



# *La Historia de los Colores/* **History of Colors: *Un Mundo en Donde Quepan Muchos*** **Mundos** **A World Where Many Worlds Fit**

Grade Level: 3-6

[LINKS TO SLIDES](#)

## **Purpose:**

The purpose of this lesson is for upper elementary students to learn about the political and educational elements of the EZLN, Zapatista movement; including the lesson of A WORLD WHERE MANY WORLDS FIT and DESIGNING YOUR DREAM SCHOOL.

## **Enduring Understandings:**

- We understand and challenge all forms of oppression and their manifestations by conceptualizing and enacting transformative projects of agency and resistance.

## **Essential Questions:**

- What is the story of colors and how does it connect to understanding the educational lessons of the Zapatistas?
- To what extent does the Escuela Zapatista provide an example of dreaming and reimagining a better world?

## **Essential Skills :**

- Students will make claims and support with evidence
- Students will work cooperatively in groups
- Students will participate in small/large group discussions, while engaging in discourse with their peers.

**Cultural and Community Knowledge ([Link to Yosso, p. 78](#)):**

- Resistant
- Familial








**Ethnic Studies Principles Alignment ([Link to LESMC Guiding Principles](#)):**

- Center and place a high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge.
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy.
- Conceptualize, imagine, and build new possibilities for post-imperial life that promotes solidarity and collective narratives of transformative resistance, critical hope, and radical healing.

**Common Core Standards Alignment ([Link to California CCSS](#)):**

- CCSS.ELA-LITERACY.RL.3.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CCSS.ELA-LITERACY.RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- CCSS.ELA-LITERACY.RL.5.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**Materials:**

<ol style="list-style-type: none"><li>1. <a href="#">Slides</a></li><li>2.  <b>Caracoles: Worksheet 1 that goes with the .....</b></li><li>3.  <b>The Zapatista Caracoles _ Chi...</b></li><li>4.  <b>Who Are The Zapatistas?</b></li><li>5.  <b>Who are the Zapatistas? Wor...</b></li><li>6.  <b>The Story of Colors - La Histo...</b></li><li>7.  <b>La History Story Time Notes?...</b></li><li>8.  <b>DESIGN YOUR DREAM SCHOOL</b></li></ol> <p>These can be printed and written on as well. They are designed as 8.5x11 sized slides.</p>	<p><b>Books:</b></p> <p><i>The Story of Color/La Historia de los Colores</i> by Subcomandante Marcos</p>
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**Modifications, Accommodations, Resources for Multilingual Students :**

<p>Prior to teaching this lesson, make sure translate the worksheets to students' languages using Google Doc Translate using the translate function in tools.</p>	<p>The book is written and read in English and Spanish.</p>
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**Critical Vocabulary:**

<b>CRITICAL VOCABULARY</b>	<b>Definition and Rationale for choosing this word, phrase, or concept</b>
<b>Caracol</b>	The Zapatista Caracoles and the Juntas de Buen Gobierno are a contribution of the Mayan peoples to the struggles for emancipation. Anyone visiting Zapatista territory can perceive the achievements of this exercise of self-government.
<b>EZLN</b>	Zapatista National Liberation Army (EZLN), (Spanish - Ejército Zapatista de Liberación Nacional), is a guerrilla group in Mexico, founded in the late 20th century and named for the early 20th-century <i>campesino</i> revolutionary Emiliano Zapata. On Jan. 1, 1994, the Zapatistas staged a rebellion from their base in Chiapas, the southernmost Mexican state, to protest economic policies that would negatively affect Mexico's indigenous population. The insurgency later developed into a political movement that advocated for Mexico's disenfranchised indigenous peoples.
<b>Natural Resources</b>	Materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain, but should be used sustainably and with respect to the land, water and the people of the land.
<b>Uprising</b>	An act or instance of rising up. especially : a usually localized act of popular defiance usually of an established government acting unfavorably to a group of people.
<b>Poverty</b>	The state of being extremely poor.
<b>Illiteracy Rate</b>	Illiteracy is typically measured according to the inability to comprehend a short simple statement on everyday life. The illiteracy rate of a group refers to the proportion of members that are part of the illiterate population.
<b>Banned Books</b>	A form of censorship occurs when private individuals, government officials, or organizations remove books from libraries, school reading lists, or bookstore shelves because they object to their content, ideas, or themes.

