutes</b>
Slide 9/ Step	Students will learn of the sexism and gender discrimination that existed amongst the farmworkers movement directed at women such as Dolores Huerta.	<b>3 minutes</b>
Slide 10/ Step	Students will be introduced to the challenges Filipinx farm workers faced and find similarities in the challenges faced by Latinx farmworkers. They will be introduced to Larry Itliong, a	<b>3 minutes</b>

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

	Filipino American organizer who joined forces with Cesar Chavez, establishing solidarity.	
Slide 11/Step	Students will be introduced to Philip Vera Cruz and Carlos Bulosan, two Philippine farm workers activist who contributed to the movement.	3 minutes
Slide 12/Step	A frayer model will be used by students to define the two vocabulary words of the day. Instructions are provided on the slide.	12 minutes
Slide 13/Step	Exit ticket for students will be two questions from the lesson that they answer with a peer.	8 minutes
Slide 14-15/Step	Slide 14: "Day 2" Intro slide Slide 15: Cultural energizer, same as slide 5	8 min
Slide 16/Step	Students will be introduced to the founding of the United Farm Workers and learn of their purpose.	3 min
Slide 17	Students will learn of the fight to improve the education for migrant children.	3 min
Slide 18	Students will be introduced to the Delano grape strike and its significance in the farmworker's movement.	3 min
Slide 19	Students will be introduced to the March to Sacramento and its significance in the farmworker's movement.	3 min
Slide 20	A frayer model will be used by students to define the two vocabulary words of the day. Instructions are provided on the slide.	12 minutes
Slide 21	Exit ticket for students will be two questions from the lesson that they answer with a peer.	12 min
Slide 22-23	Slide 22: "Day 3" Intro slide Slide 23: Slide 12: Cultural energizer, same as slide 5	8 min
Slide 24	Students will learn of the fasting done by Cesar Chavez. It was another nonviolent tactic used to gather support for farmworkers.	3 min
Slide 25	Students will learn of the role of "El Teatro Campesino" in the farmworkers movement.	3 min
Slide 26	Students will learn of the victory earned by the farmworkers movement and how their years of resistance and organizing led them to improve their livelihoods.	3 min

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

<b>Slide 27</b>	Students will learn of different ways the leaders of the farmworkers movement are commemorated and remembered today.	<b>3 min</b>
<b>Slide 28</b>	A frayer model will be used by students to define the two vocabulary words of the day. Instructions are provided on the slide.	<b>12 min</b>
<b>Slide 29</b>	Exit ticket for students will be two questions from the lesson that they answer with a peer.	<b>12 min</b>

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

**Title of Main Activity(ies):**

**Description:**

How will the students learn and apply the main concepts while also learning to create community in their classroom and participate in cultural production? *This may include interactive/multimedia lectures, activities, group interaction, writing, performing, presenting, project-based work, etc...*

*Make sure to include links to handouts and worksheets.*

<b>STEP</b>	<b>DESCRIPTION</b>	<b>TIME</b>
<b>Step 1</b>	<b>Frayer Model Vocabulary:</b> Students will use the Frayer Model template provided to define their vocabulary. The frayer model is effective in increasing vocabulary development because it requires students to determine, clarify, and analyze word meaning and structure using an easy to follow graphic organizer.	<b>15 minutes</b>
<b>Step 2</b>	<b>Graphic Organizer for Exit Ticket Questions:</b> Students will use the provided graphic organizer which will provide students with visual organization and will provide students with a kick-start of how to answer the question. The graphic organizer will guide students to what is the key information in the question. The questions are based on key ideas from the lecture/slides.	<b>10-12 minutes</b>
<b>Step 3</b>	<b>T-Table for Compare and Contrast:</b> Students will be asked to list issues that farmworkers faced in the 1960s and to list the issues that farmworkers face today.	<b>Homework, should take about 15-30</b>

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

	This assignment will have students realize that the fight for the improvement of farmworker's working conditions is not over and make this lesson more relevant to current events.	<b>minutes</b>
<b>Step 4</b>	<b>Canva:</b> Students will create a pamphlet or brochure using canva. The pamphlet/brochure will require students to demonstrate ways that they can help improve the working conditions for contemporary farmworkers and include knowledge that they have learned from this lesson. Students are encouraged to be creative and have fun creating their pamphlet/brochure.	<b>Culminating assessment: Students should be given 2-4 days to complete.</b>

## C4: Conclusive Dialogue/Critical Circular Exchange

<b>Connection:</b> How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?	Students of Latinx and Filipinx will feel empowered to learn of the resilience of the farmworkers movement. They may see themselves or families reflected in the farmworkers movement, especially if they have parents or other family members who are farmworkers now or have been in the past. Students will become inspired to mobilize and organize movements when justice is not being served to their communities.
<b>Assessment:</b> How will the students be assessed?	Students will create a pamphlet or brochure using canva. The pamphlet/brochure will require students to demonstrate ways that they can help improve the working conditions for contemporary farmworkers and include knowledge that they have learned from this lesson. Students are encouraged to be creative and have fun creating their pamphlet/brochure.
<b>Evaluation:</b> How will the effectiveness of this lesson plan be evaluated?	Students will be graded on the effectiveness of their pamphlet/brochure.  Rubric: 50 points -20 points: students demonstrate thorough understanding of the learning targets for this lesson plan -10 points for their effectiveness in demonstrating ways they could help improve working conditions of farmworkers. (answers will vary but may include educating others on industrial chemicals farmworkers are exposed to, contacting state representatives to express interest in a just immigration reform that would benefit farmworkers, donating to

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM

organizations, creating or following a social media account that spreads awareness for farmworker's concerns, etc.)  
-10 points for organization (flow)  
-10 points for using historical knowledge/examples

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## RESOURCES AND NOTES

### 1. Resources

#### 1. Google Slides:

<https://docs.google.com/presentation/d/195fbsZP0snDOrtQ5YQ7jNqRevI0RU4ogGioceFZsYal/edit?usp=sharing>

### 2. Notes

- Provide the vocabulary template at the beginning of Day 1's lesson.
- Provide the graphic organizer for students at the end of Day 1's lesson
  - Provide students with this example of the vocabulary word "Plants" in frayer model ["Plants" in Frayer Model](#)
- Have students complete the T-Table for homework on Day 3
- Guide students on creating an account with canva.com. Guide students on how to use canva to create their informative pamphlet.

### 3. Worksheets and Handouts: Include links here.

1. Vocabulary Template: [Frayer Model Template for Vocab](#)
2. Graphic Organizer for Exit Ticket Questions [LINK: GO for Exit Ticket Ques.](#)
3. T-Table for compare and contrast [LINK: T-Table](#)
4. Link for Canva sign up <https://www.canva.com/signup>

Include Links to Background Information, Project Instructions, Tests, Handouts, Worksheets, and Images.

Lesson Plan Contributors: