



LIBERATED ETHNIC STUDIES

MODEL CURRICULUM CONSORTIUM

Intergenerational Trauma and Immigration

Time: 4 days (if 1 hour classes)

Grade Level: 9-12

SLIDES USED FOR THIS LESSON

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

Students will understand the definition of intergenerational trauma and apply their understanding to a character analysis of protagonists from various migration narratives. Additionally, students will be able to define what healing means for themselves and their communities. Students will take intentional steps to implement these practices in their daily lives.

Unit Enduring Understandings Alignment:

- Students will explore narratives of migration in the Asian Diaspora as they relate to trauma and healing.
- Students will draw connections between historical tragedies and intergenerational trauma.
- Students will imagine new possibilities for post-imperial life that promotes collective narratives of radical healing.

Lesson Guiding Questions:

- What systems of oppression are at the root of intergenerational trauma?
- How can we individually and collectively heal from intergenerational trauma?
- How does storytelling allow individuals to reclaim their agency and voice?
- How can healing be intergenerational?
- How can healing practices center race, gender, culture, history, community, justice, and

humanity?

Essential Skills:

- Define intergenerational trauma and healing
- Make connections between historical tragedies and intergenerational trauma.
- Uplift themes of healing and resistance within narratives about migration and trauma.
- Students will be able to track the narrative arc of storylines.
- Students will be able to ground their claims in appropriate evidence and thorough analysis.

Cultural Wealth (Yosso, p. 78):

- Linguistic Capital
- Social Capital
- Familial Capital
- Resistant Capital

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.
- 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.

Standards Alignment:

- TT DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
- TT DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
- TT JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- TT AC.9-12.20 I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.
- CCSS.ELA-LITERACY.RL.9-10.3 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.
- CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Materials:

<u>SLIDES USED FOR THIS LESSON</u>	
--	--

Modifications, Accommodations, Resources for Multilingual Students :

<p>Close-reading strategies including paragraph numbering, metacognitive markers</p> <p>Group read-aloud</p> <p>Visual and written instructions</p>	
---	--

Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
Narrative	A narrative is a story. It is knowledge taught in the form of story-telling.	
Healing	<p>Healing is often shaped by our traumas living in a colonized world that seeks to break us down,</p> <p>Healing is a critical process that moves us from surviving to thriving; connects us to our ancestral lineages.</p>	
Trauma	A deeply distressing or disturbing experience.	
refugee	A refugee is someone who has been forced to	

	flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so.	
Southeast Asian	those from or with family origins from Southeast Asia, including Cambodia, Myanmar, Laos, Thailand, Vietnam, Brunei, Indonesia, Malaysia, Singapore, and the Philippines	
diaspora	A community of people living away from their homeland	
School-to-prison pipeline	Describes how Black and Brown youth are criminalized through surveillance and zero-tolerance policies to push them out of school and into the prison system	

C1: Cultural Ritual and/or Energizer

Title of Cultural Ritual/Energizer:

Description: After land/ancestor acknowledgement, students will identify .

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement - Whose land are you on? Guide to land acknowledgment Native Land	5 min
Step 2	Ancestor Acknowledgement “Bring an ancestor into our space today. Who would you like to acknowledge and honor?”	5 min
Step 3	#1 Show students a Map/ Digital or paper “What are the different places in the world that you, your family, and ancestors call home?”	10 min

	Ask students to mark the map. “What do you notice? What does the map reveal about our class? What events led up to us being in this classroom together?”	
--	---	--

