



Who am I? Resistance to the Status Quo

Time: 3 days, one activity or section per day

Grade Level: 9th - 12th and higher education

[Lesson Plan Slides](#)

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

1. Students will learn the definitions of racism, genocide, capitalism, stereotypes, marianismo, machismo, biases, and gender norms.
2. Students will learn how stereotypes, biases, and gender norms affect their daily lives, identities, families, and societal functions.
3. Students will learn how social media portrays them in a discriminatory way.
4. Students will also learn to have self-worth, and self-love, and understand who they are as individuals.
5. Students will learn to have solidarity with other groups that have been oppressed.

Unit Enduring Understandings Alignment:

Unit 1 - Self: The story of my racialized intersectional identity.

- We understand our racialized selves, the complexities, the intersectionality, and the beauty associated with it.
- We embrace and understand our cultural and historical roots and indigeneity.
- We understand that we are journeying to decolonize ourselves as holistic human beings through critical consciousness, radical hope, and self-love.
- We understand that the stories of our people have shaped who we are.

Unit 2 - Stories: The collective narratives of my people.

- We understand that our roots and indigeneity were established before colonization and are a source of knowledge, connection, and healing.
- We understand and embrace our people's historical contributions, intellectual knowledge, and cultural wealth.
- We understand and place a high value on our people's stories of resilience, survival, and

resistance.

Lesson Guiding Questions:

- Who am I?
- How do others see me?
- How do I see myself?
- Why is it important to show my cultural identity and roots to others?
- How can we use counternarratives to affirm our identities?
- What are stereotypes?
- Why do people create stereotypes?
- What is racism?
- How does racism impact me? Others?
- What is capitalism?
- How does capitalism impact me? Others?
- How do you see yourself in your family?
- What are gender norms?
- What is marianismo?
- What is machismo?
- Have you heard of genocide?

Essential Skills:

- We understand that we are on a journey to decolonize ourselves as holistic human beings through critical consciousness, radical hope, and self-love.
- We understand that the stories of our people have shaped who we are. We understand our racialized selves, the complexities, the intersectionality, and the beauty associated with it.
- We embrace and understand our cultural and historical roots and indigeneity.

Cultural Wealth (Yosso, p. 78):

- Students will develop resistant capital to build their counternarratives.
- Students will identify familial and social capital to expand their caring relationships with their loved ones and others.

Ethnic Studies Principles Alignment:

- Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.
- Center and place a high value on pre-colonial, ancestral, Indigenous, diasporic, familial, and marginalized knowledge.
- Challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.

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

Standards Alignment:

- Writing 6-12: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Speaking and Listening 6-12: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- Reading 9-10: Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferences drawn from the text.

Materials:

Google Slides Poster Paper Pastels Color Pencils Markers Scissors	Computers/laptops Glue Magazines Printer Internet Paint Projector
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Modifications, Accommodations, and Resources for Multilingual Students :

<ul style="list-style-type: none"> ● Vocabulary words will include visuals ● Vocabulary words will be translated into the student’s native language ● Students can create a poster or use digitized programs like Google slides, Publisher, etc. 	<ul style="list-style-type: none"> ● Pair students with partners who can speak their native language ● Pause during the lesson to check for understanding ● Provide students one to one sessions as requested ● Ensure walking around to see if students need support as some terms can cause memories of their current lives ● Provide assistance in using the laptops
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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	the set of qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person or group.	Students will be given the <u>four corners vocabulary worksheet</u> to define the words before the actual lesson is provided. In groups of four, they will create a big poster with all the vocabulary words and present them at the end of the lesson plan.
Stereotype	is a widely held, simplified, and essentialist belief about a specific group. Groups are often stereotyped on the basis of sex, gender identity, race and ethnicity, nationality, age, socioeconomic status, language, and so forth. Stereotypes are deeply embedded within social institutions and wider culture.	Same as above
Biases	any form of prejudice or favoritism directed towards or against any individual, group, department, or program, which results in unfair treatment, outcomes, or disparate impact	Same as above
Gender Norms	are societal expectations and rules regarding how men and women should behave, express themselves, and interact with others according to gender. Media, socialization, and culture contribute to the development of gender norms, and they differ across time and place	Same as above
Dominant Story	A story of those who are already in power	Same as above
Affirming Story	A story of community, values, culture, and family that makes us feel powerful	Same as above
Counterstories	True lived stories that replace other stories that are not truthful	Same as above
Narrative	it involves the representation of events or	Same as above

