



# LATINX

THE DEPARTURE & ARRIVAL OF MILLIONS

IDENTITY  
BASED  
CURRICULUM  
MODULE



The purpose of this section is to provide a high-level summary of each lesson.

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- **Title:** This signals the topic students will be learning about (often connected to a particular social or political movement, individual, or group associated with the module's focus).
- **Lesson Description:** This tells the basic “story” of the arc of instruction.
- **Social Justice Focus:** The focus is based on Teaching Tolerance's Social Justice Standards and signals the progression of and alignment to these standards (which are further detailed at the end of each lesson).
- **Social Justice Grounding Questions:** These questions ground the instruction, discussion, and work around the focus standard.
- **Performance Task:** This is a culminating project, which takes place at the end of each lesson. Performance tasks are designed to help students synthesize and apply their learning from the lesson in an engaging and authentic way.
- **Lexile:** This details the quantitative range of complexity for the given grade bands, in this case, 1070L-1380L.
- **Texts:** These texts are ones that all students either read themselves or hear read aloud based on the needs of the students in the room. Keep in mind that texts can be complex based on both qualitative and quantitative measures. Within a given lesson, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. The texts in this module range in complexity from middle to high school and allow for scaffolding and supports as students move through them.

	LESSON 1	LESSON 2	LESSON 3	LESSON 4
TITLE	"OH...AND I'M UNDOCUMENTED"	"MEXICAN ART MOVEMENT"	"EAST LA BLOWOUTS"	"BRACEROS"
LESSON DESCRIPTION	Students begin an exploration of Latin X culture with the controversy surrounding DACA and undocumented immigrants. As students examine the various responses to the US's DACA program, they will explore concepts including <b>immigration, discrimination, social media movements</b> and <b>identity</b> . Students will develop an understanding of their personal identity and how identity plays a role in our cultural expression.	Students analyze the Mexican Art movement and will explore how art is inspired by culture, history, and diversity. This lesson allows students to analyze Chicago's Youth Art Movement and see how young people can create social change through artistic expression. Students explore the concepts of <b>traditions, movements, diversity</b> , and the idea of <b>public art</b> as a means to influence society as well reflect the state of social and cultural issues.	Students make connections among several historical examples of protest and rioting, looking at Rodney King and the LA Riots of 1992, the Watts Riots of 1965, and Gandhi's infamous Salt March . The concepts of <b>non-violent action, peaceful protest, rioting</b> and <b>justice</b> are explored deeper in this article; whereby students are able to develop their understanding of justice vs. injustice and develop perspective on community responses both past and present.	Students examine the controversy surrounding the Braceros Program of the 1940s and 1950s. They deepen their understanding of concepts such as <b>exploitation, opportunity, and action</b> . Students will explore how action can be taken and what impact or effect it has on the community. Finally, students will engage in their own interpretation of history and decide whether the Bracero Program was exploitation or opportunity for the Mexican workers.
SOCIAL JUSTICE FOCUS	<b>IDENTITY</b>	<b>DIVERSITY</b>	<b>JUSTICE</b>	<b>ACTION</b>
SOCIAL JUSTICE GROUNDING QUESTIONS	What is identity? How do we develop identity? Who determines our identity? Is identity visible or invisible? How does one's identity shape their actions?	What is diversity? What are respectful ways to address differences? How does diversity affect relationships within the school building and the classroom?	What is justice? What are stereotypes? How do stereotypes affect us? How does privilege affect justice? How does systemic oppression influence our world?	What is action? What are different ways of taking action? How does action impact our relationship with others? What are the benefits & drawbacks of taking action?
PERFORMANCE TASK	<b>Write an essay that compares the benefit and drawbacks of DACA</b> Write arguments to support claims with evidence	<b>Create an art piece &amp; write a narrative based on your art piece</b> Write narratives to develop real or imagined experiences	<b>Answer questions that demonstrate your understanding of the text</b>  Grading Rubric	<b>Write an essay that examines the Bracero Program</b> Write arguments to support claims with evidence
LEX.	<b>Lessons range in independent readability from 1070L-1380L</b>			
SUPPLEMENTAL TEXTS	Oh...and I'm Undocumented" (text) "DACA Explained" (video) "Why We Need the Dream Act" (text) "I am an Undocumented Student" (video) "DACA Opponents Meet DREAMers" (video)	"Mexican Art Movement" (text) "Art for Our Lives" (text) "Art for Our Lives" (video)	"East LA Blowouts" (text) "1968 East LA Walkouts" (text) "Student Proposals 1968" (text) "Student Rights Proposals" (text) "All Def Poetry East LA 1968" (video)	"Braceros" (text) "Arnulfo Pompa Interview" (text) "Braceros Arrive in Texas" (image) "Mexican Laborers Sue for Back Pay" (text) "Voices-Bracero Stories" (video)

