



The Four I's of Oppression

Time: Days or Hours (2 days)

Grade Level: 9-12

[Lesson Plan Slides: "The Four I's of Oppression"](#)

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

The purpose of this lesson is to identify, articulate, and differentiate through an analysis of specific examples, "The Four 'I's' of Oppression" - Ideological, Interpersonal, Institutional, and Internalized (Bell, 2013). Through this differentiation students can begin to dismantle these systems of oppression.

Enduring Understandings:

- Ideological, Interpersonal, Institutional, and Internalized Oppression are persistent and pervasive in society and adversely impact racialized and marginalized communities.
- With an analysis of the Four "I's" of Oppression, oppressed communities have the tools and agency necessary to dismantle these oppressive systems.

Essential Questions:

- What is ideological oppression, how does it manifest itself, and how do we work to dismantle it?
- What is interpersonal oppression, how does it manifest itself, and how do we work to dismantle it?
- What is institutional oppression, how does it manifest itself, and how do we work to dismantle it?
- What is internalized oppression, how does it manifest itself, and how do we work to dismantle it?
- How do the Four "I's" of Oppression differ, and how are they interrelated?

Essential Skills:

- Students will be able to differentiate as well as articulate the interrelation of the “Four ‘I’s” of oppression - ideological, interpersonal, institutional, and internalized.
- Students will be able to analyze primary and secondary sources to articulate the Four “I’s” of Oppression.
- Students will be able to identify excerpts from a primary source that allude to “internalized oppression.”
- Students will write a persuasive essay on Rodolfo “Corky” Gonzales’ “Arizona State University Speech” (1970) to demonstrate the efficacy of how the speech illustrates the impact “internalized oppression” has on the Chicana/Latina community.

Cultural Wealth (Yosso, p. 78):

- **Aspirational Capital** - the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers.
- **Navigational Capital** - refers to skills of maneuvering through social institutions. Historically, this infers the ability to maneuver through institutions not created with Communities of Color in mind.
- **Resistant Capital** - refers to those knowledges and skills fostered through oppositional behavior that challenges inequality.

Ethnic Studies Principles Alignment:

- **Critique** empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society.
- **Challenge** imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.
- **Connect** ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy.
- **Conceptualize**, imagine, and build new possibilities for post-imperial life that promote *collective narratives of* transformative resistance, critical hope, and radical healing.

Common Core Standards Alignment:

Reading Standards for Literacy in History/Social Studies

Key Ideas and Details Grade 9-10

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features such as the date and origin of the information
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

Key Ideas and Details Grade 11-12

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key

ideas and details.

Integration of Knowledge and Ideas Grade 9-10

8. Assess the extent to which the reasoning and evidence in a text support the author's claims

Integration of Knowledge and Ideas Grade 11-12

8. Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.

Writing Standards for Literacy in History/Social Studies

Text Types and Purposes Grade 9-10

1. Write arguments focused on *discipline-specific content*
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Text Types and Purposes Grade 11-12

1. Write arguments focused on *discipline-specific content*
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.

Production and Distribution of Writing Grade 9-10

4. Produce clear and coherent writing in which the development, organization,

and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Production and Distribution of Writing Grade 11-12

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Materials:

<p>Lesson Plan Slides: “The Four I’s of Oppression”</p> <p>Rodolfo “Corky” Gonzales’ “Arizona State University Speech” (1970) documented in <i>Message to Aztlan</i> (Gonzales, 2000, pgs. 35-55)</p>	
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Modifications, Accommodations, Resources for Multilingual Students :

<ol style="list-style-type: none"> 1. Language Objectives will accompany Learning Objectives for this lesson to accommodate multilingual students. 2. Multilingual students will be provided an opportunity to showcase their linguistic wealth by reading out loud the Spanish lyrics to “I.C.E. - El Hielo” by <i>La Santa Cecilia</i> within the Cultural Energizer. 	<ol style="list-style-type: none"> 4. Students will be provided a copy of the definitions to the “Four ‘I’s’ of Oppression” - Ideological, Interpersonal, Institutional, and Internalized - in Spanish to accommodate multilingual students. 5. Students will be provided instructional procedures in Spanish to accommodate 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 front-loading the concept.
Ideological Oppression	The very intentional ideological development of the “isms.” The creation and maintenance of belief systems in superiority usually based upon	Students will read the definition and the teacher will

