



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

What Will My Future Hold?

Time:
Grade Level: 7-12

[SLIDES TO USE THIS LESSON](#)

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

I can voice my vision and plan for racial justice for my community in collaboration with my peers as a way to heal racial trauma and resist oppression, marginalization and injury.

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.
- I understand that we are on a journey to decolonize ourselves as holistic human beings, through critical consciousness, radical hope and self-love.

Lesson Guiding Questions:

- What do I want my future and my legacy to be?
- How do we heal our soul wounds and trauma?
- How can I and how can we use our voices to respond with love and care to our communities and the racial trauma they have endured?

Essential Skills:

- I can identify the vision and actions of young activists for racial justice.
- I can work with my peers to identify a problem related to racial injustice in my community.
- I can work with my peers to create a plan to address a problem of racial injustice in my community.

Cultural Wealth (Yosso, p. 78):

- Students will develop aspirational capital by making a plan with their classmates to identify and address a local community problem with racial injustice.
- Students will build both social and community capital by working with

Standards Alignment:

<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none">1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.4. Students relate current events to the physical and human characteristics of places and regions.	<p>Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none">1. Students distinguish valid arguments from fallacious arguments in historical interpretations.2. Students identify bias and prejudice in historical interpretations.3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.
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Materials:

<ul style="list-style-type: none"> • Slide deck • Computer and LCD projector • 1 computer per 1 or 2 students • Camera with ability to print immediate photos. • Printer, paper, color cartridges • Colored poster paper (12X9 inches) 	<ul style="list-style-type: none"> • Scissors, markers, paper art making supplies • Tape, push pins for hanging prints of digital displays of Who am I?, Who are my people?, and What is my future? art pieces and reflections/poems.
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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 strategies described below on index cards, hole punched on a binder ring 	<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 concept	Idea for pre-teaching or front-loading the concept.
trauma	An emotional wound that occurs as a result of one or more distressing incidents in someone's life.	Prior to teaching the lesson, ask students to make a four corners vocabulary card for each vocabulary word.
soul wound	Emotional wounds often caused by trauma	See above
Vision	Imagination and wisdom.	See above

Agency	The capacity of an individual to act freely and make independent choices in any given environment.	See above
community responsive	Social action with the objective to meet the self-determined needs of a community. It is an approach to respond to the self-determined needs of marginalized diverse community members in order to liberate themselves, their families and their respective communities from all forms of oppression.	See above
Voice	The power to articulate your concerns and passions unapologetically.	See above

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: Souls Wounds & Trauma

STEP	DESCRIPTION	TIME
Step 1	Slide 2 Land Acknowledgement	2 min
Step 2	Slide 3 Ancestor Acknowledgement : Harriet Tubman	2 min
Step 3	Slide 5 Soul Wounds & Trauma <ul style="list-style-type: none"> ● Explain trauma to students: An emotional wound that occurs as a result of one or more distressing incidents in someone's life ● Eduardo Duran and Angela Valenzuela have used the term to describe the long lasting impact traumatic 	10 minutes

Step 4	<p>events can have on a person's soul, mind and body.</p> <ul style="list-style-type: none"> ● Have students respond to the questions on the slide. ● Explain to students that one can live with the trauma and do nothing, individually do something to heal from the trauma or engage in healing practices to un-do the societal cause of that trauma, like the person we are about to see. 	
	<p>Slide 7 Who is Edna? Review the events that took place after the March for Our Lives in Washington DC that followed the Parkland incident where __ young people were killed. Edna's speech</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=L-I_Z0D1cKc&feature=youtu.be <p>More info, if needed</p> <ul style="list-style-type: none"> ● Supplementary/alternate topics/content: EdWeek High School students talking about the need to talk about racism in school: https://www.youtube.com/watch?v=SeH3up321Hc or 11-Year-Old Naomi Wadler's Speech At The March for Our Lives: https://youtu.be/C5ZUDImTIQ8 	7 minutes
	<p>Individual Reflection: Who is Edna?</p> <ul style="list-style-type: none"> ● <i>Who is Edna?</i> ● <i>What is normal for Edna?</i> ● <i>What is Edna's community facing?</i> ● <i>What are Edna's soul wounds?</i> ● <i>Who is she honoring?</i> ● <i>What does not work?</i> ● <i>What does Edna want (Vision)?</i> 	20 minutes

C2: Working with Critical Concepts

Step 5	DESCRIPTION	TIME
	<p>Slide 7 Who is Edna?</p> <ul style="list-style-type: none"> ● Share the questions on slide 5 before showing the video. 	

