



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

I AM NOT YOUR PERFECT MEXICAN DAUGHTER

Time: 12-13 Days plus homework

Grade Level: 7th-12th

[SLIDES TO BE USED WITH THIS LESSON](#)

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

Students will explore the intersectional identity of Julia and how she learns to challenge the dominant narratives in her family, media, society, and community. This lesson takes you through the whole novel with guiding questions on Google Docs, the book read aloud on YouTube, and a slide deck on Google Slides. Once you make a copy, you are welcome to expand on questions and alter the lesson as needed for your students and your content area. We just ask that you keep the critical nature of the questions that are rooted in Ethnic Studies.

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.

Lesson Guiding Questions:

- Why is it important to know about who you are? How did learning about herself help Julia to accept herself and her family?
- What were Julia's intersectional identities and how do they shape her experiences in the world?
- How can I heal from harmful media, societal, and community stereotypes/dominant narratives?
- Who am I?

Essential Skills:

- I can identify and describe dominant, affirmative, and counter narratives in “I Am Not Your Perfect Mexican Daughter” and in myself.
- I can identify the dynamic changes Julia goes through in “I Am Not Your Perfect Mexican Daughter” and how they serve as points of analysis about dominant, affirmative, and counter narratives.

Cultural Wealth (Yosso, p. 78):

- Students will develop **resistant capital** in the form of affirmative counterstories to dominant racist narratives.
- Students will identify **family and community capital** to expand their caring, coping, and resources that build community history.

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.
- **7.** Conceptualize, imagine, and build new possibilities for post-imperial life that promotes *collective narratives of* transformative resistance, critical hope, and radical healing

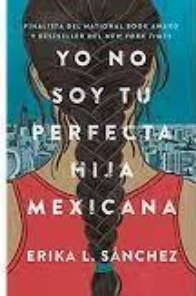
Standards Alignment:

<p>CCSS.9-10.RL</p> <ul style="list-style-type: none"> ● 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. ● 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 	<p>CCSS.10-11.RL</p> <ul style="list-style-type: none"> ● 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. ● 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed). CA
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Materials:

<ul style="list-style-type: none"> ● Slide deck ● Wifi for recorded readings of “I Am Not Your Perfect Mexican Daughter” 	<ul style="list-style-type: none"> ● Wifi for Google Docs (they can also be printed).
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Modifications, Accommodations, Resources for Multilingual Students :

<ul style="list-style-type: none"> ● Pair language learners with bilingual students. ● Provide bilingual picture dictionaries. ● Offer the novel in Spanish. 	<ul style="list-style-type: none"> ● When appropriate, invite students to write in their dominant language(s). ● Check for student understanding throughout the lesson.
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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.
identity	A person’s conceptions or ideas of who they are that are related to their race, ethnicity, gender, class, ethnicity, spirituality, sexuality, ability, language etc., families and communities and the ways that these empower you and/or require resistance.	Prior to teaching the lesson, ask students to make a four corners vocabulary card for each vocabulary word.
Spanglish	A hybrid language combining words and idioms from both Spanish and English, especially Spanish speech that uses many English words and expressions. Ex. <i>Ay te watcho!</i> (see you soon)	See above
affirming story	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
counterstory	Counterstory is a method of telling stories by people whose	See above

	experiences are not often told. Counterstory thus serves to expose, analyze, and challenge stock stories of racial privilege and can help to strengthen traditions of social, political, and cultural survival and resistance.	
narrative	Documentation of events or a story	See above
intersectionality	The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to create unique dynamics and effects.	See above

C1: Cultural Ritual

STEP	DESCRIPTION	TIME
Step 1	<p>Land Acknowledgement Include a map of where your school sits. 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/. Ask the class what the land does for us? (e.g. shelter, food, trees/shade, water, space, nature to play in etc.).</p> <p>These slides currently have California. Change them according to your context. Include an acknowledgement of the Native people on the land you live and teach on.</p>	5 minutes
Step 2	<p>Ancestor Acknowledgements Introduce and share the ancestor acknowledgement on the slide deck for Chavela Vargas. For each additional day, you can create an ancestor acknowledgement that makes sense for you</p>	5 minutes

	and your students. The slides are ready for you to plug your ancestors in.	
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C2: Critical Concepts/Cultural Energizer

