



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

Who Am I?

Lesson 2 Self Unit

Time: Three - Four Class Meetings

Grade Level: 9-12

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

Students will examine the concept and impact of representation in the media of people of color. Students will identify the impact stereotypical media representations can have on identity development. Students will negotiate the concepts of dominant and affirming narratives and create a counternarrative in the form of I AM poem.

Unit [Enduring Understandings](#) Alignment:

- We understand our racialized selves, the complexities, the intersectionality and beauty associated with it.
- We embrace and understand our cultural and historical roots and indigeneity.

Lesson Guiding Questions:

- What is the representation of people of color in the media and what does it matter?
- How stereotypical media representations on people of color influence societal perceptions of BIPOC communities?
- Is it possible to create a counternarrative that will challenge the negative perceptions others might have of me, my communities, my culture and my people? How does this counter-narrative represent me?

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):

- Familial
- Cultural
- Social
- Linguistic

Ethnic Studies Principles Alignment:

- 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 (POC).
- Celebrate and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth.

Standards Alignment:

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Materials:

Who am I? Secondary journal Short video clip (Joaquin Castro)	
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Modifications, Accommodations, Resources for Multilingual Students :

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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or
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		front-loading the concept.
Identity	the qualities, expressions, beliefs, physical traits, cultures, and social statuses that comprise a person and/or group of people.	
Dominant Narratives	An explanation or story that is told in service of the dominant social group’s interests and ideologies.	
Affirming Narratives	Often drawn from culture, community, and family. Provide self-defining, empowering and inspiring frames. Can help envision alternative futures.	
Counternarrative	Reframes, disrupts and confronts damaging and distortive narratives. Provides alternatives to false narratives.	

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer:

Description:

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 to start off with land and ancestor acknowledgement.

STEP	DESCRIPTION	TIME
Step 1	Slide 3 Land Acknowledgement Explain the following to students:	

	<p>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/] land. Ask the class what the land does for us? (e.g. shelter, food, trees/shade, water, space, nature to play in etc.).</p>	
<p>Step 2</p>	<p>Slide 4 Ancestor Acknowledgement</p> <p>Since the focus of this lesson is on identity, media representation and affirming/dominant narrative, Sidney Poitier was selected to be the ancestor. An actor known for refusing to accept roles that would negatively portray his people and a civil rights icon.</p> <p>Sidney Poitier KBE (/ˈpwaɪ.tjeɪ/ <i>PWAH-tyay</i>;^[1] February 20, 1927 – January 6, 2022) was a Bahamian and American actor, film director, and diplomat. In 1964, he was the first black actor and first Bahamian to win the Academy Award for Best Actor.^[2] He received two competitive Golden Globe Awards, a competitive British Academy of Film and Television Arts award (BAFTA), and a Grammy Award for Best Spoken Word Album. Poitier was one of the last major stars from the Golden Age of Hollywood cinema.</p>	
<p>Step 3</p>	<p>Explain to students that this series of lessons :</p> <ul style="list-style-type: none"> ● Who am I? ● Who are my people? ● What will my future hold? <p>will require a focus on our racialized identities or how society forms opinions about us based on our race or presumed race.</p> <p>This lesson begins with a general focus identity defined as the qualities, expressions, beliefs, physical traits, cultures, and social statuses that comprise a person and/or group of people.</p>	
<p>Step 4</p>	<p>Slide 6 Cultural Energizer</p> <ul style="list-style-type: none"> ● After reviewing the definition of identity. Using the questions of the powerpoint, model making a list with your own identities. ● Next, refer students to the secondary journal, page 1 section on Land Acknowledgement, Ancestor 	

	<p>Acknowledge and Cultural Energizer. Have them complete the sections, as individuals</p> <ul style="list-style-type: none"> ● Have students do a Pair-Share, sharing the who am I list. ● Ask them to aside the journal and let them know we will revisit the list later. 	
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C2: Critical Concepts

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

Description: Unpacking the harm of media misrepresentation, identifying and analyze impact of Affirming and Dominant Narratives, creating an individual and collective counternarratives.