	any combination of race, class, gender, immigration status, ability, and sexuality.	facilitate a short discussion on ideological oppression
Interpersonal Oppression	The idea that one group is better than another and has the right to control the other, which gets structured into our institutions, gives permission and reinforcement for individual members of the dominant group to personally mistreat individuals in the targeted/oppressed group.	Students will read the definition and the teacher will facilitate a short discussion on interpersonal oppression
Institutional Oppression	The idea that one group is superior to another gets embedded in the institutions of the society, the laws, the legal system and police practice, the education system, hiring practice, public policy, housing development, media images/representation, political power, etc.	Students will read the definition and the teacher will facilitate a short discussion on institutional oppression.
Internalized Oppression	Internalized oppression works with groups of people who suffer from the most mistreatment. Oppressed people internalize the ideology of inferiority, they see it reflected in the institutions, they experience mistreatment personally from members of the dominant group, and they eventually come to internalize the negative about themselves.	Students will read the definition and the teacher will facilitate a short discussion on internalized oppression

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: "I.C.E. - El Hielo" by *La Santa Cecilia*

Description:

The music video "I.C.E. - El Hielo" by *La Santa Cecilia*, speaks to the various forms of oppression and struggles that undocumented communities face, specifically the daily threat of deportation Immigration, Customs, and Enforcement (I.C.E.). This music video aligns with the lesson topic "The Four 'I's' of Oppression" and will encourage students to start thinking critically about how these systems of oppression impact racialized and marginalized communities.

The teacher will engage students in this cultural energizer by having students the part 1 and part 2 lyrics in Spanish to "I.C.E. - El Hielo" (slides). Having students read in Spanish

honors and highlights the linguistic wealth of students in the class.

The teacher will then screen the music video “I.C.E. - El Hielo” (slide 8) and ask them to consider the following questions:

- 1) What forms of oppression present themselves in this video?
- 2) What differentiates the I.C.E. agent from la familia portrayed in this video?
- 3) How does the presence of I.C.E. impact undocumented people in our communities? Chicana/Latina communities?

After the screening of this music video, ask students to share their responses to the above mentioned questions with the class. This cultural energizer should be done just one time for this lesson.

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement Students facilitate land acknowledgement and read from the prompt on slide 3.	5 min
Step 2	Ancestor Acknowledgement Teacher will facilitate ancestor acknowledgement on Rodolfo “Corky” Gonzales on slide 4	5 min

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity: The Four I’s of Oppression

Description: Within this lesson, the students will engage in a critical analysis of the “Four I’s of Oppression” - Ideological, Interpersonal, Institutional, and Internalized - through note taking of lecture, small group dialogue, class dialogue, and writing.

STEP	DESCRIPTION	TIME
Slide 3	Land Acknowledgement 1. Have student facilitate the reading of the “Land Acknowledgement”	5 min
Slide 4	Ancestor Acknowledgement Rodolfo “Corky Gonzales (June 18, 1928-April 12, 2005) 1. Teacher facilitate the “Ancestor Acknowledgement” of Rodolfo “Corky” Gonzales	5 min
Slide 5	Learning and Language Objectives Choose student to read the <i>learning objectives</i> for this lesson:	5 min

1. Students will analyze “The Four ‘I’s’ of Oppression” through whole class group dialogue.
2. Students will evaluate “The Four ‘I’s’ of Oppression” through a critical analysis of a documentary clip (primary source), a photograph (primary source), a popular media clip, and a Chicax literature excerpt.
3. Students will identify and extract 3 excerpts that allude to “internalized oppression” from Rodolfo “Corky” Gonzales’ “Arizona State University Speech” (1970).
4. Students will write a 5-Paragraph Persuasive Essay that demonstrates the efficacy of Rodolfo “Corky” Gonzales’ (1970) “Arizona State University Speech” in illustrating “internalized oppression.”

