



# LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

## Who are my people?

Time: 3 hours plus homework

Grade Level: 7-12

### SLIDES TO BE USE WITH THIS LESSON

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

I can identify my people and the cultural, ancestral, and familial knowledge they gifted me.

#### **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:**

- *Who should tell the cultural stories of a people? Why?*
- *What are the material/living conditions of “my people” in both Langston Hughes poem and in your life? What are the ways in which the system needs to change to improve these conditions?*
- *Who are my people?*

#### **Essential Skills:**

- I can identify and describe the cultural, ancestral, and familial knowledge of my people.
- I can honor the labor and knowledge of an Indigenous person or person of color who fought for racial justice.

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

- Students will develop **aspirational capital** in the form of reading their own poem about their people in character as an Indigenous person or person of color who fought for racial justice.
- Students will build **family and community capital** by identifying cultural, ancestral, and familial knowledge.

**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.
- 6. Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.

**Standards Alignment:**

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| <ul style="list-style-type: none"><li>● <b>Reading Standards for Literacy in History/Social Studies 9–10: Craft and Structure 4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</li></ul> |
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**Materials:**

<ul style="list-style-type: none"><li>● Margaret Walker (My People author) <a href="https://www.poetryfoundation.org/poets/margaret-walker">https://www.poetryfoundation.org/poets/margaret-walker</a></li><li>● Student handouts</li></ul>	<ul style="list-style-type: none"><li>● Clothes/props to dress as a famous person who fought for racial justice</li><li>● Computer and LCD projector</li><li>● 1 computer per 1 or 2 students</li><li>● Chart paper and markers</li></ul>
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**Modifications, Accommodations, Resources for Multilingual Students :**

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

<b>CRITICAL VOCABULARY</b>	<b>Definition and Rationale for choosing this word, phrase, or concept</b>	<b>Idea for pre-teaching or front-loading the concept.</b>
<b>cultural knowledge</b>	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
<b>ancestral knowledge</b>	The people, stories, and legends in my family over time.	See above
<b>familial knowledge</b>	The practical and intellectual lessons you learned from your cultural, ancestral, & familial knowledge, including, for example, family rules, ways of interaction, how you treat one another, sayings, myths, and inside jokes we know and tell over and over.	See above
<b>self-determination</b>	the process by which a person establishes their own agency and motivation with the hope of controlling their own life.	See above

**C1: Cultural Ritual and/or Energizer**

**Title of Cultural Ritual/Energizer: My People**

<b>STEP</b>	<b>DESCRIPTION</b>	<b>TIME</b>
<b>Step 1</b>	<b>Slide 3 Land Acknowledgement</b> 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	<b>5 minutes</b>

	<a href="https://native-land.ca/">https://native-land.ca/</a> land.	
<b>Step 2</b>	<b>Slide 3 Ancestor Acknowledgements</b> <ul style="list-style-type: none"> <li>● Introduce and share the ancestor acknowledgement for Margaret Walker.</li> <li>● Margaret Walker was <b>born on July 7, 1915 in Birmingham, Alabama</b>. She began writing poetry at age fifteen, when she entered college. She received a BA from Northwestern University in 1935 and an MA from the University of Iowa in 1940. She was part of the African-American literary movement in Chicago, known as the Chicago Black Renaissance. She is best known for her poem written for young people; For My People.</li> <li>● Explain that photo is from the Pulitzer Website</li> </ul>	<b>5 minutes</b>
<b>Step 3</b>	<b>Slide 6 Cultural Energizer: Who are Your People? Bakari Sellers</b> <ul style="list-style-type: none"> <li>● Explain to the student that they are about to listen to Bakari Sellers (CNN news analyst) read his story “Who are My People?”. It is a children’s story but contains a lot of subject matter related to Black history in the US. Ask students to listen carefully to the answers for the following questions and to be prepared to share answers with the entire class: <ul style="list-style-type: none"> <li>○ Listen carefully to the short children’s story written by Bakari Sellers and illustrated by Reggie Brown.</li> <li>○ When using the phrase “who are your people”, who is the author talking to?</li> <li>○ Who are the people discussed in this story?</li> </ul> </li> </ul>	<b>10-15 minutes</b>
<b>Step 4</b>	<b>Slide 7 Who Are Your People?</b> <ul style="list-style-type: none"> <li>● The book is written by Bakari Sellers and illustrated by Reggie Brown.</li> <li>● Link to <a href="#">“Who are your people?”</a></li> </ul>	<b>4 min</b>
<b>Step 5</b>	<ul style="list-style-type: none"> <li>● Discuss responses to the previous questions with students.</li> <li>● Ask students to close their eyes and to visualize their answers to the following questions. They may wish to jot down or doodle their quick responses.</li> <li>● Let them know they will return to these visions at a later time: <ul style="list-style-type: none"> <li>○ Who are your people?</li> <li>○ What are they wearing?</li> <li>○ What are they doing?</li> <li>○ What/How are they communicating (words, gestures)?</li> <li>○ What is the color of their hair, their skin, their eyes?</li> <li>○ Where does one learn about their people?</li> </ul> </li> </ul>	<b>15-20 minutes</b>