C2: Critical Concepts

STEP	DESCRIPTION	TIME
Day 1 Step 1	<p>Introduce Essential Questions & Make Connections to Standards</p> <p>Read Essential Questions Aloud Essential Questions:</p> <ul style="list-style-type: none"> ● What systems of oppression are at the root of intergenerational trauma? ● How can we individually and collectively heal from intergenerational trauma? ● How does storytelling allow individuals to reclaim their agency and voice? ● How can healing be intergenerational? ● How can healing practices center race, gender, culture, history, community, justice, and humanity? 	2 min
Step 2	<p>Fire Write on Initial Thoughts Have students pick one question to answer in a written/digital journal. Give students the opportunity to “fire-write” on their chosen question for 10 minutes.</p>	10 min
Step 3	<p>Charting “Golden Lines” Do a classroom whip around to collect “golden lines” (lines that stand out to them) from their writing. Chart their responses in a public place in the classroom so that you can revisit initial thoughts at the end of the lesson.</p>	15 min
Step 4	<p>Exit Ticket: Students can respond on an index card or google form.</p> <ol style="list-style-type: none"> 1. What is one thing you are looking forward to learning? 2. What are two questions that came up for you during our classroom discussion? 3. What are three things that stood out to you from our classroom discussion? 	5 minutes
Day 2	Introduce Lesson Plan Vocabulary	10 min

<p>Step 1</p>	<p>Choral read definitions needed to analyze the narratives. Have students draw visual representations of definitions in a personal notebook.</p> <p>Pass out handout to have students create personal definitions and visual representation of each word. DOCUMENT to handout.</p>	
<p>Step 2</p>	<p>Review Drawings Think-pair-share favorite drawing definition. Student A: I drew... because.... Student B: One thing I appreciate about your picture is....</p>	<p>5 min</p>
<p>Step 3</p>	<p>Introduce Trauma and Healing Narrative Plot - Two slides</p> <div data-bbox="483 800 1055 1186" data-label="Diagram"> <p>Trauma/Tension: What is the pinnacle or climax of the tension? What event shows the most conflict and struggle? What happens that makes the problem become unbearable and causes trauma?</p> <p>Oppressive Action: What is the Context of the Problem? What actions, events, and/or treatment, show conflict and oppression? Is the root of the problem foreshadowed?</p> <p>Expose the Problem: What is the problem that is being uncovered? Who is involved? What are the power relationships between those involved?</p> <p>Taking Action/Resistance/Healing: What happens after the trauma? Who is affected by the trauma? What actions are taken to resist the trauma or heal from the trauma? How does the action get at the root of the problem?</p> <p>Revolution and Reflection: What changes as a result of the story? What can we learn from the story? How the problem addressed in the story? What does the story tell us about ourselves?</p> <p><i>Moments of Microaggression</i> (along the left side of the plot)</p> <p><i>Acts of Resistance</i> (along the right side of the plot)</p> </div> <p>Teacher to highlight important components of the framework. Link to blank Trauma and Healing Narrative Plots that the teacher can edit for their own texts or assign to students.</p>	<p>10 min</p>
<p>Step 5</p>	<p>First Read: Introduce Classroom Text for Basic Comprehension First read: Model numbering the paragraphs. Guide students through marking the text tools (i.e. C.U.B.S. - Circle important words, Underline main ideas, Box unknown words, Summarize each paragraph on the side)</p> <p>LINK TO C.U.B.S. document</p> <p>Students are to finish first read of text during by the end of the period.</p> <p>LINK TO NARRATIVE TEXT</p>	<p>30 min</p>

Step 6	<p>Exit Ticket: Fire write: Based on your first read of today’s text, what is the author’s purpose in writing this story? Be sure to ground your claims in thorough evidence and analysis.</p>	5 min
Day 3 Step 1	<p>Review Student’s Basic Comprehension of Story</p> <p>Last Word Protocol:</p> <ol style="list-style-type: none"> 1. Student A picks a golden line (a line that stands out from the text) and reads it aloud. 2. Students in the group form a commentary about the quote that was just read. <ol style="list-style-type: none"> a. This quote is important because... b. I can connect to this quote because... c. This quote means... 3. Student A has the last word and states WHY they picked that quote. 4. Students take turns until everyone in the group has had the “last word.” 	15 min
Step 2	<p>Synthesizing Student’s Basic Comprehension of Story</p> <p>Say More Protocol:</p> <p>Introduce guiding sentence frame: “Basically, this story is about...”</p> <p>Call on students to “Say More.”</p> <p>Chart responses so that students can see classroom notes.</p>	10 min
Step 2	<p>Second Read: Make Connections to Trauma and Healing Narrative Plot</p> <p>Before completing this section, highlight important sections of the passage that correspond to the Trauma and Healing Narrative Plot. Complete second read of text - emphasizing those sections.</p> <p>As you read those sections, model for students how they should be filling out Trauma and Healing Narrative plot.</p>	15 min
Step 3	<p>Independent Work Time</p> <p>Students are to receive new narratives. Each group will become the “expert” on their given story. Give students time to complete their first read on their own/partners.</p> <p>LINKS TO ADDITIONAL NARRATIVES</p>	15 min