STEP	DESCRIPTION	TIME
Step 3	Prior to teaching the lesson, ask students to make a four corners vocabulary card for each vocabulary word. identity Spanglish affirming story counterstory narrative	20 min
Step 4	Cultural Energizer: Let’s Meet Erika L. Sanchez Engage in discussion about Erika L. Sanchez’s journey to become a writer. You can do Think-Pair-Share about their dreams beyond high school.	20 min

C3: Community Collaboration and/or Critical Cultural Production	<p style="text-align: center;"> ↑ Above is all background-building on Day One. Below is where the reading and analysis begins. ↓ </p>
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[Playlist of the novel read aloud “I’m Not Your Perfect Mexican Daughter”](#)

Subscribe to the channel www.YouTube.com/latrenzalupe

Reading Day	DESCRIPTION/ READINGS	TIME
Day One	Read Ch 1-3 VIDEO Ch 1-3 Read Aloud (can be assigned as homework) Google Doc Ch 1-3	73 min video + 20 min
Day Two	Read Ch 4-5 VIDEO Ch 4-5 Read Aloud Google Doc Ch 4-5	38 min + 20 min
Day	Read Ch 6-7	33 min

Three	VIDEO Ch 6-7 Read Aloud Google Doc Ch 6-7	+ 30 min
Day Four	Read Ch 8-9 VIDEO Ch 8-9 Read Aloud Google Doc Ch 8-9	38 min + 20 min
Day Five	Read Ch 10-12 VIDEO Ch 10-12 Read Aloud Google Doc Ch 10-12	33 min + 30 min
Day Six	Read Ch 13 VIDEO Ch 13 Read Aloud Google Doc Ch 13	13 min + 20 min
Day Seven	Read Ch 14-15 VIDEO Ch 14-15 Read Aloud Google Doc Ch 14-15	53 min + 20 min
Day Eight	Read Ch 16-18 VIDEO Ch 16-18 Read Aloud Google Doc Ch 16-18	42 min + 20 min
Day Nine	Read Ch 19-21 VIDEO Ch 19-21 Read Aloud Google Doc Ch 19-21	30 min + 20 min
Day Ten	Read Ch 22-24 VIDEO Ch 22-24 Read Aloud Google Doc Ch 22-24	42 min + 20 min
Day Eleven	Read Ch 25-27 VIDEO Ch 25-27 Read Aloud Google Doc Ch 25-27	30 min + 20 min
Day Twelve	Read Ch 28-29 VIDEO Ch 28-29 Read Aloud Google Doc Ch 28-29	15 min + 20 min

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?

This lesson is a clear example of Ethnic Studies Guiding Principle #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.*

Students can do the following as an assessment (you can choose or you can let the students choose:

1. Essay on the following prompt: How do Julia's relationships with her family members (Amá, Apa, and even Olga) change over the course of the book? What leads to these changes? Why are these changes important in terms of Julia coming to terms with her own intersectional identity?
2. Essay on the following prompt: In regards to Mexico, Julia was not particularly proud of that heritage at first. But after visiting with her family in Mexico she admits: "Maybe Amá was right for once. Maybe this is what I needed" (245). In what ways does Julia's trip to Mexico help her heal? How does this go with the saying "la cultura cura?"
3. Create a storyboard that shows the development of Julia's consciousness as a young Chicana/Mexican American teen who goes from self-loathing to self-acceptance. What were the key moments that helped her shift? Either draw a storyboard or create one online using a storyboard generator app like the free one on Canva.
<https://www.canva.com/create/storyboards/>
4. Teachers, you know your students' learning styles. Create a fun culminating project that you know they will enjoy and that they will be able to show their learning through.

RESOURCES AND NOTES

- **Worksheets and Handouts: See links above.**

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