

# LIBERATED ETHNIC STUDIES MODEL CURRICULUM



## Soldier for Equality

Grade Level: Pk-3rd

[Link to the Slides for this lesson plan](#)

**Purpose (What will students learn from this lesson?):** This lesson allows for students to learn about Chicana/Latina heroes while learning about the founding of the oldest Chicana/Latina organization still going strong today.

### Unit Enduring Understandings Alignment:

- We understand and embrace the historical contributions of Chicana/Latina heroes, their intellectual knowledge and cultural wealth of our people.
- We understand and place a high value on the stories of resilience, survival and resistance of our people.

### Essential Questions:

- What do you know about Chicana/Latina soldiers in the US? How do you know this?
- Can you name a Chicana/Latina hero of the US military?
- What is LULAC and why is it so important to Chicana/Latina people today?

### Essential Skills:

- Speaking & Listening
- Making Inferences
- Informative Writing
- Research Skills
- Social Emotional Health: Empathy and Understanding
- Collaboration/Group Work

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### **Cultural Wealth** ([Yosso, p. 78](#)):

- **Navigational capital** refers to “skills of maneuvering through social institutions. Historically, this implies the ability to maneuver through institutions not created with Communities of Color in mind. For example, strategies to navigate through racially-hostile university campuses draw on the concept of academic invulnerability, or students’ ability to ‘sustain high levels of achievement, despite the presence of stressful events and conditions that place them at risk of doing poorly at school and, ultimately, dropping out of school’ (Alva, 1991, p. 19)” (p. 80).
- **Social capital** can be understood as “networks of people and community resources. These peer and other social contacts can provide both instrumental and emotional support to navigate through society’s institutions... Mutualistas or mutual aid societies are an example of how historically, immigrants to the US and indeed, African Americans even while enslaved, created and maintained social networks... This tradition of ‘lifting as we climb’ has remained the motto of the National Association of Colored Women’s Clubs since their organization in 1896” (p. 79-80). *Several characters of this play represent those who become resources for other members of the same immigrant community.*

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

### **Standards Alignment:**

- Speaking and Listening:

#### **KINDERGARTEN**

CCSS.ELA-LITERACY.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### **FIRST GRADE**

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CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### SECOND GRADE

CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### THIRD GRADE

CCSS.ELA-LITERACY.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### CA ELD Standards

Part I: Interacting in Meaningful Ways Corresponding CA CCSS for ELA/Literacy B.

Interpretive 5. Listening actively to spoken English in a range of social and academic contexts (SL.K.1–3)

### Modifications, Accommodations, Resources for Multilingual Students:

<ul style="list-style-type: none"><li>● Translanguaging permitted in the discourse around the topics</li><li>● Translation into home language of excerpts provided as examples.</li></ul>	<ul style="list-style-type: none"><li>● Use of movement, music and props to express universal concepts and enduring understandings.</li></ul>
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### Critical Vocabulary (also found on Critical Concepts slide (8):

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<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>prejudice</b>	Prejudice means preconceived opinion that is not based on reason or actual experience. The word comes from the Latin "pre" (before) and "judge".	It allows for understanding the concepts of the lesson.
<b>equality</b>	the state of being equal, especially in status, rights, and opportunities.	It allows for understanding the concepts of the lesson.

### C1: Cultural Ritual and/or Energizer Slides 1

**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.

We encourage Ethnic Studies lessons starting off with land and ancestor acknowledgement. Example provided in the slides.

	DESCRIPTION	TIME
<b>Slide 1-5</b>	Introduction Slides for the teacher (next slide begins the lesson)	<b>2 min</b>
<b>Slide 6</b>	Land Acknowledgement	<b>2 min</b>
<b>Slide 7</b>	Ancestor Acknowledgement	<b>4 min</b>
<b>Slides 8</b>	Cultural Energizer - QUESTIONS with trailer or reading aloud or watching the book read aloud.	<b>12-25 min</b>

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### C2: Critical Concepts

Slide 9	DESCRIPTION	TIME
	<b>Critical Concepts - Prejudice, Equality</b> Cloze Sentences, Pair/Share, Whole group	<b>20 min</b>

### C3: Community Collaboration and/or Critical Cultural Production

STEP	DESCRIPTION	TIME
<b>Slides 10</b>	<p>Reflection: What does the fight for equality look like today?</p> <p>Naming &amp; Dialogue: Interview with LULAC member (A link to a video is provided but if you have access to a LULAC member who can visit your classroom, that is preferred.</p> <p>Action: Skit, librito or photo display. You can facilitate a collaborative project to culminate based on the book and the LULAC interview.</p>	<b>60 min</b>

### C4: Conclusive Dialogue/Critical Circular Exchange

<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>Students will share their feelings to the events of the book and the fight for equality.</p>
<p><b>Assessment:</b> How will the students be assessed?</p>	<p><b>Use the slide to facilitate the following conclusive dialogue.</b></p> <p>What were the issues of prejudice represented in these stories?                      How did these individuals use their knowledge to challenge the injusticia?                      How will I engage in the fight for equality?</p>


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<b>Evaluation:</b> How will the effectiveness of this lesson plan be evaluated?	Word Cloud: The one word that describes my fight for equality?  (Use a free account from a site like <a href="https://www.mentimeter.com">Mentimeter.com</a> or <a href="https://www.wordclouds.com/">https://www.wordclouds.com/</a> to facilitate the creation of a collaborative word cloud. Example of a word cloud on the next slide.)
	How well students are able to explain the connection between concepts like equality and their lived experiences.

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## RESOURCES AND NOTES

### Materials:

Slide deck to use while teaching this lesson.   Ch 3 Soldier for Equality.pptx	
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Lesson Plan Contributors: Dr. Theresa Montañó and Lupe Carrasco Cardona

[lupeycardona@gmail.com](mailto:lupeycardona@gmail.com)

@lupeycardona on social media