



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

East LA Blowouts—Student Demands

Time: 1 day (High School 1 hour and 20 min blocks)

Grade Level: High School 10 - 12

SLIDES USED WITH THIS LESSON

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

- Students will be able to evaluate the demands created by the participants of the East LA Blowouts
- Students will be able to discuss how stakeholders are connected to an issue.
- Students will be able to draw conclusions on how to fight against these systems of oppression.

Unit Enduring Understandings Alignment:

Social Movements: The resistance and resilience of my people in organizing against injustice.

- 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.

Lesson Guiding Questions:

- In your opinion were the demands made by the students reasonable and feasible (possible)?
- What demands do you have of your school?

Essential Skills:

- Analyze and differentiate the demands made by the students.
- Evaluate the Student Demands.
- Apply the conceptual knowledge of the Student Demands to our personal, familial, and community’s lives.

Cultural Wealth (Yosso, p. 78):

- **Aspirational**–The ability to maintain hope and dreams for the future even in the face of barriers
- **Navigational**–The ability to make our way through social institutions not created with us in mind.
- **Resistant**–Knowledge and skills developed through behavior that challenges inequalities.
- **Social**–The 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

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 Black, Indigenous, and People of Color (BIPOC)
- **Connect** ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society; and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

Standards Alignment:

- 11.1 Students analyze the major social problems and domestic policy issues in contemporary American society.
- 11.10.5 Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities

Materials:

<ul style="list-style-type: none">● Teacher Slides● Worksheets● Stakeholder ID-Class Set● Stakeholder ID-Your Demands● Projector	<p>As an alternative, you could use butcher paper and sticky notes in place of computers.</p>
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Modifications, Accommodations, Resources for Multilingual Students :

- Stopping the video to give students time to write down information.
- Modeling
- Group discussion
- Think-Pair-Share
- Time to write down answers before sharing at group level
- Writing Templates

Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
East LA Blowouts	<p>Students in East LA walked out of class in order to protest racism and their lack of educational opportunities.</p> <p><i>Students will need to understand this event in order to identify why students walked out of class.</i></p>	<p>Students will watch a video clip taking notes/examples of it.</p>
Empowerment	<p>Make (someone) stronger and more confident, especially in controlling their life and claiming their rights.</p> <p>Students will need to recognize the importance of agency and taking political stances against oppression.</p>	<p>Students will do a quick write on what they do to empower themselves.</p>
Stakeholder	<p>One who is involved in or affected by a course of action.</p> <p><i>Students will be able to identify how an individual or group is connected to a problem/policy.</i></p>	<p>Through a critical examination of a primary source, students will then work in groups to analyze various stakeholders through dialogue and group exchange.</p>

Direct Stakeholder	<p>Those immediately impacted by the problem/policy.</p> <p><i>Students will use this to identify an individual or group that is directly impacted by a problem/policy.</i></p>	Through a critical examination of a primary source, students will then work in groups to analyze various stakeholders through dialogue and group exchange.
Indirect Stakeholder	<p>Impacted indirectly, often through a connection with direct stakeholders.</p> <p><i>Students will use this to identify an individual or group that is connected to a problem/policy.</i></p>	Through a critical examination of a primary source, students will then work in groups to analyze various stakeholders through dialogue and group exchange.
Key Stakeholder	<p>Those in position to effect change. Might or might not be a direct or indirect stakeholder.</p> <p><i>Students will use this to identify an individual or group that is key to creating change.</i></p>	Through a critical examination of a primary source, students will then work in groups to analyze various stakeholders through dialogue and group exchange.

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual: In Lak'Ech

Description: A poem of unity that will set the tone for the class. The ritual will give an idea of who is the room and as we begin to explore how our different identities interact with education.