	<p>Individual Reflection: Who is Edna?</p> <ul style="list-style-type: none"> ● Have students complete the worksheet while watching the short clip. ● Prior to reviewing the video, review the events that lead to the March for our Lives and explain that Edna’s speech was given at this march. ● Edna’s Chavez speech https://www.youtube.com/watch?v=L-I_Z0DIcKc&feature=youtu.be <p>More info, if needed</p> <ul style="list-style-type: none"> ● Supplementary/alternate topics/content: EdWeek High School students talking about the need to talk about racism in school: https://www.youtube.com/watch?v=SeH3up321Hc or 11-Year-Old Naomi Wadler’s Speech At The March for Our Lives: https://youtu.be/C5ZUDImTIQ8 	
Step 6	<p>Slide 8 Edna’s Vision</p> <p>In small groups, have students come to consensus on one response to the following questions. You may wish to use this padlet.</p> <p>What are Edna’s soul wounds?</p> <ul style="list-style-type: none"> ● What are the soul wounds of her community? ● What does Edna want to do about them? ● What vision does Edna hold for the future? 	20-30 minutes
Step 6	<p>Edna’s Future</p> <p>In teams or pairs: Have students write a short quote/poem and draw a picture explaining Edna’s dream to the class:</p> <ul style="list-style-type: none"> ● What is Edna’s Dream? ● What do Edna’s want to do to achieve it? ● What does Edna’s future hold? 	20 minutes
Step 7	<p>Have students share their quotes/art</p>	

C3: Community Collaboration and/or Critical Cultural Production

STEP	DESCRIPTION	TIME
Step 8	Slide 10	15 min

	<p>Agency, Community Responsive, Voice Explain the concepts of Agency, Community Responsive and Voice and connect the terms to Edna’s dream/future.</p> <ul style="list-style-type: none"> ● Agency: the capacity of an individual to act freely and make independent choices in any given environment. ● Community Responsive: social action with the objective to meet the self-determined needs of a community. It is an approach to respond to the self-determined needs of marginalized diverse community members in order to liberate themselves, their families and their respective communities from all forms of oppression ● Voice: The power to articulate your concerns and passions unapologetically. Explain the concepts of agency, community responsiveness, resistance and voice and connect the terms to Edna’s and dream/future. You may wish to place students in small groups or teams for a conversation followed by a report out. <p>Ask the students to explain how Ednas’s actions were reflective of the terms above.</p>	
<p>Step 9</p>	<p>Slide 11 Action Plan My Future, My Vision: Agency, Community Responsive, Voice Read the questions on the slide.</p> <ul style="list-style-type: none"> ● What do young people in your community/school face? ● What are the soul wounds of young people in your racialized community? ● What can be done about it? ● What will you do? ● What can you and your fellow students do? <p>Explain to students in this class will collectively work on brainstorming possible small actions that can be taken to deal with trauma in our communities.</p> <p>Brainstorming: Have students brainstorm issues related to racial justice in their community. Ask them to think about campaigns, actions, etc. Students can share their experiences, news events, and reflect on speakers/community activists. Have students work on the worksheet, please complete in pairs or small groups.</p>	<p>20 min</p>

	<p>Also, please explain that students will be expected to select a future position that will enable them to individually heal their communities. This individual picture/art piece will be added to the digital photo journey.</p>	
Step 10	<p>Report out</p> <p>Have each group report out on the following questions:</p> <p>What Can We Do, Collectively?</p> <ul style="list-style-type: none"> ● What do young people in your community/school face? ● What are the soul wounds of young people in your racialized community? ● What can be done about it? ● What will you do? ● What can you and your fellow students do? 	30 min
Step 11	<p>Slide 12 My Future</p> <p>Personal Reflection and Pair Share</p> <p>Read the questions on the slide:</p> <ul style="list-style-type: none"> ● Who are you? ● What do you wish to become? ● What community cultural wealth do I possess that will help me get there? ● How will this help heal the trauma my people face? <p>Have students collect a series of images, photos or drawings that you can either digitize or print that represent your vision for the future of your racialized community(ies). How will you work in solidarity to create the world you want to see? Offer the worksheet (force copy) for students to begin collecting images. Use the guiding questions to support students in creating their vision and plan.</p>	20 min Homework
Step 12	<p>Slide 13 Bringing It all together</p> <p>Have students create a three part photo/writing display of their photo journey:</p> <ul style="list-style-type: none"> ● Who Am I? ● Who Are My People? ● What is My Future? 	2-4 hours Homework

C4: Conclusive Dialogue/Critical Circular Exchange

Step 13	Presentations or Gallery Walk After the Gallery walk, students will reflect either individually, in pairs, small groups or whole class. My Story: What are you most proud of? How is/is not your story reflected in the stories of others? My classmates: What new knowledge did you learn? What do you still want to know?
Step 14	Slide 15 Reflection After Gallery Walk

RESOURCES AND NOTES

- **Resources**
- **Notes**
- **Worksheets and Handouts: Include links here.**

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

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