



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

Who am I?:

How do I see myself? How do others see me?

Time: 1.5 hours plus homework

Grade Level: 3rd-6th

SLIDES TO BE USED WITH THIS LESSON

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

I can identify my intersectional identities and affirmative counter narratives to dominant narratives in media, society, and community.

Unit Enduring Understandings Alignment:

- I understand my racialized self, the complexities, the intersectionality and beauty associated with it.
- I understand that the stories of my people have shaped who I am.

Lesson Guiding Questions:

- Why is it important to know about each: dominant narratives, affirming narratives, and counternarratives?
- How can I heal from harmful media, societal, and community stereotypes/dominant narratives?
- Who am I?

Essential Skills:

- I can identify and describe dominant, affirmative, and counter narratives in media, images, writing, society, and in myself.
- I can identify the harm and healing that narratives cause for Indigenous and racialized people.

Cultural Wealth (Yosso, p. 78):

- Students will develop *resistant capital* in the form of affirmative counterstories

to dominant racist narratives.

- Students will identify **family and community capital** to expand their caring, coping, and resources that build community history.

Ethnic Studies Principles Alignment:

- 1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color.

Standards Alignment:

<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.CCRA.W.1 ● CCSS.ELA-LITERACY.CCRA.W.3 ● CCSS.ELA-LITERACY.CCRA.W.6 ● CCSS.ELA-LITERACY.CCRA.W.5 	<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.CCRA.SL.2 ● CCSS.ELA-LITERACY.CCRA.SL.5 ● CCSS.ELA-LITERACY.RH.6-8.6 ● CCSS.ELA-LITERACY.RH.6-8.8
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Materials:

<ul style="list-style-type: none"> ● Slide deck ● Computer and LCD projector ● 1 computer per 1 or 2 students <p><u>For a live gallery walk of digital photos/lantern poems:</u></p> <ul style="list-style-type: none"> ● Access to a color printer ● Scissors ● glue 	<ul style="list-style-type: none"> ● Cardstock ● Masking tape
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Modifications, Accommodations, Resources for Multilingual Students :

<ul style="list-style-type: none"> ● Pair language learners with bilingual students. ● Provide bilingual picture dictionaries. ● Individual students create a personal dictionary utilizing the 4-corners vocabulary strategy described below on index cards, hole punched on a binder ring &/or a digital version accessible during writing and reading. 	<ul style="list-style-type: none"> ● When appropriate, invite students to write in their dominant language(s). ● Check for student understanding throughout the lesson.
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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or	Idea for pre-teaching or front-loading the concept.
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	concept	
identity	A person's conceptions or ideas of who they are that are related to their race, ethnicity, gender, class, ethnicity, spirituality, sexuality, ability, language etc., families and communities and the ways that these empower you and/or require resistance.	Prior to teaching the lesson, ask students to make a four corners vocabulary card for each vocabulary word.
stereotype	Simple beliefs or ideas about a group of people that are <u>not kind</u> and <u>not true</u> and <u>harm</u> people.	See above
dominant story	A story that helps the people that are already in charge	See above
affirming story	Stories that help us know our culture, community, and family. These stories make us feel powerful and see a happy life for us.	See above
counter stories	True stories that replace stories that are full of lies	See above
legacy	What a person leaves behind for others after they die, for example, ideas, life lessons, a big change for racial justice, a community group, books, gardens, money, donations etc.	See above
cultural icon	A person or an artifact that is identified by members of that culture as representative of that culture	See above
self-determination	the process by which a person establishes their own agency and motivation with the hope of controlling their own life.	See above
narrative	Documentation of events or a story	See above

Title of Cultural Ritual/Energizer: Ancestral Gifts

STEP	DESCRIPTION	TIME
Step 1	<p>Land Acknowledgement Include a map of where your school sits. Before we talk about who we are now, here, sitting on this land, it is important to know whose land this is and how this land and all it provides us, helps us and how we came to be here. This is https://native-land.ca/ Ask the class what the land does for us? (e.g. shelter, food, trees/shade, water, space, nature to play in etc.).</p>	5 minutes
Step 2	<p>Ancestor Acknowledgements Introduce and share the ancestor acknowledgement on the slide deck for Dawn Malabon. Now that we have been thinking about the land we sit on and how we have come here, let's talk about someone who lived on this land we now call California who knew it was important to tell the stories of who came before her and how they came. She also cared a lot about people being fair to everyone. Dr. Dawn Malabon, a Filipina scholar and activist, devoted her life to making sure that Filipino/as/xs had the right to make decisions about important things about their people's lives. She also wrote a children's book: <i>Journey for Justice</i> about Larry Itliong who fought for farm workers rights in California. More about Dawn: https://history.sfsu.edu/content/passing-dr-dawn-bohulano-malabon</p>	5 minutes
Step 3	<p>Cultural Energizer: Your identities. Review the definition of identity with students (see vocabulary in lesson plan). Using the questions, model making a list with your own identities. Next, direct students to make their own lists. Volunteers share.</p> <p>How do you describe yourself? What identities would your parents say you have? What are your names? What are your nicknames? What do people call you? What identities are visible (easily seen by others)? What identities are invisible (not easily seen by others or</p>	15-20 minutes