STEP	DESCRIPTION	TIME
Step 1 Slide 2	Using the teacher slides start on slide 2 and Read the poem In Lak'Ech	2 min

Step 2 Slide 3	Using slide 3–Read the Land Acknowledgement We acknowledge that this gathering is taking place throughout the unceded territory of California, home to nearly 200 tribal nations. As we begin, we acknowledge and honor the original inhabitants of our various regions. A land acknowledgement is a critical step towards working with native communities to secure meaningful partnership and inclusion in the stewardship and protection of their cultural resources and homelands. Let’s take a moment to honor these ancestral grounds that we are collectively gathered upon and support the resilience and strength that all Indigenous people have shown worldwide. I am currently teaching online from my home in Fremont which is on the traditional unceded territory of the Tamian people of the Muwekma Ohlone tribe.	2 min
Step 3 Slide 4	Using slide 4–Read the Ancestor Acknowledgement I like to bring into this space Sergio Hernandez (1948 - 2021) <ul style="list-style-type: none"> ● Chicano artist/activist ● “Arnie & Porfi” ● Con Safos: Reflections of life in the Barrio. 	1-2 min

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity:
East LA Blowouts + Stakeholders Analysis

Description: Students will watch a video that highlights oppression conditions faced by the students in East LA in 1968 and how communities fight back. In addition the speaker connects to the 2018 Parkland students and their plight. Students will break down the demands made in 1968 and then analyze the stakeholders.

How will you present the critical concepts and vocabulary to the students? *Will you do an interactive lecture, video, text, or activity?*

STEP	DESCRIPTION	TIME
Slide 5/ Step 1	Using Slide 5– The instructor will invite have students to answer the following question : What do you do in order to empower yourself? <ul style="list-style-type: none"> ● As an educator, designing curriculum for ethnic studies and sharing it with other teachers and students. ● As a high school student I was an elite wrestler and 	3 min

	<p>active in our school's mock trial team.</p> <p>I have provided two examples from my life, you should use one from your life. You may have to define, empower. It means to make (someone) stronger and more confident, especially in controlling their life and claiming their rights.</p> <p>Instructor should have the students do a pair share and then invite students to share out with the class.</p>	
<p>Slide 6/ Step 2</p>	<p>Using slide 6—Students will watch the video clip and answer the questions on the worksheet. Optional: Instructors may want to stop to allow students time to write.</p> <p>Instructor will then have the class share out some of their responses as an opportunity to build background knowledge as a collaborative for the lesson.</p>	<p>6 min</p>
<p>Slide 7/ Step 3</p>	<p>Using slide 7—and the “Student Demands” document, the instructor will read the background information and the focus question: In your opinion, were the demands made by the students reasonable and feasible (possible?). Guide students through annotating the worksheet</p> <p>Students will use this format to annotate:</p> <ul style="list-style-type: none"> ● HIGHLIGHT evidence that will help you answer the focus question. ● Put an EXCLAMATION POINT! at anything that stands out to you! ● <u>UNDERLINE</u> Resistance/Empowerment 	<p>15 min</p>
<p>Slide 8/ Step 4</p>	<p>Using Slide 8—The instructor will have students pair-share with a different partner at their table:</p> <ol style="list-style-type: none"> 1. In your opinion, were the demands made by the students reasonable and feasible (possible)? 2. What is one demand that jumped out? Why? 3. What resistance/empowerment resonated with you? <p>After the pair share, invite students to share out on any of the questions. By having students engage with one another they are preparing themselves to answer the focus question: In your opinion were the demands made by the students reasonable and feasible (possible?).</p>	<p>5 min</p>
<p>Slide 9/ Step 5</p>	<p>Using Slide 9—The Instructor will read the worksheet</p> <p>Directions—Answer the following question in a paragraph or two: In your opinion were the demands made by the students reasonable and feasible (possible)?</p> <p>You need to include at least two pieces of evidence. (Use the writing template to help you out)</p>	<p>10 min</p>