Day 4	Homework: Finish first read of text	
	Step 1 Debrief of First Read of Narrative in Expert Group: Last Word Protocol: <ol style="list-style-type: none"> 5. Student A picks a golden line (a line that stands out from the text) and reads it aloud. 6. Students in the group form a commentary about the quote that was just read. <ol style="list-style-type: none"> a. This quote is important because... b. I can connect to this quote because... c. This quote means... 7. Student A has the last word and states WHY they picked that quote. 8. Students take turns until everyone in the group has had the "last word." 	15 min
	Step 2 Second Read: Make Connections to Trauma and Healing Narrative Plot Students work in small groups to fill out Trauma and Healing Narrative Plot. Teacher to circulate and assist when needed. By the end of this period, students must become "experts" on their Trauma and Healing Narrative Plot .	15 min
Step 3 Present Trauma and Healing Narrative Plot Expert groups are to present their findings to the rest of the class. Students who are in the audience will be completing a half sheet of guiding questions about the presentation.	20 min	

C3: Community Collaboration and/or Critical Cultural Production

STEP	DESCRIPTION	TIME
Step 1	Group Presentations Ask each expert group to identify a speaker to present the	

	<p>Trauma & Healing narrative plot for their given narrative.</p> <p>Pass out large Post-it Notes or poster paper for the students to complete as groups with three connection questions that will be used for the presentation:</p> <ol style="list-style-type: none"> 1. What actions or events led to trauma? 2. How did the character in this story take action to heal trauma? 3. What connections are you making to your life or your community? <p>After each group presents, ask the audience: Share appreciations or wonderings.</p>	
Step 2	<p>Graffiti Walls</p> <p>Take a gallery walk of graffiti wall (post-it notes). Give students small post-it notes to react to their peers' narrative responses. Or they write directly on the large post-it/poster.</p> <p>Debrief Graffiti Walls activity.</p>	

C4: Conclusive Dialogue/Critical Circular Exchange

<p>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>	<p>Students will draw connections between the narratives of intergenerational trauma and healing to their own life and community.</p> <p>Students will develop a deeper understanding of historical trauma (when a culture experiences trauma as a collective whole pass through generation).</p> <p>Students will lift up the themes of healing in historical and local narratives of intergenerational trauma and use that knowledge to implement practices of healing in their own lives and communities.</p>
<p>Assessment: How will the students be</p>	<p>Introduce the instructions for One-Pager</p> <p>Question: How can we heal from intergenerational Trauma?</p>

assessed?	<p>Option 1: How does the character heal from intergenerational trauma? Project has a high level of structure and specific teacher guidelines.</p> <p>Option 2: How can you or your community heal from intergenerational trauma? Project has a low level of structure and is more open-ended - students have more freedom to direct.</p> <p>Show an exemplar (link to exemplars) and walk around to support students as they work on their one-pager.</p> <p>One-pager LINK Teacher should review this and decide if you will give it digitally or print.</p>
Evaluation: How will the effectiveness of this lesson plan be evaluated?	Students must be able to demonstrate their understanding of “intergenerational trauma” by identifying instances of trauma in the character’s life and in their own lives. They then must make concrete and specific steps to achieve healing.

RESOURCES AND NOTES

Worksheets and Handouts:	<ul style="list-style-type: none"> ○ SLIDES FOR TEACHING ○ C.U.B.S. close reading template ○ One Pager Assignment Sheet ○ Narrative - Under the Moon An Uong ○ Vocabulary Document ○ Trauma and Healing Narrative Plot Documents
Websites	<ul style="list-style-type: none"> ○ Link to Exemplar one-pagers ○ Guide to land acknowledgment ○ Native Land