## DEALING WITH RACIST RESPONSES

### ■ STOP THE BEHAVIOR.

Interrupt the comment or harassment. Do not pull a student aside unless absolutely necessary. Make sure all the students in the area hear your comments. Allow this to be a teachable moment.

### ■ IDENTIFY THE HARASSMENT AND BROADEN THE RESPONSE.

Make clear why this behavior is not accepted by the community: "That was a stereotype. Stereotypes are a kind of lie and they hurt people's feelings." "Our community does not appreciate hurtful behavior or language that puts people down. That word is a slur and can also be hurtful to others who overhear it."

### ■ ASK FOR CHANGE IN FUTURE BEHAVIOR.

You may want to personalize the response: "Chris, please pause and think before you speak." Or you may wish to address the whole class: "Let's all remember to treat one another with respect. Disrespect will not be tolerated."

### ■ REDIRECT THE CLASS TO THE ACTIVITY AT HAND.

Rather than shutting the conversation down completely, redirect the class's attention to the goals of the lesson: "Today we're looking at this topic in order to broaden our perspectives."



## TIPS FOR FACILITATING CONVERSATIONS AROUND RACE & IDENTITY

### ■ **AGREE UPON GROUND RULES FOR DISCUSSION AS A CLASS.**

Many teachers, wanting to avoid discomfort or conflict, avoid open conversations about race in their classrooms. These reasonable concerns only underscore how important it is to find ways to make the classroom a safe space in which to talk about race and ethnicity. Ask students what conditions might make them feel safer when discussing race and identity. Respect and civility are paramount when holding discussions around race, ethnicity, and identity.

### ■ **WORK TO ESTABLISH A FORUM FOR FREE AND RESPECTFUL EXCHANGE OF IDEAS.**

Create opportunities for students to speak from their own experience and for themselves on their own terms to avoid inadvertently making assumptions about individuals. Do not attempt to change anyone's point of view. Allow students space to comment, ask questions, and exchange ideas respectfully.

### ■ **ACKNOWLEDGE THE IMPORTANCE OF RACE IN YOUR STUDENTS' LIVES.**

Acknowledge that race, ethnicity, and identity do have a serious and real impact on the lives of us all. Talking about race and racism means reaching outside the context of the civil rights movement. We do students a disservice if we encourage them to think that racism is a remnant of a distant historical era. In addition, we risk losing students of color who know all too well the continued effects of race and racism.

### ■ **BE HONEST ABOUT WHAT YOU DO AND DON'T KNOW.**

Use phrases such as, "I don't know," "That's a good question," or "Let me do some research and get back to you on that." This will enhance your credibility and show students that it is ok to do research to learn more about what they may not already know.

## FAQS

### ■ WHY DO WE NEED TO TEACH ETHNIC AND CULTURAL STUDIES?

The majority of children and teens in U.S. schools today are people of color. In the past, curriculum excluded the histories, knowledge, and perspectives of those who were not white, male, cisgender, heterosexual, able-bodied and Christian, although people from all groups contributed to the world that we know today. Ethnic studies is essential because it provides young people access to the full spectrum of human knowledge, not just parts of it.

### ■ DOES INCLUDING ETHNIC AND CULTURAL STUDIES ONLY BENEFIT STUDENTS OF COLOR?

While students of color must wrestle with the implications of race in their everyday lives, it's also important for white students to understand how the exclusion of diverse perspectives and voices from the curriculum means that we do not yet have the society that we deserve. For all of our nation's founding rhetoric of freedom and equality under the law, all students in U.S. schools need to understand that not all groups were seen or treated as equal.