	<p>hidden)?</p> <p>What would your favorite TV show or movie say you are?</p> <p>What would your least favorite TV show or movie say you are?</p> <p>What memes have been written about people like you?</p>	
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C2: Critical Concepts

Stereotypes and Media Representations of American Indians and People of Color

STEP	DESCRIPTION	TIME
Step 7	Define and discuss stereotypes with the class: “Simple beliefs or ideas about a group of people that are <u>not kind</u> and <u>not true</u> and <u>harm</u> people.”	3 minutes
Step 8	Offer an example of stereotyping in media from a cartoon/clip of your choice (two possible examples in the slide deck). Explain that stereotypes often can be found when people say “All [group] are ____.” What stereotypes about Chicana/Latina people can you see in the short clip linked above? How does this hurt? How could this cartoon harm people?	5 minutes
Step 9	Show a compilation of photos of Chicana/Latina people in media from the slidedeck. Who are these stories about? What is the story saying about Chicana/Latina people? [i.e. poor, gangsters, criminals, violent etc.] Emphasize that these stories we tell through images are not true and they harm people.	5-7minutes
Step 10	Show the students the mural in Denver, Colorado in the slide deck. Engage the students in questions about the images from this mural? (The mural is located in Lincoln Park, Denver, Colorado.) What assumptions are made from these photos? Which of these are positive images? Which are mean or hurtful images? What do these images say?	5-7 minutes
Step 11	Introduce the terms: dominant, affirming, and counter stories. Ask the students to repeat them out loud. Explain what each one means and offer an example. Show the definitions on the slide. Then for each of these kinds of stories or “narratives” ask: Whose viewpoint is privileged or given power? Who wins? Who loses?	7-10 minutes

Step 12	<p>Have volunteers share:</p> <p>When you hear or tell a story that doesn't have to do with you or leaves you out of it, how do you feel?</p> <p>When you hear or tell a story that is about you, your family, your culture, your people and you can relate to it, how do you feel? Direct students to consider what they think (their brain), what emotions they feel (heart), and what they physically feel in their body (their gut).</p>	5-7 minutes
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C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies):

STEP	DESCRIPTION	TIME
Step 13	<p>Explain that students will be creating a digital photo exhibit and today they will be working on the first part of that project: Who am I? This project will allow them to build an affirming counter narrative to the messages told about them or people they care about.</p>	2 minutes
Step 12	<p>There are many possibilities for students to create a digital photo of themselves utilizing various images, applications, and photo editing tools. They should use the questions above to guide their art-making.</p> <p>How do you want to be seen?; What are you wearing?; What are you doing?; What is the color of your skin? Hair? Eyes?; What about you do you want people to know?; What kind of things show who you are (books, sports equipment, musical instruments, cultural icons, etc.); What are some objects that represent your identity group(s)?</p>	1 hour in class or homework
Step 13	<p>Model creating an I am...poem with your students. Take them through brainstorming, drafting, editing and publication. Use the following structure for the poem: I am (adjective, two nouns or pronouns)</p> <ul style="list-style-type: none"> • I wonder why people think (dominant image) • This makes me (feeling) • I want people to know (affirming/counter image) • I worry that (dominant narrative impact) 	10-15 minutes in class and homework

	<ul style="list-style-type: none"> • I know (affirming or counter image) • I am (first line, plus another adjective) • In truth, I am represented by (things, symbols, people) and that makes me (affirming/counter image) 	
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C4: Conclusive Dialogue/Critical Circular Exchange

<p>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?</p>	<p>Students share their poems with their peers and answer the following questions. Last, volunteers share whole class and answer the guiding questions.</p> <ul style="list-style-type: none"> • Share your poem and photo with a partner. Switch places, until both of you have read. • Now, join two others: <ul style="list-style-type: none"> • How did it feel to tell your story? • What did it feel like for you to determine your identity? • What do you like most about your story? • Volunteer whole group share. <ul style="list-style-type: none"> • What does it mean to self-determine your narratives? • How do we change the images others have of our people?
<p>Assessment: How will the students be assessed?</p>	<p>Read the objectives for the lesson and ask students to give you a thumbs up (“I can”) or thumbs down (I can’t) or a thumbs sideways (I’m getting there) for each one.</p>
<p>Evaluation: How will the effectiveness of this lesson plan be evaluated?</p>	<p>Students will be evaluated on how well they can explain and offer examples of the values and principles of ethnic studies, specific to this lesson at unit end and throughout the course: 1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color;</p>

RESOURCES AND NOTES

<ul style="list-style-type: none"> • Resources <p>Links in lesson plan and in slide notes.</p> <ul style="list-style-type: none"> • Worksheets and Handouts: See links above.



Lesson Plan Contributors: Tricia Gallagher-Geurtsen & Theresa Montaña.