	<ul style="list-style-type: none"> <li>● Pair-share</li> </ul>	
<b>Step 6</b>	<p><b>Slide 9 Affirming Narratives</b></p> <ul style="list-style-type: none"> <li>● Ask a volunteer to read the quote: <i>Our souls, spirits and communities are strengthened by the affirmative cultural histories, oral traditions and knowledge that we inherit from our people. We are the leaves, they are the roots.</i></li> <li>● Ask students: Is this where many affirming narratives come from? Ask students to think about a counternarrative in film, family story, song?</li> </ul>	<b>5-7 minutes</b>

**C2: Critical Concepts**

**Sources of Cultural Stories**

<b>STEP</b>	<b>DESCRIPTION</b>	<b>TIME</b>
<b>Step 7</b>	<p><b>Slide 11 Source of Cultural Stories (Dominant View)</b></p> <ul style="list-style-type: none"> <li>● Share the information with students about who is actually telling the stories about the lives of Indigenous people and People of Color. The problem is that people not from those cultural/linguistic/ethnic groups are telling stories about people who they do not know. <ul style="list-style-type: none"> <li>○ The stories of people of color are not written in history books.</li> <li>○ The “traditional” children’s literature and “classic” nursery rhymes do not reflect the experiences of people of color or indigenous people.</li> <li>○ The media also fails to prominently feature people of color.</li> <li>○ In 2019, POC were less than 2 to 1 among film leads (27.6 percent)</li> <li>○ Less than 3 to 1 among film directors (15.1 percent)</li> <li>○ Less than 3 to 1 among film writers (13.9 percent)</li> <li>○ Less than proportionate representation among total actors (32.7 percent)</li> <li>○ Greater than 4 to 1 among studio heads (9 percent)</li> </ul> </li> <li>● Ask students to share their response to the following question: Given this information, what can you surmise (guess) are the sources of cultural stories?</li> </ul>	<b>10 minutes</b>

