



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM COALITION

Solidarity, Praxis, and Reimagination: Wisdom from Yuri Kochiyama and Grace Lee Boggs

Time: 4-5 class periods

Grade Level: 9-12

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

Students will learn about two prominent organizers, Grace Lee Boggs (who organized in solidarity with the Black community in Detroit), and Yuri Kochiyama (who organized in solidarity with Black communities in New York). For their summative project, students will be interviewing a community organization to see how they embody solidarity, praxis, and re-imagination.

Unit Enduring Understandings Alignment:

- Grace Lee Boggs and Yuri Kochiyama did not grow up identifying as “Asian American,” since that term didn’t exist until the 1960s (see Unit 1, Lesson 2). However, they both demonstrate humility grounded in profound understanding of their positionality racialized as Asian women in the 1930-1950s.
- Solidarity with other racialized communities is grounded in deep self-reflection, humility, love, and commitment to growth.
- Praxis describes the interdependent relationship between reflection and action; one cannot have one without the other to truly have praxis
- Organizing for a more just world requires reimagination

Lesson Guiding Questions:

- How have Grace Lee Boggs and Yuri Kochiyama influenced and/or challenged your ideas on solidarity, praxis, and reimagination?

Essential Skills:

- Primary/secondary source reading and summarizing
- Interpersonal speaking and listening skills

Cultural Wealth (Yosso, p. 78):

- Resistant capital

Ethnic Studies Principles Alignment:

- 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 promotes collective narratives of transformative resistance, critical hope, and radical healing.
- Connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.

Standards Alignment:

- CCSS.ELA-Literacy.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Materials:

<p>Worksheets and Handouts:</p> <ol style="list-style-type: none">1. LESMC Abridged Version of Angela Davis & Grace Lee Boggs Interview2. LESMC American Revolutionary: The Evolution of Grace Lee Boggs - film reflection guide3. LESMC Image Opener graphic organizer4. LESMC Image Opener Slides5. LESMC Jigsaw reading graphic organizer6. LESMC Jigsaw Reading of Angela Davis & Grace Lee Boggs Interview7. LESMC Kochiyama & Lee Boggs Summative Assignment8. LESMC Throughline: Our Own People- Yuri Kochiyama podcast Graphic Organizer9. LESMC Yuri Kochiyama podcast transcript (student copy)10. LESMC Yuri Kochiyama podcast transcript (teacher notes)11. Throughline: Our Own People	
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Modifications, Accommodations, Resources for Multilingual Students :

Students have scaffolded questions for reading comprehension and graphic organizers with guided reading questions	
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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.
reimagination	Definition: to envision new possibilities about our world	Use the vocab gallery walk activity with quotes to prompt predictions of definition
praxis	Definition: In Pedagogy of the Oppressed, Paulo Friere defines praxis as “reflection and action directed upon the world in order to transform it.”	
solidarity	Definition: the interdependence between individuals and groups which fuels collective action, characterized by shared political analysis and goals	

C1: Cultural Ritual and/or Energizer

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement	5 min
Step 2	Ancestor Acknowledgement Navigate to slide 7 and introduce Grace Lee Boggs and Yuri Kochiyama.	5 min

C2: Critical Concepts

Title of Lecture, Slidedeck/Presentation, and/or Activity:

[Click here to force copy the slides](#)

Description: In this lesson, students will learn about the history of the label “Asian American”

STEP	DESCRIPTION	TIME
Part 1	<p>Intro: slides 4-6</p> <ol style="list-style-type: none">1. Read the welcome slide to students and introduce the essential question as well as the summative project objective.2. Have students choose a social justice issue and reach out to possible organizations to interview at the end of the unit. (To speed up the process, provide students with a list of organizations you know and/or have connections with).	45 minutes
Part 2	<p>Image opener: 9-24</p> <ol style="list-style-type: none">1. Provide students with this graphic organizer and the images on these Google Slides. In this image opener, students will make predictions about who these women were using the provided images.	20 minutes
Part 3	<p>Vocab Gallery Walk: Slides 26-33</p> <ol style="list-style-type: none">1. Use posters (or jamboards). Each poster will have one of the following vocab words: solidarity, praxis, and reimagination. Attach provided quotes to the correct posters.2. Instruct students to use post-its to respond to the quotes and make predictions for what each vocab word means.3. Have students share-pair with each other and come up with possible definitions for each vocab word before providing them with definitions.	20 minutes
Part 4	<p>Who is Yuri Kochiyama? Slide 34-36</p> <ol style="list-style-type: none">1. Listen to the podcast, Throughline: Our Own People, and read the transcript.2. As students read the transcript, pause and let them take bullet point notes of Yuri Kochiyama’s life, her beliefs, her growth throughout her activism, and her solidarity work in this graphic organizer. Here is a color coded teacher copy of the transcript to help students categorize their notes.3. After the podcast and taking notes, have students reflect with their table: <i>How does Yuri embody</i>	2 hours