Choose students to read the ***language objectives*** for this lesson:

1. Students will analyze “The Four ‘I’s’ of Oppression” through whole class group dialogue in complete spoken sentences.
2. Students will evaluate, in complete sentences, the “Four ‘I’s’ of Oppression” through a critical examination of a documentary clip (secondary historical source), a photograph (primary source), a popular media clip, and a Chicax Literature excerpt.
3. Students will identify and extract 3 excerpts that allude to “internalized oppression” from Rodolfo “Corky” Gonzales’ (1970) “Arizona State University Speech” by placing the excerpts into a graphic organizer and analyzing them.
4. Students will write a 5-Paragraph Persuasive Essay - writing in complete sentences - that demonstrates the efficacy of Rodolfo “Corky” Gonzales’ (1970) “Arizona State University Speech” in illustrating “internalized oppression.”

* It is recommended that these learning and language objectives remain posted throughout the entirety of this lesson.

Slide 6

LESMC Ethnic Studies Guiding Principles and Values Alignment
The teacher will briefly discuss the LESMC Ethnic Studies Guiding Principles and Values alignment to this lesson in the following:

- ***Critique*** empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society.
- ***Challenge*** imperialist/colonial hegemonic beliefs and

5-7 min

	<p>practices on the ideological, institutional, interpersonal, and internalized levels.</p> <ul style="list-style-type: none"> ● Connect ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy. ● Conceptualize, imagine, and build new possibilities for post-imperial life that promote <i>collective narratives of</i> transformative resistance, critical hope, and radical healing. 	
Slide 7	<p>Cultural Energizer Slide 1 - Lyrics P1 to “I.C.E. - El Hielo” by La Santa Cecilia</p> <ol style="list-style-type: none"> 1. Have students volunteer to read the lyrics in Spanish and English, stanza by stanza. Provide opportunity for students to ask for clarification. 	3-5 min
Slide 8	<p>Cultural Energizer Slide 2 - Lyrics P2 to “I.C.E. - El Hielo” by La Santa Cecilia</p> <ol style="list-style-type: none"> 2. Have students volunteer to read the lyrics in Spanish and English, stanza by stanza. Provide opportunity for students to ask for clarification. 	3-5 min
Slide 9	<p>Cultural Energizer Slide 3 - Actively Screen “I.C.E. - El Hielo” by La Santa Cecilia.</p> <ul style="list-style-type: none"> ● Students actively screen and take notes on “I.C.E. - El Hielo” by La Santa Cecilia. ● Answer the following discussion questions to “I.C.E. - El Hielo” by La Santa Cecilia: <ol style="list-style-type: none"> 1) What forms of oppression present themselves in this video? 2) What differentiates the I.C.E. agent from la familia portrayed in this video? 3) How does the presence of I.C.E. impact undocumented people in our communities? Chicanx/Latinx communities? 	7-10 min
Slide 10	<p>The Four “I’s” of Oppression - Ideological Oppression</p> <ol style="list-style-type: none"> 1. Have students read the definition and describe the example for “Ideological Oppression” (see in “Critical Vocabulary” above) 2. Teacher will lead a short class discussion on “Ideological Oppression.” 	5 min
Slide 11	<p>The Four “I’s” of Oppression - Interpersonal Oppression</p> <ol style="list-style-type: none"> 1. Have students read the definition and describe the example for “Interpersonal Oppression” (see in “Critical Vocabulary” above) 2. Teacher will lead a short class discussion on “Interpersonal Oppression.” 	5 min
Slide 12	<p>The Four “I’s” of Oppression - Institutional Oppression</p> <ol style="list-style-type: none"> 1. Have students read the definition and describe the 	5 min

