



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

I-Hotel Struggle

Time: 2-3 days
Grade Level: 9-12

SLIDES USED FOR THIS LESSON

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

In this lesson students will learn about the history of the struggle for the International Hotel in 1968 and the subsequent organizing up until 2005. They will also apply the Transformational Resistance (Solorzano, Delgado Bernal) framework to this movement.

Unit Enduring Understandings Alignment:

Students will be able to understand that:

- Housing is a human right
- Social movements are complicated, nonlinear, and are lifelong struggles
- Transformational resistance has both individual and community impacts
- The impact of transformational resistance isn't always visible but create lasting change
- Social movements can connect different groups in solidarity against injustice
- We can glean strength from our elders and their stories to resist injustice together

Lesson Guiding Questions:

- How can collective resistance connect and transform our communities?

Essential Skills:

Students will be able to:

- Define and give examples of Transformational Resistance
- Summarize the history of the I-Hotel struggle
- Analyze primary sources including quotes, photos, and first-person accounts

- Create a visual representation to demonstrate understanding of historical themes and their connections to contemporary social issues as well as their lived experiences

Cultural Wealth (Yosso, p. 78):

- Familial capital: students will have the opportunity to reflect upon the strengths that their elders/ancestors instilled in them
- Resistant capital: students will have the opportunity to reflect upon current injustices that they would like to resist
- Aspirational capital: students will have the opportunity to visualize and re-imagine what Transformational Resistance looks like in their lives and communities

Ethnic Studies Principles Alignment:

- Center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.
- Conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing

Standards Alignment:

- CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Materials (all links at the bottom of this lesson):

Printouts (either digital or printed)

Gallery walk images

Presentation technology for slides and video

If in-person, art supplies (poster, magazine clippings, markers, etc.)

Modifications, Accommodations, Resources for Multilingual Students :

<ul style="list-style-type: none"> ● Guided reading worksheet ● Scaffolded questions for reading comprehension ● Visuals ● Sentence frames 	
--	--

Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Housing insecurity	Housing insecurity is the lack of security in an individual shelter that is the result of high housing costs relative to income, poor housing quality, unstable neighborhoods, overcrowding, and, but may or may not include, homelessness	Activate prior knowledge; discussion- and inquiry-based direct teaching
Affordable Housing	30% or less of you income goes towards your rent/mortgage	
rent-burdened	Spending more than 30% of income on housing	
Transformational resistance	Long-term societal or community change that is rooted in commitment to social justice and criticism of institutional oppression	
manong	A Filipino elder	

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer:

Land acknowledgment and family practices

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement - Whose land are you on? Guide to land acknowledgment Native Land	5 min
Step 2	Ancestor Acknowledgement “Bring an ancestor into our space today. Who would you like to acknowledge and honor?”	5 min

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: Struggle for the I-Hotel 1968-2005

Description:

This multi-day lesson will include direction instruction, class discussions, gallery walk, primary sources through video and quotes. It will culminate in a mural project.

STEP	DESCRIPTION	TIME
Step 1	Activity 1: Opener <ol style="list-style-type: none">1. Access the slide deck2. Present slide 6 to students and ask, “What comes to mind when you hear ‘housing insecurity’?”3. Collect responses using a word cloud4. Present slides 9-14 and front-load key concepts and vocab through direct instruction	15-20 minutes
Step 2	Activity 2: Transformational Resistance <ol style="list-style-type: none">1. Present slides 16-19; explain the transformational resistance framework2. Engage students in discussion and identify examples of external and internal transformational change	10 minutes
Step 3	Activity 3: Historical Context of I-Hotel <ol style="list-style-type: none">1. Gallery walk (20 minutes)<ol style="list-style-type: none">a. Provide students with this gallery walk worksheet.b. Use slide 21-26 if distance-teaching; print out images if in-person2. Video and article<ol style="list-style-type: none">a. Show the Vox video (15 minutes)b. Provide students with Historical Context video and article worksheetc. Have students complete Part 1 (summary) of the worksheet following the video (5-10 minutes)d. Give students time to read the accompanying article and complete guided reading questions in Part 2 (20 minutes)e. In groups, students can answer reflection questions #1-4 (10 minutes)	~1.5 hours
Step 4	Activity 4: Primary sources	~1.5-1.75

Step 5	<ol style="list-style-type: none"> 1. Provide students with video guide to accompany the Rise of the I-Hotel documentary (slide 27) <ol style="list-style-type: none"> a. Watch the first 30 minutes as a class; pause at each timestamps to allow time for students to answer the questions 2. Provide students with Primary Source Quotes worksheet <ol style="list-style-type: none"> a. Present slides 29-36 (also provided on worksheet) b. Activity is flexible for group work, individual work, or entire class work 	hours
	<p>Activity 5: Lesson takeaways</p> <ol style="list-style-type: none"> 1. Present slide 37 and review big ideas 2. Option for students to take notes or have a class discussion 	15 minutes
Step 6	<p>Activity 6: Introduce 2005 Mural on the new I-Hotel</p> <ol style="list-style-type: none"> 1. Present slide 37-39; explain the organizing that occurred from 1970s-2005 until the new I-Hotel was built <ol style="list-style-type: none"> a. Emphasize the lesson takeaways (see Activity 5) b. For more information, read this LA Times article. 	15 minutes

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Mural project or image collage

Description: Create a visual representation to demonstrate understanding of historical themes and their connections to contemporary social issues as well as their lived experiences

STEP	DESCRIPTION	TIME
Step 1	Show students the mural on the new I-Hotel building and use the sentence frames “I see, I wonder, I think this means” to engage with the content, message, and impact of the mural	10-15 minutes
Step 2	Introduce their final project Option 1: Create a mural poster (physical)	10 minutes

	Option 2: Create an image collage (digital)	
	Show an example (teacher encouraged to make their own as example)	
Step 3	Provide students individual work time for their project Write a reflection paragraph.	60+ minutes

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?	After completing their mural projects or image collages, students will have the opportunity to engage in each others' creations in a gallery walk
Assessment: How will the students be assessed?	Mural project summative project
Evaluation: How will the effectiveness of this lesson plan be evaluated?	Evaluate students' reflection paragraph of their mural project to see if they understand the Enduring Understandings and are able to address all of the project questions

RESOURCES AND NOTES

Worksheets and Handouts:

1. [Gallery walk worksheet](#)
2. [Historical Context video and article worksheet](#)
3. [Video worksheet](#)
4. [Primary Source Quotes worksheet](#)
5. [Slide deck](#)

Website Links

1. [Guide to land acknowledgment](#)
2. [Native Land](#)
3. Data representation source:
<https://centerx.gseis.ucla.edu/data-for-democracy/briefs/housing/>
4. Mentimeter word cloud generator:
<https://www.mentimeter.com/features/word-cloud>
5. Bitter Legacy of 1977 Is Eased, [LA Times article](#)
6. <https://johannapoethig.com/public-art-projects/international-hotel-mural/>

Lesson Plan Contributors: Kathleen Vu, Eunice Ho