<b>Step 8</b>	<p><b>Slide 12 Margaret Walker</b></p> <ul style="list-style-type: none"> <li>● Explain to the students that people from their own cultural group are best able to tell the stories of the common experiences and histories of Indigenous people and people of color.</li> <li>● Share a short introduction about Margaret Walker.</li> <li>● <a href="https://www.poetryfoundation.org/poets/margaret-walker">https://www.poetryfoundation.org/poets/margaret-walker</a></li> </ul>	<b>5 minutes</b>
<b>Step 9</b>	<p><b>Slide 13</b></p> <ul style="list-style-type: none"> <li>● Explain to the students that we are going to listen to another ‘My People’ poem. This one for young adults by Margaret Walker</li> <li>● Disseminate words.</li> <li>● Ask students to follow along with the audio.</li> <li>● <a href="https://poets.org/poem/my-people">https://poets.org/poem/my-people</a></li> </ul>	<b>5-7 minutes</b>
<b>Step 10</b>	<p><b>Slide 14 Clarifying terms</b></p> <ul style="list-style-type: none"> <li>● Before assigning pairs/teams, clarify terms-ditties, diriges.</li> <li>● Ask students to reread the poem, For My People by Margaret.</li> <li>● Assign pairs or groups of no more than three to research and report out the meaning of unfamiliar terms: ditties, diriges, jubilee.</li> </ul>	<b>5-7 minutes</b>
<b>Step 11</b>	<p><b>Slide 15 My Thoughts</b></p> <ul style="list-style-type: none"> <li>● Explain the terms stanza and imagery to students.</li> <li>● Disseminate worksheet and ask students to complete. <ul style="list-style-type: none"> <li>○ <a href="https://docs.google.com/document/d/1OcgTWbJXdW_wfpP1RsJEj-xyXaf7sqkG6ATh3eWLMec/edit?usp=sharing">https://docs.google.com/document/d/1OcgTWbJXdW_wfpP1RsJEj-xyXaf7sqkG6ATh3eWLMec/edit?usp=sharing</a></li> </ul> </li> <li>● After students complete, ask volunteers to share their responses.</li> <li>● After listening to poems, explain the following to the students—as they locate the section in the poem, <ul style="list-style-type: none"> <li>○ The first paragraph describes how her people created stories, phrases, music from their brutalized existence.</li> <li>○ The second paragraph by highlighting the way African Americans have kept up their strength throughout the years.</li> <li>○ The remaining stanzas create a vivid image of the life of her people, the schooling, communities, the laughing and more. You can almost see her people living amidst pain, hunger, joy and survival.</li> <li>○ The last paragraph is the hope, the power, resistance and call for action.</li> </ul> </li> </ul>	<b>10-20 minutes</b>

	<p><b>Slide 16 Debriefing</b></p> <ul style="list-style-type: none"> <li>• Which questions were the hardest?</li> <li>• I need more clarity on the following words:</li> <li>• Constructing the story of our people: Margaret Walker shared the story of her people as she saw it. Now, each of us will construct the story of our people.</li> </ul>	<p><b>10 minutes</b></p>
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**C3: Community Collaboration and/or Critical Cultural Production**

**Title of Main Activity(ies): Cultural, Ancestral & Familial Knowledge**

STEP	DESCRIPTION	TIME
	<p><b>Slide 18 Images of My People</b></p> <ul style="list-style-type: none"> <li>• Explain the following to the students: <ul style="list-style-type: none"> <li>○ Margaret Walker speaks to the hardship that African American people have faced in the United States (poverty, racism, etc), but she also describes the beauty of their culture (songs, ditties, traditions).</li> <li>○ She paints a picture of their doings (going to school, planting, praying, dancing) and concludes with a hopeful phrase, “let a new earth rise. Let another world be born..”.</li> </ul> </li> <li>• Explain that students are going to write a “My People” poem, based on their own visualization of their people. Have students close their eyes and create an image: Ask students to reflect/review on their responses in the worksheet. <ul style="list-style-type: none"> <li>○ Who are your people?</li> <li>○ In what ways are they similar to those in Margaret’s poem?</li> <li>○ How are they different?</li> </ul> </li> </ul>	<p><b>10 mins</b></p>
	<p><b>Slide 19 Cultural Knowledge</b></p> <ul style="list-style-type: none"> <li>• Explain components/elements of cultural, ancestral and familial knowledge. Provide examples of your own as you explain.</li> <li>• Refer students to <a href="https://docs.google.com/document/d/18bidkE3q4DJYIMztOnUbdMsw9z6n7g1JWZUg5qLDfVM/edit?usp=sharing">https://docs.google.com/document/d/18bidkE3q4DJYIMztOnUbdMsw9z6n7g1JWZUg5qLDfVM/edit?usp=sharing</a> <ul style="list-style-type: none"> <li>○ Ask students to reflect on their own identities and their people, recording in notes as you read the categories.</li> </ul> </li> </ul>	<p><b>20 mins</b></p>