	<p>example for “Institutional Oppression” (see in “Critical Vocabulary” above)</p> <p>2. Teacher will lead a short class discussion on “Institutional Oppression.”</p>	
Slide 13	<p>The Four “I’s” of Oppression - Internalized Oppression</p> <ol style="list-style-type: none"> 1. Have students read the definition and describe the example for “Internalized Oppression” (see in “Critical Vocabulary” above) 2. Teacher will lead a short class discussion on “Internalized Oppression.” 	5 min
Slide 14	<p>The Four “I’s” of Oppression - An Interrelated System</p> <ol style="list-style-type: none"> 1. Teacher will facilitate a short discussion based upon The Four ‘I’s’ of Oppression being an interrelated system of oppression as illustrated on the Venn Diagram on this slide 	2-3 min
Slide 15	<p>Activity - Which of the Four “I’s” of Oppression are Illustrated?</p> <p>The teacher will read the instructional procedures for the “Which of the Four ‘I’s’ of Oppression are illustrated?” activity, as follows and ask for any clarifying questions:</p> <ol style="list-style-type: none"> 1. Analyze each of the 4 presented examples - the documentary clip (secondary source) from <i>No Más Bebés</i> (2015), an 1887 photograph “The Lynching of Mexicans”(primary source), a popular media clip from <i>My Family/Mi Familia</i> (ABC, 2015) and a Chicax Literature excerpt (Rodriguez, 2005, p. 19). 2. In breakout groups, discuss and determine which “Four ‘I’s’ of Oppression” (one or more) are illustrated in the example within the “Four I’s Graphic Organizer.” 3. Be prepared to share out. 	2-3 min
Slide 16	<p>Which of the Four “I’s” of Oppression are Illustrated?</p> <p>Documentary Clip - <i>No Más Bebés</i> (2015)</p> <ol style="list-style-type: none"> 1. The teacher will present the documentary clip - <i>No Más Bebés</i> (2015) and ask the students to consider which of the “Four ‘I’s’ of Oppression are illustrated. 2. The teacher will ask students to save their responses until they get into their groups and discuss. 	4 min
Slide 17	<p>Which of the Four “I’s” of Oppression are Illustrated?</p> <p>Primary Source: Photograph - “The Lynching of Mexicans” (Covello & Covello Photography, 1887)</p> <ol style="list-style-type: none"> 1. The teacher will present the primary source photograph - “The Lynching of Mexicans” (1887) and ask the students to consider which of the “Four ‘I’s’ of Oppression are illustrated. 2. The teacher will ask students to save their responses until they get into their groups and discuss. 	2-3 min
Slide 18	<p>Which of the Four “I’s” of Oppression are Illustrated?</p>	4-5 min

	<p>Popular Media Clip from <i>My Family/Mi Familia</i> (1995)</p> <ol style="list-style-type: none"> 1. The teacher will present the popular media clip from <i>My Family/Mi Familia</i> (1995) and ask the students to consider which of the “Four ‘I’s’ of Oppression are illustrated. 2. The teacher will ask students to save their responses until they get into their groups and discuss. 	
Slide 19	<p>Which of the Four “I’s” are Illustrated? Chicanx Literature Excerpt - Always Running: Gang Days in L.A. (Rodriguez, 2005, 2nd Ed., p. 19)</p> <ol style="list-style-type: none"> 1. The teacher will ask a student to read the Chicane Literature excerpt from Always Running: Gang Days in L.A. (Rodriguez, 2005, 2nd Ed., p. 19) and ask the students to consider which of the “Four ‘I’s’ of Oppression are illustrated. 2. The teacher will ask students to save their responses until they get into their groups and discuss. 	3-4 min
Slide 20	<p>Activity - Which of the four “I’s” of Oppression are Illustrated? - GROUP RESPONSES</p> <ol style="list-style-type: none"> 1) After working in groups for 8-10 minutes, students will share responses from breakout groups that determined which “Four ‘I’s’ of Oppression” (one or more) are illustrated in the example within the “Four I’s Graphic Organizer.” 	15-20 min
Slide 21	<p>Writing Assignment: The Four “I’s” of Oppression - “Arizona State University Speech” by Rodolfo “Corky” Gonzales (October 14, 1970)</p> <p>The teacher will read the following instructions and ask students for for the extended writing assignment of this lesson:</p> <ul style="list-style-type: none"> • Independently read “Arizona State University Speech” (1970) from <i>Message to Aztlan</i> (Gonzales, 2000, pgs. 35-55). While students read this chapter, they should take notes/highlight text in which Gonzales speaks to internalized oppression. • Identify and extract 3 excerpts from the “Arizona State University Speech” (Gonzales, 1970) that both resonate with you and speak to internalized oppression. • Analyze and evaluate the 3 excerpts/lines chosen/extracted within the “Gonzales (1970) - Arizona State University Speech” Graphic Organizer • Write a 5-Paragraph essay on “Internalized Oppression,” utilizing the 3 excerpts you extracted as 	7-10 min for providing instructions