## C1: Cultural Ritual and/or Energizer

**Cultural Ritual/Energizer:** Land acknowledgement, ancestor acknowledgement and opening activity, sets the stage.

	DESCRIPTION	TIME
Slide 1/2	<b>Opening and title slides:</b>	
SLIDE 3	<b>Land Acknowledgement</b> Take a minute to name the native lands that you occupy and describe one gift you will leave to improve the land you are upon. This slide shows Turtle Island which contains the US and the state in Mexico where this book is generally originated from, Chiapas, Mexico. The images depict indigenous people and places from Chiapas, Mexico.	<b>5 min</b>

<b>SLIDES 4 &amp; 5</b>	<b>Ancestor Acknowledgement:</b> Comandanta Ramona AND a slide on the REVOLUTIONARY LAW OF WOMEN that she was a part of creating and enacting. You can use the highlighted laws or the whole document if you have the time.	<b>2-10 mins</b>
<b>SLIDE 6</b>	CHIAPAS Historical & Social Contexts - This slide provides background and takes you into the Critical Concepts and Content	<b>10 mins</b>

## C2: Critical Concepts & Content

	DESCRIPTION	TIME
<b>SLIDE 6</b>	<p>Natural Resources Uprising Poverty Illiteracy Rate</p> <p>Teach these within the context of the slide and using whichever strategy you currently use for vocabulary.</p>	<b>5-10 mins</b>
<b>SLIDE 7 - 8</b>	Exploring the concept of the Caracol. Follow along and facilitate discussion using slides 7 & 8.	<b>5-10 mins</b>
<b>SLIDE 9</b>	<p><b>Learning about the Caracol form of Government more closely. ACTIVITY ONE</b></p> <p>Students will jigsaw read this article.  <a href="#">Caracoles: Worksheet 1</a></p> <p>And take notes on this document  <a href="#">Caracoles: Worksheet 1</a></p> <p>They will share with their group on their individually assigned portion of the article.</p>	<b>30 mins</b>
<b>SLIDE 10</b>	<p><b>Who are the Zapatistas video w/ ACTIVITY TWO worksheet.</b></p> <p><a href="#">Who Are The Zapatistas?</a>  <a href="#">Who are the Zapatistas? Worksheet Two</a></p>	<b>15 mins</b>
<b>SLIDE 11</b>	<p>Reading the book or watching</p> <p><a href="#">The Story of Colors - La Historia de los Colores by Subco...</a></p>	<b>30 mins</b>

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

Title of Main Activity(ies): Building A Dream School.

STEP	DESCRIPTION	TIME
<b>SLIDE 12 &amp; 13</b>	These slides show what Escuelita Zapatista is. Discuss the pictures. Then watch the video. Discuss what makes Escuelita different than what they normally think of when they think of school?	<b>20 min</b>
<b>SLIDE 14</b>	What is meant by A WORLD WHERE MANY WORLD FIT/ <i>UN MUNDO EN DONDE QUEPAN MUCHOS MUNDOS?</i>	
<b>SLIDE 15</b>	Put them in pairs and have them Design their own Dream School. Assign each pair a copy of the DESIGN YOUR DREAM SCHOOL slides through your LMS or by creating a QR code with a force copy. The link provided is a force copy version of the slides.  <input type="checkbox"/> <b>DESIGN YOUR DREAM SCHOOL</b> These can be printed and written on as well. They are designed as 8.5x11 sized slides. You can elaborate and create new slides if you wish. This can even be extended to a poster display or a diorama/ <i>cajita</i> .	<b>1-2 classes</b>

### C4: Conclusive Dialogue/Critical Circular Exchange

<b>SLIDE 15</b>	Depending on how many students you have you can do one of the following: <ol style="list-style-type: none"> <li>1. Have each pair present their DREAM SCHOOL to the whole class.</li> <li>2. Create teams to share with one another.</li> <li>3. Allow discourse with Q&amp;A and critical comments to be exchanged.</li> </ol>	<b>varies</b>
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[https://www.instagram.com/lupe\\_teaches\\_ethnic\\_studies/](https://www.instagram.com/lupe_teaches_ethnic_studies/)

<https://www.youtube.com/latrenzalupe>

<http://www.guadalupecardona.com/>