Courses that educate on the contributions of historically underrepresented and misrepresented groups pay dividends for white students as well. A safe space for all students to explore racial and cultural experiences and differences is especially relevant today, with the dramatic shift in the national narrative on race and justice.

### ■ HOW DOES ETHNIC STUDIES AFFECT STUDENTS ACADEMICALLY?

Several recent studies show that ethnic studies pays off academically. One such study in San Francisco found that attendance for those encouraged to enroll in ethnic studies increased by 21 percentage points, GPA by 1.4 grade points and credits earned by 23. It pays off academically in student performance and graduation rates. Researchers from the University of Arizona found students who participated in Mexican-American studies classes had a 10 percent greater chance of completing high school. The value of ethnic studies was reinforced by an independent audit that recommended the Tucson Unified School District's Mexican-American Studies program not only be maintained, but expanded.

## FAIR EDUCATION ACT

The Fair Education Act amends the California Education Code for Elementary and Secondary School's chapters on Required Courses of Study and Instructional Materials:

§ 51204.5. Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, **Mexican Americans**, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.

§ 51500. A teacher shall not give instruction and a school district shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Section 220.

§ 51501. The state board and any governing board shall not adopt any textbooks or other instructional materials for use in the public schools that contain any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Section 220.

§ 60040. When adopting instructional materials for use in the schools, governing boards shall include only instructional materials which, in their determination, **accurately portray the cultural and racial diversity of our society**, including:

(a) The contributions of both men and women in all types of roles, including professional, vocational, and executive roles.

(b) The role and contributions of Native Americans, African Americans, **Mexican Americans**, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the total development of California and the United States.

(c) The role and contributions of the entrepreneur and labor in the total development of California and the United States.

§ 60044. A governing board shall not adopt any instructional materials for use in the schools that, in its determination, contain:

(a) Any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, occupation, or because of a characteristic listed in Section 220.

(b) Any sectarian or denominational doctrine or propaganda contrary to law.

# LESSON FORMAT

## 1. Anchor Text (s)

These texts are designed for independent readability from grades 6-12, depending on the lesson. It is suggested that these texts be read and discussed as a whole group with the teacher as a facilitator. The teacher may read aloud while students annotate the text and work together to make meaning of difficult text and vocabulary words.

Approximate time: 45-60 minutes (includes time for reading, annotating, note-taking, and defining vocabulary)

## 2. Terminology

Key terms are highlighted throughout the anchor text(s) and defined on the "terminology" page. Teachers may choose to front load vocabulary (define before reading) or work with students to define them within context.

## 3. Supplemental Text(s)-Articles, timelines, video, audio

These texts are designed for independent readability from grades 6-12. It is suggested that these texts be read independently. Small groups and partner reading are also suitable for these texts.

Approximate time: 90-120 minutes (includes time for reading, annotating, note-taking, and defining vocabulary)

## 4. Discussion Questions

The discussion page is a guide to inspire inquiry and introspection among students and teachers. Responses are not meant to be graded or recorded, but to act as a catalyst for academic conversations.

Approximate teaching time: 45-60 minutes

## 5. Social Justice Work

The work in this section aligns with Teaching Tolerance's Social Justice Standards. This is a student piece that can and should be facilitated by the teacher, but led by the students.

Approximate teaching time: 90-120 minutes

## 6. Performance Task

The performance task combines students' synthesis of the included texts, classroom discussions and meaning-making, personal interpretation and experiences, as well as their own research of the topic. Depending on the time allowed for researching, drafting, and editing, the approximate class time may vary.

Approximate teaching time: 120-300 minutes (time will vary depending on the allotment for in-class editing and work time)

## 7. Grading Rubric

The grading rubric aligns with the California Common Core Writing Standards. The grading areas, proficiency bands, and point break-down presented are recommended. There is a section included for teacher comments.

## 8. Standards Alignment

The California Common Core Standards have been aligned with the reading, writing, and discussion portions of the lessons. The Social Justice Standards are outlined for the social justice work.