	<p>the citations for the 1st, 2nd, and 3rd body paragraphs. The prompt for this 5-Paragraph Essay is as follows: How effective was Rodolfo “Corky” Gonzales’ “Arizona State University Speech” in illustrating “Internalized Oppression”? What are the implications of Gonzales’ speech on Chicanx/Latinx communities today? What are ways in which Chicanx/Latinx can counter “Internalized Oppression”?</p> <p>*The teacher must provide instruction and guidance throughout this assignment, to include feedback on the 3 excerpts that the students identified, the analysis of each of the three excerpts, and ensure that the student adheres to the structure of the 5-paragraph essay while answering the prompt in its entirety.</p>	
<p>Slide 22</p>	<p>The Four I’s of Oppression: 5-Paragraph Essay Outline “Arizona State University Speech” (Gonzales, October 14, 1970)</p> <p>The teacher should go over the following 5-Paragraph Essay Outline with students:</p> <ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> ● Introduce the concept of “Internalized Oppression” with an attention getter/example ● Introduce how Rodolfo “Corky” Gonzales’ “Arizona State University Speech” (October 14, 1970) alludes to “Internalized Oppression.” ● In a thesis statement, explain how both historically and in contemporary times “Internalized Oppression” has impacted the Chicanx/Latinx community. Moreover, state ways in which Chicanx/Latinx can counter “Internalized Oppression” 2. 1st Body Paragraph <ul style="list-style-type: none"> ● Introduce citation/excerpt #1 you selected from Rodolfo “Corky” Gonzales’ “Arizona State University Speech” and write on its importance. ● Cite excerpt word for word with page number. ● Provide analysis of the excerpt that you chose. How does it speak to “internalized oppression”? What impact does it have on the Chicanx/Latinx community? 3. 2nd Body Paragraph <ul style="list-style-type: none"> ● Introduce citation/excerpt #2 you selected from Rodolfo “Corky” Gonzales’ “Arizona State 	<p>5-7 min</p>

	<p>University Speech” and write its importance.</p> <ul style="list-style-type: none"> ● Cite excerpt word for word with page number. ● Provide analysis of the excerpt that you chose. How does it speak to “internalized oppression”? What impact does it have on the Chicax/Latinx community? <p>4. 3rd Body Paragraph</p> <ul style="list-style-type: none"> ● Introduce citation/excerpt #3 you selected from Rodolfo “Corky” Gonzales’ “Arizona State University Speech” and write on its importance. ● Cite excerpt word for word with page number. ● Provide analysis of the excerpt that you chose. How does it speak to “internalized oppression”? What impact does it have on the Chicax/Latinx community? <p>5. Conclusion</p> <ul style="list-style-type: none"> ● Restate thesis statement ● Explain the implications of Gonzales’ speech, specifically when speaking to “Internalized oppression” - on the Chicax/Latinx community today. ● What are ways in which Chicax/Latinx can counter “internalized oppression”? 	
<p>Slide 23</p>	<p>Closing - LESMC Ethnic Studies Guiding Principles and Values</p> <p>In complete sentences, explain how this lesson “The Four ‘I’s’ of Oppression” addressed the following Ethnic Studies Guiding Principles and Values:</p> <p>Critique empire, white supremacy, anti-Blackness, anti-Indigeneity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society.</p> <p>Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p> <p>Connect ourselves to past and contemporary resistance movements that struggle for social justice on global and local levels to ensure a truer democracy.</p> <p>Conceptualize, imagine, and build new possibilities for post-imperial life that promote <i>collective narratives of</i> transformative resistance, critical hope, and radical healing.</p>	

*Ask students to share their responses with the class.

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies):

- 1) Which of the Four “I’s” of Oppression are Illustrated? - [“Four I’s Graphic Organizer”](#)
- 2) Extract and Analyze 3 quotes from [“Gonzales \(1970\) - Arizona State University Speech” Graphic Organizer”](#)
- 3) 5-Paragraph Essay - Four “I’s” of Oppression

Description:

STEP	DESCRIPTION	TIME
Step 1	<p>Which of the Four “I’s of Oppression are Illustrated?</p> <p>After a brief explanation and class discussion on the Four “I’s” of Oppression (slides 10-14), the students in groups will discuss and determine which of the Four I’s of Oppression are illustrated (slides 16-19). The students will then come back to the whole class and a representative from each group will share with the rest of the class their group's findings.</p> <ol style="list-style-type: none"> 1) Analyze each of the 4 presented examples - the documentary clip (secondary source) from <i>No Más Bebes</i> (2015), an 1887 photograph “The Lynching of Mexicans”(primary source), a popular media clip from <i>My Family/Mi Familia</i> (1995), and a Chicax Literature excerpt (Rodriguez, 2005). 2) In breakout groups, discuss and determine which “Four ‘I’s’ of Oppression” (one or more) are illustrated in the example within the “Four I’s Graphic Organizer” 3) Be prepared to share out. 	15-20 min
Step 2	<p>Extract and Analyze 3 quotes from “Gonzales (1970) - Arizona State University Speech” Graphic Organizer”</p> <ol style="list-style-type: none"> 1) Independently read “Arizona State University Speech” (1970) from <i>Message to Aztlan</i> (Gonzales, 2000, pgs. 35-55). While students read this chapter, they should 	Ind. read of “Arizona State University Speech” should be

	<p>take notes/highlight text in which Gonzales speaks to internalized oppression.</p> <p>2) Identify and extract 3 excerpts from the “Arizona State University Speech” that both resonate with you and speak to internalized oppression.</p> <p>3) Analyze and evaluate the 3 excerpts extracted from the “Gonzales (1970) - Arizona State University Speech” Graphic Organizer”</p>	<p>assigned for next day homework</p> <p>Analysis of 3 excerpts should take 30 min</p>
<p>Step 3</p>	<p>5-Paragraph Essay - Four “I’s” of Oppression</p> <p>Write a 5-Paragraph essay on “Internalized Oppression,” utilizing the 3 excerpts you extracted as the citations for the 1st, 2nd, and 3rd body paragraphs. The prompt for this 5-Paragraph Essay is as follows: “How effective was Rodolfo “Corky” Gonzales’ “Arizona State University Speech” in illustrating “Internalized Oppression”? What are the implications of Gonzales’ speech on Chicanx/Latinx communities today? What are ways in which Chicanx/Latinx can counter “Internalized Oppression”?”</p>	<p>1-2 class periods.</p>

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>This lesson is relevant to students because these systems of oppression, based upon the preponderance of social science research, are pervasive in our society. Moreover, these systems of oppression disproportionately impact racialized communities. Rather than allowing these systems of oppression to perpetuate, this lesson assists students in developing the necessary tools to dismantle these systems to create a more socially just world.</p>
<p>Assessment: How will the students be assessed?</p>	<p>Students will be assessed on their verbal responses to class discussion questions throughout the lesson through feedback and further prompting of questions. Additionally, students will be assessed on their group work in designating and substantiating/supporting which of the “Four ‘I’s’ of Oppression” each of the four illustrations (primary source documentary, primary source photograph, popular media clip, and Chicanx Literature excerpt) represents. Lastly, the students will be assessed on their persuasive essays on internalized oppression - based on the identification of 3 citations and the accompanying student written analysis - within Rodolfo “Corky” Gonzales’ “Arizona State University</p>

	Speech” (1970). In the closing of this lesson, students’ explanation on how this lesson addresses the 4 identified LESMC Ethnic Studies Guiding Principles and Values provide another indicator of the efficacy of this lesson.
Evaluation: How will the effectiveness of this lesson plan be evaluated?	The efficacy of this lesson plan will be evaluated through student work, student feedback, and student dialogue throughout the lesson. Formative assessments such as the designation and supporting evidence of which of the Four ‘I’s’ of Oppression are at work within the various illustrations is a key indicator of the efficacy of this lesson. Equally, the persuasive essay on internalized oppression based on the analysis of Rodolfo “Corky” Gonzales’ “Arizona State University Speech” (1970) is another key indicator of the efficacy of this lesson.

RESOURCES AND NOTES

<p>Resources</p> <ul style="list-style-type: none"> ● “I.C.E. - El Hielo” by La Santa Cecilia video ● No Mas Bebes documentary clip ● Primary Source: “The Lynching of Mexicans” (Santa Cruz, CA, 1887) - Source: <i>Covello & Covello Photography</i> ● Popular Media Clip: My Family/Mi Familia ● “Arizona State University Speech” (1970) from <i>Message to Aztlan</i> (Gonzales, 2000, pgs. 35-55) <p>Worksheets and Handouts: Include links here.</p> <p>“Four I’s Graphic Organizer”</p> <p>“Gonzales (1970) - Arizona State University Speech” Graphic Organizer”</p>
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Lesson Plan Contributors: Sean Arce, Ph.D.