STEP	DESCRIPTION	TIME
Step 1	<p>Slide 8 Refer student back to the journal and ask students to reflect on the following questions (Critical Concepts)</p> <ul style="list-style-type: none"> ● From the CBS news clip, what did you learn about the representation of Chicanx/Latinx people in the media? ● What does the lack of representation in the media mean for society and for the Latinx community? ● Why does it matter? <p>They should be prepared to share their answers, after watching the short clip below.</p> <ul style="list-style-type: none"> ● Video clip of the lack of and harmful representations of Latinx folks in the media: https://www.youtube.com/watch?v=6-b5IFsTEh8 	
Step 2	<p>Slide 9</p> <ul style="list-style-type: none"> ● Explain the data on the slide, research was collected in 2019. ● Ask students to respond to questions on the slide previously written in the journal. 	
Step 3	<p>Slide 10 Stereotype</p> <ul style="list-style-type: none"> ● Define and discuss stereotypes with the class (also in journal). ● Explain to the students that when discussing issues of diversity in the media, representation is only one issue. 	

	<p>The other is how people of color are portrayed in the media.</p> <ul style="list-style-type: none"> ● The photo on this slide is the second image when you Google Mexican. The first was a picture of a Mexican boxer with a sombrero. ● Explain to them that we are going to view a few depictions of the Latinx/Chicanx people in the media, collected circa 2021. They will be asked to identify possible stereotypes. ● Refer to the section on Stereotypes in the journal and ask students to complete. 	
Step 4	<p>Slide 11 Media Representations of Latinx/Chicanx circa 2021</p> <ul style="list-style-type: none"> ● Ask students to quickly review the collection of media images on this slide and to respond to the following questions: ● Who are these stories about? What is the story saying about Latinx/Chicanx people? [i.e. poor, gangsters, criminals, violent etc.] ● Positive image, upper left hand from netflix “Gentrified”, now canceled. ● Emphasize that these stories we tell through images are not true and they harm people. 	
Step 5	<p>Slide 12 Affirming and Dominant Narratives</p> <ul style="list-style-type: none"> ● Images often reflect or are embedded in stories. For the purpose of this lesson—we will consider two types of stories. ● Dominant (How society portrays communities) and Affirming (often stories passed down by family members). ● Refer back to the images on the previous slides and in teams of two, ask students to place the images in the appropriate category. ● For example, Gentrified would fall into Affirming narrative, illustrates familismo (familialism) 	
Step 6	<p>Slide 13 Have volunteers share:</p> <ul style="list-style-type: none"> ● 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? ● 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? 	
Step 7	<p>Research Project (Homework)</p> <ul style="list-style-type: none"> ● Refer students back to the journal, section “Critical 	

	<p>Concepts, Research Project. Assign a racialized community to each group. You may wish to place cards with names in a box and have them selected by a member of the team. Images of Asian American, American Indian, Desi American, Chicana-Latina, Arab American White American and Black American actors.</p> <ul style="list-style-type: none"> ● Ask students to spend a minimum of three days (Friday-Monday, is perfect). ● Ask them to find it in the media. ● Explain: <ul style="list-style-type: none"> ○ As an individual, collect three - five photo media depictions or video clips of the community assigned to your group. ○ Prepare to share your findings with your team. ○ If you are taking them from television, use only television shows from 6-10 PM and prepare to name the broadcast agency. ○ Also, try and identify the number of times you saw actors representing your assigned group. In other words, "I had to watch two nights of tv, before I saw an Arab American" 	
Step 8	<p>Slide 14 Narrowing it down</p> <ul style="list-style-type: none"> ● Upon completion of the individual assignment, ● In teams, ask students to repeat the process and to select 5 images to share with the class and to post them on the wall or on chart paper. 	
Slide/ Step 9	<p>Slide 15 Whole Class Debriefing</p> <ul style="list-style-type: none"> ● Do a gallery walk of the findings of each team. ● Have each team respond to the following questions: Let's briefly review the definitions of affirming and dominant narratives. Generally speaking, after reviewing the photos: <ul style="list-style-type: none"> ○ <i>Whose viewpoint is privileged?</i> ○ <i>What/Who is missing from the stories?</i> ○ <i>Who wins? Who loses?</i> ○ <i>Where do affirming narratives come from?</i> 	
	<p>Slide 16 Affirming Narratives</p> <ul style="list-style-type: none"> ● Have been carried across generations, our communities are strengthened and affirmed by cultural histories, oral traditions and knowledge. 	