	<p>Note: you will be graded on this rubric and you can resubmit to earn a passing score. Rubric linked in the document above.</p> <p>If you have not used the rubric be sure to go over it with the students.</p>	
<p>Stakeholder ID-Class Set Step 6</p>	<p><i>These sections are adapted from the Integrated Action Civics Project (Stakeholder analysis strategies)</i> <i>There is also a paper version of the stakeholder analysis strategies as well.</i></p> <p>Using the Stakeholder ID-Class Set—Students will need access to a computer/laptop and the student Stakeholder ID-Class Set. When sharing the Stakeholder ID-Class Set be sure to give students editing privileges so that they can work directly on a slide.</p> <p>Group the students into groups of four. Assign each group a room number. When they click on the Breakout Rooms slide (Slide 3) it will take them to the slide that the group is working on. The instructor will need to exit out of slideshow mode in order to read the instructions off to the students:</p> <p>Working as a group:</p> <ol style="list-style-type: none"> 1. Enter all stakeholders into the sticky notes in the margins 2. Identify the type of stakeholder and move the sticky note accordingly. 3. Key Stakeholders: Duplicate direct/indirect stakeholders, or enter new stakeholders that aren't directly impacted by the situation, and move them accordingly. <p>You can remind the students of the Stakeholder Identification definitions by reading them. They are located on the upper right of the slide.</p> <p>Note: Filling in sticky notes before placing them on the organizer allows students to separate the task of naming/identifying stakeholders from the process of categorizing them. This organizer also allows the teacher to pre-populated stakeholders scaffold, requiring students to only categorize them. For instance you can put as the problem/policy for the East LA Blowouts as: Lack of educational opportunities.</p>	<p>10 min</p>

Stakeholder ID-Class Set Step 8	Using the Stakeholder ID-Class Set —Invite students to do a gallery walk of their peers' work.	2 min
Slide 13 /Step 9	<p>Returning back to the main presentation, using slide 13—The Instructor will ask students: Are there any connections of students/young people protesting today?</p> <p>Go over the images:</p> <p>Top Left: Branham High School freshman Avishawd Yarisaied (left) holds a bullhorn and leads chants for students who participated in the walkout advocating for higher teacher pay on Oct. 21, 2021 in San Jose, Calif. (Jana Kadah/Bay City News) Link</p> <p>Top Right: Khennedi Meeks takes a knee in front of San Jose Police officers during a protest on East Santa Clara Street in San Jose, Calif., on May 29, 2020, after the death of George Floyd in Minneapolis. (Dai Sugano/Bay Area News Group) Link</p> <p>Bottom Left: Climate activists (Sunrise Movement) on the final leg of a march from Paradise to San Francisco on June 14, 2021. (Beth LaBerge/KQED) Link</p> <p>Bottom Right: Young activists stand for a portrait with their "stop Asian hate" signs after a rally in D.C. on March 21. (Shuran Huang for The Washington Post) Link</p> <p>Note: Ideally the image(s) you use will be drawn from local sources. I teach in San Jose so I draw from the “local” Bay Area region.</p>	3 min

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Your Demands

Description: Through a critical examination of their own educational experiences, students will then work in groups to analyze what their educational experience may lack. In addition, they will then select one of the groups demands to analyze, by doing this students can use this information as a jumping off point to make change.

