



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

What is Ethnic Studies? The Legacy of the Third World Liberation Front

Time: 2-3 classes
Grade Level: 9th grade

[SLIDES FOR THIS LESSON](#)

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

Students will learn about the Third World Liberation Front and the historic role they played in the founding of the College of Ethnic Studies at San Francisco State. Moreover, students will discuss, debate, write about and analyze documents and films about the purpose of Ethnic Studies.

Enduring Understandings:

- We understand that change can only occur when marginalized people unite, organize, and mobilize social movements that fight racism and injustice.
- We understand that it is essential to analyze and study significant social movements and their impact on inequitable and oppressive systems.
- We understand that white supremacy and related power structures, concede nothing without demand.
- We recognize the importance of agency and taking political stances on behalf against oppression and the impact it has on BIPOC.

Essential Questions:

- Who is the Third World Liberation Front? What did they want? What did they gain/lose?
- What role did the idea of self-determination play in the struggle for Ethnic Studies?
- Is Ethnic Studies relevant today?

Essential Skills:

- Students will be able to determine causation of historical events leading up to Third World Liberation Front and interpret their long-term impacts.
- Students will be able to accurately analyze a variety of primary and secondary sources that inform about the Ethnic Studies and the Third World Liberation Front (charts, maps, primary sources, etc.) independently.

Cultural Wealth (Yosso, p. 78):

- **Resistance**

Ethnic Studies Principles Alignment:

- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy.
- Conceptualize, imagine, and build new possibilities for post-imperial life that promotes solidarity and collective narratives of transformative resistance, critical hope, and radical healing.

Social Studies Standards Alignment:

Historical and Social Sciences Analysis Skills

Historical Interpretation

4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
4. Explain the constitutional crisis originating from the Watergate scandal.
5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

Materials/Resources

<p>Videos</p> <p><i>The Legacy of the Third World Liberation Front</i></p> <p><i>On Strike</i></p>	<p>Document and supporting materials</p> <p>The Berkeley Revolution https://revolution.berkeley.edu/projects/twlf/</p> <p>Jasmine Martinez https://www.helloprosper.co/blog/the-third-world-liberation-front-and-ethnic-studies</p>
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Modifications, Accommodations, Resources for Multilingual Students :

<p>Use sentence frames and sentence starters to help students frame their responses.</p>	
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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.
<p>Self determination</p>	<p>Self determination is defined as the process by which a person establishes their own agency and motivation with the hope of controlling their own life (LESMMC glossary).</p>	
<p>Third World Liberation Front</p>	<p>Third World Liberation Front was a multiracial group of university students and student organizations at San Francisco State University and UC Berkeley who went on strike. The students were fighting for more representation in the curriculum, on staff and in the student body.</p>	
<p>People of Color</p>	<p>Someone who is not white. People of color as a collective identity emerged as a response to systemic racism and to assert resistance and solidarity against white supremacy. People of color</p>	

	are a global majority (LESMC glossary).	
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C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: Gallery Walk

We encourage Ethnic Studies lessons to start off with land and ancestor acknowledgement. It is a good idea to choose a leader from the bay area closely associated with the TWLF. Using the guided questions posted on the powerpoint, students engage in a gallery walk, individually reflect and analyze images of the fight for Ethnic Studie and share their perceptions with the class.

STEP	DESCRIPTION	TIME
Step 1	Slide 1-3 Teacher Information	
	Slide 4: Guiding Principles	1
Step 2	Slide 5: Land Acknowledgement	5
Step 3	Slide 6: Ancestor Acknowledgement	5
Step 4	Slide 3: Cultural Energizer <ul style="list-style-type: none"> ● Gallery Walk of images ● Guided questions: <ul style="list-style-type: none"> ○ What are the feelings, passions, and emotions evident in the photos? ○ Choose three words that describe the feelings of the students involved in the protests? ○ Post on chart paper, do a jamboard, etc. 	More questions?
Step 4	Debriefing <ul style="list-style-type: none"> ● Visibly display words chosen by students to express feelings about the posters. <ul style="list-style-type: none"> ○ What were the words associated with the photos? ○ Why do people feel so passionate about it? 	

C2: Critical Concepts

Description: Students will be able to explain the concept of ‘Third World’, self-determination and have an understanding of the battle for Ethnic Studies including the foundation of the School of Ethnic Studies at SF States. Students will also critically analyze the role of students in the Ethnic Studies movement through film and primary documents.

STEP	DESCRIPTION	TIME
Step1	<p>Slides 8-11 Critical Concepts</p> <p>Defining Terms</p> <p>Third World Liberation Front and People of Color</p> <ol style="list-style-type: none"> 1. Display the Third World Liberation Front. Talk a little about this group. 2. Explain to students that at the present time—words like People of Color, BIPOC, Racialized communities are used to identify these groups. 3. Display and explain the People of Color Slide and ask students to reflect and respond to: <ul style="list-style-type: none"> ○ Why do we name ourselves and others? ○ How can the creation of an umbrella term like POC, Third World Peoples, or BIPOC be empowering for those who are American Indian, Native American, Chicana/o/x-Latinx/o, Asian Americans and Pacific Islanders, and African Americans? 4. Display What’s in a Name? <p>Self Determination</p>	
Step 2	<p>Slide 13 TWLF on School of Ethnic Studies</p> <ol style="list-style-type: none"> 1. Have students do an individual critical reading of the document. 2. Vocab check: Ask students to identify sentence(s) in the documents that reflect the idea of self determination. 3. In teams of two ask students the questions on the handout. 	
Step 3	<p>Slide 14 The Legacy of the TWLF</p> <p>View The Legacy of Third World Liberation Front and respond to prompt</p> <p>“On Strike” Have students view On Strike and respond to prompt</p>	

C3: Community Collaboration and/or Critical Cultural Production

Description: Student review demands of the TWLF for relevances to the present day

STEP	DESCRIPTION	TIME
Step 1	Begin with sharing of Dialogue developed during the critical concept section. Debrief questions	
Step 2	Analyzing Student Demands Review demands of the students https://revolution.berkeley.edu/assets/demands.pdf Assign one demand per group. Slide 15 Ask students to respond to the following questions posted on the slide: <ul style="list-style-type: none"> • What do they want? • Did they get it? • Are any of these relevant today? 	
Step 3	Slide 16 In pairs/triads ask students to <ol style="list-style-type: none"> 1. Write a slogan, hashtag or design a meme for the demand assigned to your team. 2. Complete graphic organizer. 3. Rewrite and prepare a three minute presentation to a school board, elected officials or other students. 	
Step 4	Report Out	

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit?

Slide 17 Ask Students

- How relevant are the demands today?
- Students used various forms of protest including

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?

songs, art and theatre. Why? (Remind them of posters and music)

- Why are other forms of protest used?

Explain that our next lesson will look at protest music used during the movement for Ethnic Studies.

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