	<i>solidarity, praxis, and reimagination?</i>	
Part 5	<p>Who is Grace Lee Boggs? Slide 38-40</p> <ol style="list-style-type: none"> 1. Provide students with this film guide and show the first 34:27 minutes of the documentary. 2. Put students into groups of four and have them jigsaw the following reading, which is an interview between Grace Lee Boggs and Angela Davis. Have them use this graphic organizer to jot down notes. 3. Ask students, based on the documentary and the readings, how did Grace Lee Boggs embody solidarity, praxis, and imagination? 	2 hours
Part 6	<p>Venn Diagram - Slide 42</p> <ol style="list-style-type: none"> 1. Students may do a Venn Diagram to compare and contrast the ideas of Boggs and Kochiyama. <ol style="list-style-type: none"> a. Options: Printout, whiteboard, write in notebook 	20 minutes

C3: Community Collaboration and/or Critical Cultural Production

Title of Main Activity(ies): Comic Page Assignment

Description: Students will demonstrate understanding of the history of the Asian American label by illustrating a comic page

STEP	DESCRIPTION	TIME
Step 1	<p>Introduce summative project to students</p> <p>Prompt: Choose an issue that you're not familiar with or would like to learn more about. Find an organization that does work around this issue and conduct an interview with them. You will teach this organization about what you learned in class about Yuri Kochiyama and Grace Lee Boggs. Then, you will ask the organization about how they embody solidarity, praxis, growth and re-imagination.</p>	5 min
Step 2	<p>Provide students with this graphic organizer to create an interview script. Students may research more about their chosen social justice issue and their potential organization to better prepare themselves.</p> <p>Students may work in groups.</p>	1 hour

Step 3	<p>After students have conducted their interviews, they will create their video, podcast, or website as a final product to show what they have learned.</p> <p>The video or podcast should be a maximum of 10-15 minutes; students are encouraged to edit, add music, sound effects, and be creative!</p>	30-60 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?	<p>This lesson provides students with an opportunity to connect the past to the present; specifically, they are making critical connections between Kochiyama/Boggs and organizations today.</p> <p>As an extension, students can think about how to apply the critical concepts to their own lives.</p>
Assessment: How will the students be assessed?	<p>Students will create a video, podcast, or website based on an organization they interviewed. Students will create interview questions that require them to define the key terms; provide evidence of how Boggs/Kochiyama embodied solidarity, praxis, growth, reimagination; and finally apply those concepts to a contemporary organization of choice. After students have completed their final product, they can present their work in pairs or small groups time permitting.</p>
Evaluation: How will the effectiveness of this lesson plan be evaluated?	<p>Students will be evaluated by their ability to define the key terms; provide evidence of how Boggs/Kochiyama embodied solidarity, praxis, growth, reimagination; and finally apply those concepts to a contemporary organization of choice.</p>

RESOURCES AND NOTES

<p>Worksheets and Handouts:</p> <ol style="list-style-type: none"> 12. LESMC Abridged Version of Angela Davis & Grace Lee Boggs Interview 13. LESMC American Revolutionary: The Evolution of Grace Lee Boggs - film reflection guide 14. LESMC Image Opener graphic organizer 15. LESMC Image Opener Slides 16. LESMC Jigsaw reading graphic organizer
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17. [LESMC Jigsaw Reading of Angela Davis & Grace Lee Boggs Interview](#)
18. [LESMC Kochiyama & Lee Boggs Summative Assignment](#)
19. [LESMC Throughline: Our Own People- Yuri Kochiyama podcast Graphic Organizer](#)
20. [LESMC Yuri Kochiyama podcast transcript \(student copy\)](#)
21. [LESMC Yuri Kochiyama podcast transcript \(teacher notes\)](#)
22. [Throughline: *Our Own People*](#)

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