	<ul style="list-style-type: none"> <li>○ You may wish to do the first category as an example: <ul style="list-style-type: none"> <li>- Dating: Not allowed to date until I am 18.</li> <li>- Curfew: If I got out on Friday, I can't on Saturday.</li> </ul> </li> <li>○ Give students about 1 minute per category and allow time to review all of the responses. This is a brainstorm, not a lot of thought, spontaneous responses.</li> <li>● Pair Share</li> </ul>	
<b>Step 10</b>	<b>Slide 20 Images of My People (examples)</b>	<b>5 minutes</b>
<b>Step 11</b>	<b>Slide 21 Images of My People (Visualization)</b> <ul style="list-style-type: none"> <li>● Explain that they are going to write a “My People” poem, based on their own visualization of their people.</li> <li>● Ask students to refer to <b><i>Cultural, Ancestral and Familial Knowledge</i></b>.</li> <li>● Re-read the examples on the graphic organizer.</li> <li>● Reflect on the following questions: <ul style="list-style-type: none"> <li>○ Who are your people?</li> <li>○ What do they look like?</li> <li>○ What do they do?</li> </ul> </li> <li>● Imagine what each of these examples feels, looks, smell like, etc.</li> </ul>	<b>5-10 minutes</b>
<b>Step 13</b>	<b>Slide 22</b> <ul style="list-style-type: none"> <li>● Revise and add to your chart. Using the questions as a guide, students add to the handout.</li> <li>● We will be developing a digital photo exhibit/book to address three themes: <ul style="list-style-type: none"> <li>○ Where do your people live?</li> <li>○ What color are your people?</li> <li>○ What do your people do?</li> <li>○ What do your people carry?</li> <li>○ What songs do they sing or listen to?</li> <li>○ What sayings do they share?</li> <li>○ What languages do they speak?</li> <li>○ What stories do your people tell?</li> <li>○ What do your people face?</li> <li>○ How do we survive in spite of things?</li> </ul> </li> <li>● Refer to <a href="#">handout</a></li> </ul>	<b>15 minutes</b>
<b>Step 14</b>	<b>Write</b> <ul style="list-style-type: none"> <li>● Ask students to create a “My People” Poem.</li> <li>● The questions on this slide can work as the stanzas for each line.</li> </ul>	<b>30 minutes in class or homework</b>



	<ul style="list-style-type: none"> <li>● For example, <ul style="list-style-type: none"> <li>○ I live in a pink house, two houses from the railroad track in South Los Angeles. On the corner of the main street (Florence and Holmes) there is a mural of the Virgin de Guadalupe.</li> <li>○ My people carry lunch boxes or paper bags for their lunches, brooms and mops to clean houses, books and pencils to do their schoolwork, etc.</li> <li>○ My people wear overalls, simple dresses and sometimes stylin' clothing.</li> <li>○ My people come in all shades of brown.</li> </ul> </li> </ul>	
	<p><b>Slide 23 Connections</b></p> <ul style="list-style-type: none"> <li>● Think about an important historical or contemporary figure that matches your poem</li> <li>● This person (you) will share your poem with the class.</li> <li>● Dress up like this individual and take a photo.</li> <li>● This is the second photo/writing for your digital journey.</li> </ul>	

**C4: Conclusive Dialogue**

<p><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?</p>	<p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>● Students share their poems and photos in pairs, then groups of 4, answering the guiding questions in their group. <ul style="list-style-type: none"> <li>○ How did it feel to tell the story of your people?</li> <li>○ How do we change the images others have of our people?</li> <li>○ What was easy for me about this exercise?</li> <li>○ What was hard for me about this exercise?</li> </ul> </li> <li>● Post Story/Photo</li> <li>● Gallery Walk</li> </ul>
	<p><b>Slide 25</b></p> <p>Whole class, invite students to share their reflections on the activity:</p> <ul style="list-style-type: none"> <li>● What does it mean to self-determine your narratives?</li> <li>● How do we change the images others have of our</li> </ul>

	<ul style="list-style-type: none"> <li>• people?</li> <li>• What was easy for me about this exercise?</li> <li>• What was hard for me about this exercise?</li> </ul>
<p><b>Assessment:</b> 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><b>Evaluation:</b> 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:</p> <p><b>1. <i>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;</i></b></p> <p><b>6. <i>Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.</i></b></p>

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#### RESOURCES AND NOTES

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