

Community-Engaged Anti-Racist Education Project



RUTGERS

Graduate School of Education
COMMUNITY-SCHOOL
PARTNERSHIP NETWORK

The Community-Engaged Anti-Racist Education Project

Introduction

Backstory

The Rutgers University Graduate School of Education (GSE) is committed to fostering excellence and equity in education for all students. This commitment is embedded in the design of the GSE's Urban Social Justice Teacher Education Program, which includes deep partnerships with several local school districts as well as with anti-racist, equity-focused community-based organizations (CBOs) that, together with GSE faculty and students, make up the GSE Community School Partnership Network (GSE-CSPN). The GSE-CSPN is a mutually beneficial collaborative aimed at improving both the quality of preparation for GSE educator candidates and the educational experiences of the PK–12 students and families served by the GSE-CSPN member districts and CBOs.

The Community-Engaged Anti-Racist (CEAR) Education Project is a Rutgers-funded project developed in an effort to continue to strengthen and deepen the connections between and among GSE-CSPN members by engaging GSE, school district, and CBO members in developing a shared vision for teaching and learning that centers engagement with CBOs around anti-racist pedagogy and content.

This unique project brought together GSE faculty in Elementary Education and Language Education, K–5 teachers from five GSE-CSPN Partner Districts, and members from five CBOs as CEAR Education

Project Fellows. Our first efforts focused on community-building and professional development to collaboratively identify key principles and practices of community-engaged anti-racist education. Later, participants worked in six small teams to develop grade-specific curricular units that embrace and employ the CEAR Education Project Principles and Practices. These units were collaboratively developed, piloted by K–5 teachers, and revised for publication and sharing. The CEAR Education Project engaged the participation of school districts and community organizations around Rutgers, The State University of New Jersey, all of which are designated as urban and serve economically, racially, and/or ethnically diverse students and families.

The curricular units included in the following pages reflect the collaborative work of Rutgers GSE faculty from the programs in Elementary Education and Language Education; teachers from North Brunswick Township Schools, Franklin Township Public Schools, Highland Park School District, New Brunswick Public Schools, and Bound Brook School District (all in New Jersey); and CBO members from New Brunswick Area NAACP, Black Community Watchline, New Labor, New Brunswick Civic League and New Brunswick Tomorrow. The complete list of individual participants can be found in the acknowledgments appendix.

CEAR Education Project Background and Vision

The CEAR Education Project brought together faculty, teachers, and CBO leaders in collective curriculum development. The CEAR Education Project and curriculum were built upon our belief that when teachers and schools partner with community members, they learn with and from their students, students' families, and local communities, enabling them to honor, sustain, and expand community assets. While community-engaged anti-racist efforts begin with individual beliefs and dispositions, they require collective action to bring about changed practices and policies and build an anti-racist world.

Our collective work was grounded in the following shared core beliefs:

- A holistic education should center and build upon the community, family, and cultural knowledges that all students and families bring to the classroom and community spaces.
- Interrupting, disrupting, and dismantling racist practices and oppressive policies where we work is necessary.
- Being (or becoming) aware of race and other aspects of our identities is important to understanding privilege and oppression.
- Institutions in the United States, such as schools, tend to orient to values aligned with white supremacy. By engaging in anti-racist education, we push against these unquestioned norms to better support students and families in their learning.
- Learning about histories and counternarratives of power and oppression shapes our lives and understandings across our homes, schools, and communities.

Developing CEAR Education Project Principles and Practices

A foundational aspect of this work was the development of the CEAR Education Project Principles and Practices. Fellows met weekly for several months, studied the work of critical educational scholars, and engaged in professional development with organizations committed to anti-racist education. From these meetings, Fellows developed a set of principles and practices that were used to guide the curriculum design. The CEAR Education Project Principles and Practices can be found on page 9.

How We Use Language

As part of this approach, the CEAR Education Project team spent considerable time specifying the terms we would use in our work so that we shared a common language and understandings. Our goal is to center the assets of students and families of color, as so much of formal schooling frames students and families of color through a deficit lens. For example, schools commonly refer to students who are newer to English as *English language learners*. This term prioritizes English as the only goal and centers what students lack, ignoring their other language resources and how they could be used to deepen language and content learning. The CEAR Education Project team uses the term *emergent bilinguals* to describe students because it centers the assets and strength in developing bilingual and multilingual identities, and it acknowledges the value of all languages without privileging one language over another. We also include the concept of *translanguaging*, which describes the flexible use of student, family, and community linguistic resources in the practices of multilingual speakers and centers these practices as the norm. For more information about *emergent bilinguals* and *translanguaging*, we suggest this resource: *Translanguaging: A CUNY-NYSIEB guide for educators* | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

In other instances, we did not rename or change terminology, but we deliberately and intentionally defined terms. For example, the word *activist* can sometimes be defined as someone who helps others, which is partly true, but this definition positions one group as “helpers” and lacks the activist’s stance of challenging the political and social status quo. CEAR Education Project Fellows wanted to be certain that our discourse made the clear distinction that an *activist* works in and with communities to understand the local and historical context, name inequities, and take collective action to implement substantive policies and practices to address them. Therefore, an *activist* was collectively defined as “a person who engages in actions to address injustice and bring about social or political change.”