STEP	DESCRIPTION	TIME
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<p>Step 1 Slide 14</p>	<p>Using Slide 14–The instructor will use the same groups and tell the students: What are your demands of this school?</p> <p>Read the directions: Once you have reviewed the Student Demands, I invite you to create your own demands. Some things to think about as you develop your demands: What is missing at this school, how you would improve the school environment, teachers, supplies, space, yourself. What does the school do well for you? How could that be enhanced?</p> <p>You could write the demands as a bunch of paragraphs similar to the Chicano Student Demands or you can create a list format.</p> <p>Have each group share their demands.</p>	<p>10 min</p>
<p>Step 2 Stakeholder ID-Your Demands</p>	<p>Using the Stakeholder ID-Your Demands–The instructor will tell the students: In their groups you will select a demand to analyze using the stakeholder analysis.</p> <p>For example: We demand that our cell phones do not get turned in during class.</p> <p>Problem/Policy: Cell Phones in class</p>	
<p>Step 3 Stakeholder ID-Your Demands</p>	<p>Using the Stakeholder ID-Your Demandsg– Using the same groups, the instructor will assign each group a room number. When they click on the Breakout Rooms slide (Slide 3) it will take them to the slide that the group is working on. The instructor will need to exit out of slideshow mode in order to read the instructions off to the students:Remind the students how the stakeholder analysis works by reading the instructions:</p> <p>Working as a group:</p> <ol style="list-style-type: none"> 4. Enter all stakeholders into the sticky notes in the margins 5. Identify the type of stakeholder and move the sticky note accordingly. 6. Key Stakeholders: Duplicate direct/indirect stakeholders, or enter new stakeholders that aren't directly impacted by the situation, and move them accordingly. <p>You can remind the students of the Stakeholder Identification definitions by reading them. They are located on the upper right of the slide.</p> <p>Invite students to do a gallery walk of their peers' work.</p>	<p>10 min</p>

Step 4 slide 17	<p>Using slide 17–The instructor will tell the students that they will be doing a 321:</p> <ul style="list-style-type: none"> ● 3 words to describe what you have just learned ● 2 Wonderings or thoughts & ● 1 Whoa! Something that was new, interesting, or just mind blowing 	5 min
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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?	Students need to understand that despite their age they have a voice and can be an agent of change by joining with others in solidarity. By being able to identify stakeholders, students are able to target people, places, things, institutions in order to facilitate change. This can be used as a way to not only change their mindset but support their peers as they consider how to counteract oppressive systems.
Assessment: How will the students be assessed?	Students will be assessed in their classroom dialogue and collaboration work with peers to discuss and identify stakeholders connected to a problem or policy. Moreover, students will produce a Stakeholder Identification slide, a personal reflection on the information they learned and to evaluate how it relates to their own lives.
Evaluation: How will the effectiveness of this lesson plan be evaluated?	The effectiveness is the student’s ability to discuss the information and also to utilize the information from classroom discussions in developing a mechanism for change. As well as using the information on stakeholders in future discussions and assignments. The lesson should also be applicable to their experiences outside of the classroom.

RESOURCES AND NOTES

<ul style="list-style-type: none"> ● Resources <ul style="list-style-type: none"> ○ Student Demands. (1968). Chicano Student Movement News. pgs 353-354. Testimonio: A Documentary History of the Mexican-American Struggle for CivilRights. F.Arturo Rosales. Arte Público Press, (2000). ○ Branham High School freshman Avishawd Yarisaid (left) holds a bullhorn and leads chants for students who participated in the walkout on Oct. 21, 2021 in San Jose, Calif. (Jana Kadah/Bay City News) ○ Khenedi Meeks takes a knee in front of San Jose Police officers during a protest on

[East Santa Clara Street in San Jose, Calif., on May 29, 2020, after the death of George Floyd in Minneapolis. \(Dai Sugano/Bay Area News Group\)](#)

- [Climate activists on the final leg of a march from Paradise to San Francisco on June 14, 2021. \(Beth LaBerge/KQED\)](#)
- [Young activists stand for a portrait with their "stop Asian hate" signs after a rally in D.C. on March 21, 2021. \(Shuran Huang for The Washington Post\)](#)

- **Worksheets and Handouts: Include links here.**

- [Teacher Slides](#)
- [Worksheets](#)
- [Stakeholder ID-Class Set](#)
- [Stakeholder ID-Your Demands](#)

Lesson Plan Contributors: Ricky Aguirre & Tricia Gallagher-Geurtsen