	sequences of events through various mediums like images, words, and videos or more of those often marginalized	
Racism	is the process by which systems, policies, actions, and attitudes create inequitable opportunities and outcomes for people based on race	Same as above
Genocide	is an internationally recognized crime where acts are committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group.	Same as above
Capitalism	an economic system in which profit-driven private actors control economic activity rather than the government.	Same as above
Marianismo	emphasizes the role of women as family- and home-centered; it encourages passivity, self-sacrifice, and chastity in Hispanic and Latin families.	Same as above
Machismo	beliefs and expectations regarding the role of men in society; it is a set of values, attitudes, and beliefs about masculinity, or what it is to be a man.	Same as above

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer: My Ancestral Roots

STEP	DESCRIPTION	TIME
Step 1 Slide 5	Land Acknowledgement As we know, we are residing in California. But did you all know that California was stolen land? It is important that we always acknowledge the land that gives us shelter, food, and joy. Currently, our school is in the Tongva (Gabrielino) Territory.	5-7 minutes

	<p>What does land provide us? *Ask a student(s) to read the land acknowledgement.</p>	
<p>Step 2 Slide 6</p>	<p>Ancestor Acknowledgement Who knows what the definition of an ancestor is? An ancestor is a person who was part of your family and has passed away, yet it can also be an individual you admired who has passed away. Why is it important to honor your ancestors?</p> <p>For today's ancestor acknowledgment, we will honor Abelardo(Lalo) Delgado, a writer, poet, and community organizer.</p> <p>Read the slide.</p> <p>Ask students if they can recall an ancestor they admired and would like to share. Why do you admire this ancestor?</p>	<p>5 minutes</p>
<p>Step 3 Slide 7</p>	<p>Cultural Energizer: My Identity, Soy Yo! Define the identity. Once defined, let the students, in groups of 4, discuss the following questions after watching the video:</p> <p>What do you see in this video? Did the individuals in the video interact? How does the video make you feel?</p> <p> Bomba Estéreo - Soy Yo (Official Video)</p>	<p>15-20 minutes</p>
<p>Step 4 Slide 8</p>	<p>Cultural Energizer: My identity, Soy Yo! Ask the students to read the questions aloud in popcorn style.</p> <p>Have you heard of racism? Have you heard of genocide? Have you heard of capitalism? Have you heard of stereotypes? Have you heard of marianismo? Have you heard of machismo? Have you heard of biases? Have you heard of gender norms?</p>	

	Why do you think you have not heard of these terms? Each group will report back.	
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C2: Critical Concepts

Dominant Stories Representations of Chicano/a/x and People of Color.

STEP	DESCRIPTION	TIME
	<p>Define and discuss the following:</p> <p>Stereotypes: Generalized beliefs or assumptions about particular groups of people.</p> <p>Biases: any prejudice or favoritism directed towards or against any individual, group, department, or program that results in unfair treatment, outcomes, or disparate impact.</p> <p>Gender norms are societal expectations and rules regarding how men and women should behave, express themselves, and interact with others according to gender. Media, socialization, and culture contribute to the development of gender norms, and they differ across time and place</p> <p>Racism is the process by which systems, policies, actions, and attitudes create inequitable opportunities and outcomes for people based on race</p> <p>Genocide is an internationally recognized crime where acts are committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group.</p> <p>Capitalism is an economic system in which profit-driven private actors control economic activity rather than the government.</p> <p>Marianismo emphasizes the role of women as family and home-centered; it encourages passivity, self-sacrifice, and chastity in Hispanic, Latin families.</p> <p>Machismo is a set of values, attitudes, and beliefs about</p>	5 -10 minutes