	<ul style="list-style-type: none"> ● Ask students to think about a counternarrative in film, family story, song? 	
	<p>Slide 17 Choosing the affirming/dominant narrative</p> <ul style="list-style-type: none"> ● Ask students-which is the affirming/dominant narrative? 	
	<p>Slide 18 Counter Narrative</p> <ul style="list-style-type: none"> ● Present the definition of Counter Narrative - Reframes, disrupts and confronts damaging and distortive narratives. Provides alternatives to false narratives. ● Ask students, is it time to create the counternarrative? 	

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Developing Our Counternarrative

Description: Students challenge dominant narratives, by constructing counternarratives as individuals and in teams. The student counternarrative becomes the first part of the three part photo narrative.

STEP	DESCRIPTION	TIME
Step 1	<p>Slide 20 Analyzing the Counter Narrative</p> <ul style="list-style-type: none"> ● Have students study the mural for affirmative symbolism. <p>Whole group dialogue: Engage the students in questions about the images from this mural? (The mural is located in Lincoln Park, Denver, Colorado.)</p> <ul style="list-style-type: none"> ● What assumptions are made from these photos? ● Which of these are positive images? What do they represent? What does the eagle, butterfly or corn represent? ● Which are mean or hurtful images? ● What do these images say? ● Would this quality be affirming, dominant or counternarrative? ● https://kdvr.com/news/local/the-la-alma-lincoln-park-neighborhood/ 	

Step 2	<p>Slide 21 It Matters.</p> <ul style="list-style-type: none"> ● Explain to the students that narratives matter. ● Discuss the significance and impact of narratives. 	
Step 2	<p>Slide 22 Undoing Media Depiction</p> <ul style="list-style-type: none"> ● Take a dominant narrative from the media. If you wish to take a dominant narrative of your own choosing, share the image with your teacher. ● In teams of two-three decide which image you will work with. ● On one side of the chart paper, draw the dominant narrative. ● On the other hand, create an affirming counternarrative to the stories or narratives you found in your research about the racialized group and how it is represented in the media. ● Refer students back to the Who Am I journal Under the Cultural Production section, Undoing Media Depiction. Write the story that accompanies the picture. 	
Step 3-5	<p>Slides 23-25 My Own Story</p> <ul style="list-style-type: none"> ● Slide 22 Explain to the students that this project will become a part of a three part narrative ● Slide 23 <ul style="list-style-type: none"> ○ Walk students through a visualization of an affirmative image of their racialized community. ○ The selection might be of someone they admired, a historical figure or an effort to undo a dominant narrative. ● Slide 23 Affirming Counter narrative photo for Chicax Student ● Refer to Who Am I journal for questions 	
Step 4	<p>Slide 26 I am Poem</p> <ul style="list-style-type: none"> ● Have students write an I AM poem to accompany the photo. ● Refer to Who Am I journal for questions 	

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?

Assessment: How will the students be assessed?

Evaluation: How will the effectiveness of this lesson plan be evaluated?

After students have completed their project.

Post **Slide 28**

Share your poem and photo with a partner. Switch places, until both of you have read.

- Now, join two others:
 - 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.
 - What does it mean to self-determine your narratives?
 - How do we change the images others have of our people?

Lesson Plan Contributors: Theresa Montaña and Tricia Gallagher-Geurtsen