	<p>masculinity or what it means to be a man. It is a set of expectations regarding the role of men in society.</p> <p>Probing questions to ask:</p> <p>How and why were stereotypes created? Why do people have biases? Have you seen gender norms in your family or with others? Have you heard of these terms?</p> <p>Why have you not heard of these terms? Why do you think you have not heard of the terms?</p>	
	<p>Here are examples of racism:</p> <p>What groups are being targeted here? What stereotypes about Chicanx/Latinx and people of color can you observe? How does this image or clip make you feel? Does this clip and image cause harm to people? If so, which people? What kind of stories are these? What do these images say about people's identities and ethnicities?</p> <p>What do these images say about your identity?</p> <p>Open group discussions or think pair share can be conducted.</p>	<p>5-10 minutes</p>
	<p>Here are examples of genocide:</p> <p>What do these images say about people's identities and ethnicities? Did you know about the genocide of people like in Rwanda? What do these images say about your identity?</p> <p>Open group discussions or think pair share can be conducted.</p>	<p>5-7 minutes</p>
	<p>Here are examples of capitalism:</p> <p>What do these images/video say about people's identities and ethnicities? What do these images say about your identity?</p> <p>Open group discussions or think pair share can be conducted</p>	<p>5 minutes</p>
	<p>Here are examples of stereotypes:</p> <p>What do these images/video say about people's identities and ethnicities? What do these images say about your identity?</p> <p>Open group discussions or think pair share can be conducted</p>	<p>5-10 minutes</p>
	<p>Here are examples of stereotypes, biases, gender norms, machismo and marianismo?</p> <p>What do these images/video say about people's identities and ethnicities? What do these images say about your identity?</p>	<p>5-10 minutes</p>

<p>Open group discussions or think pair share can be conducted</p>	
<p>Defining Concepts In your tables, work on the Four Corners Worksheet. You can use Google to look up the words as needed. Be creative in your sketches. Have fun. Four Corners Vocab Document</p>	
<p>Now let's discuss the following terms: Dominant Story: A story of those who are already in power Affirming Story: A story of community, values, culture, and family that makes us feel powerful Counterstories: True lived stories that replace other stories full of lies Narrative (s): it involves the representation of events or sequences of events through various mediums like images, words, and videos or more of those often marginalized</p> <p>In seeing these key terms. Which are the stories you are always used to or heard of? Who wins and who loses? Which one is your story?</p>	
<p>How does it make you feel when you are faced with racism, capitalism, machismo, stereotypes, biases, gender norms, or knowing about genocide? When you hear stories that are not truthful about your identity, how does it make you feel? Is it a dominant story? is it an affirming story? As you think about this, does it hurt your brain, heart or gut or all . Share in groups of 4 as you would share back. This is part of your affirming stories.</p>	

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): My Racialized Poem and Loteria Card.

STEP	DESCRIPTION	TIME
	<p>As part of learning more about yourself and your identities, you will create a racialized poem and Loteria Card. Today, you will begin by answering to the following prompt: Who am I? Using your brain, heart, and gut, you will create a poem and a Loteria Card affirming counter-narratives about yourself. In the Loteria card, add the image with a number that tells us who you are. For the poem, you can write it out, and for the Loteria card you can use poster paper or digitize it.</p>	5-10 minutes
1	<p>As you create this slide or poster, you will be using the sample of "I AM" poem.</p> <ul style="list-style-type: none"> ● I am (adjective, two nouns or pronouns) ● I wonder why people think (dominant image) ● This makes me (feeling) ● I want people to know (affirming/counter image) ● I worry that (dominant narrative impact) ● I know (affirming or counter image) ● I am (first line, plus another adjective) ● In truth, I am represented by (things, symbols, people) and that makes me (affirming/counter image) <p>Please respond to each sentence. As you are using the "I AM" Poem to guide you, make sure you keep in mind how you want others to see you, what are you wearing, what are you adding that represents you. Be creative and have fun!</p>	<p>5-10 minutes</p> <p>Task can commence in class and be completed at home or in class- 1-3 hours.</p>
Step 3 Slide 23	<p>As we end, consider how you will have solidarity with those who have been oppressed. Open dialogue with the students. Define solidarity or ask them what it means.</p>	5-10 minutes

C4: Conclusive Dialogue/Critical Circular Exchange (slide 24)

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?

Students will share their racialized poem and Loteria card with their peers as part of pair-sharing. Once students share their stories with their partners, a sign-up list will be given to the students to sign up to present their project to the entire classroom. This can occur throughout the week. Each student will submit a constructive feedback form for each of their peers, which each student will take home for self-reflection.

Assessment: How will the students be assessed?

Each student must respond to the following questions as part of self-assessment on the project through a worksheet.

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

Students will be evaluated on the submission of their racialized self-projects, on the submission of their peers' evaluations, and their responses to the worksheet.

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