We intentionally use the term *equity* versus *equality*. *Equality* is about providing the same or equal resources for students without a careful understanding of the individual, community, and/or operating structures or systems. This is often seen in a one-size-fits-all approach to addressing concerns. *Equity* is about providing customized resources that address a student’s or community’s specific expressed strengths and needs and take local and historical contexts into account. CEAR Education Project materials strive for equity.

In framing unit plans and lessons, we refrain from referring to instances of injustice or oppression as *issues* or *problems*. While the latter words are familiar to elementary school students, we want to ensure we do not leave students with the impression that injustice is simply a “problem” that arises out of nowhere or is associated with deficit orientations of communities of color. Instead, lessons for younger students support them in understanding what is fair or unfair, and older students begin to be introduced to systems and structures that perpetuate injustice.

CEAR Education Project units raise awareness and deepen understanding of *systemic injustice* and make connections to local and historical contexts. Several units focus on how racism and other forms of discrimination are embedded in social institutions all around us, such as education, health care, and housing. These may be found and perpetuated in an organization’s policies, programs, hiring practices, and everyday operations. Such policies or practices may not be explicitly stated as discriminatory, but their impact creates injustice and disadvantages groups of people based on their identities (race, class, gender, sexual orientation, language, etc.) while providing benefits for people with certain identities (most often those of the dominant group). These discriminatory policies or practices have likely not originated in our lifetime and aren’t operating only in someone else’s community. Often they have deep historical roots and have real implications for our local context. It is important that we support developing a deeper understanding of injustices and a responsibility for taking action, beginning with our youngest students.

For example, in one of our lessons, we discuss how individuals for whom English may be a new language often face discrimination or inequitable treatment. A focus on this as a systemic injustice supports students in understanding who this injustice has an impact on, who benefits from this injustice, how our local and/or national history is connected to this injustice, and how policies and practices in our schools may serve to perpetuate language injustice. We see this manifested in a

variety of ways in school spaces, including not recognizing the multilingualism of students and families as resources for learning; not allowing and sustaining students' home languages in the classroom or school communities; and promoting only one variety of English (the variety most associated with whiteness, often called "academic English"), to the exclusion of the many Englishes spoken in our communities.

Language Objectives, Supports, and Vocabulary Development

We take an anti-racist approach to language, as we seek to create learning that invites, supports, and extends all students' language resources. We question the assumption that mainstream academic English is the only language that matters for learning and instead invite students to use their home languages, which include named languages, like Spanish (Espinosa, Ascenzi-Moreno & García, 2021; España & Herrera, 2020), American Sign Language, and varieties of English, such as Black Language (Baker-Bell, 2020). Our language objectives work toward two related goals. Some offer scaffolds and extensions for emergent bilinguals to make content accessible and practice new ways to use English for schooling. Others seek to explicitly invite in

students' full linguistic resources and extend them for learning, encouraging translanguaging. We believe every teacher should be a language teacher and intentionally include language objectives and supports in lessons to disrupt traditional notions of whose languages count for learning.

Examples of language supports within the curricular units include the use of multilingual resources; learning about student, family, and community language practices; inviting students to participate in activities in multiple languages; incorporating language objectives that support content objectives; and providing language scaffolds to make content accessible.



Overview of CEAR Curriculum Units

UNIT ONE: Our Language Community

Grade Level: Kindergarten

Subjects: Language Arts and Social Studies

To create a classroom and school community where all language resources are valued, Our Language Community, a unit designed for kindergarten students, aims to challenge and disrupt the following certain norms about language: 1) that one named language is more important or valuable than another (i.e., English in the United States); 2) that English needs to be the sole language of schooling; and 3) that there is only one correct way to write and speak any given language. The unit focuses on students' identities and language use, the diversity of community languages, and our love of our languages. Students conduct a survey to discover which languages their classmates speak at home and use this information to create multilingual home language posters and books. Through children's literature, students are empowered to use and be proud of all language tools at their disposal. After learning about the power and diversity of language, students create a welcoming and inclusive linguistic classroom community by conducting a Linguistic Landscape Action Project, in which they label classroom items in their many home languages. To act for change, the students and teacher collaborate on a letter to the school principal advocating for permission to label common school items and areas in the languages of the school community. This integrated unit meets New Jersey core content standards in English Language Arts and Social Studies.



UNIT TWO: Say Something: Our Fight for Fairness

Grade Level: 2

Subjects: Social Studies and Language Arts

Say Something: Our Fight for Fairness is a unit designed for second-grade students that analyzes rules and laws for fairness and identifies ways to address rules and situations that are unfair. Through this process, students develop the understanding that each one of us has the power to make a change when things are unfair. Students are guided to think about our nation's history, including fair labor laws and school segregation laws, and those who have often been on the receiving end of unfair treatment based on their characteristics (race, class, ethnicity, language ability, etc.). The unit concludes with reflection and critical analysis of students' own immediate community. Students and their families identify instances of injustice or unfairness in their community; students then take action toward change by working collaboratively with peers on an advocacy project. This integrated unit meets New Jersey core content standards in English Language Arts and Social Studies.



UNIT THREE: Becoming an Activist for Racial Justice
Grade Level: 3
Subjects: Language Arts, Math, and Social Studies

Becoming an Activist for Racial Justice is a unit designed for third-grade students that explores anti-racist activism within students' local communities and invites students to become activists themselves. Teachers interested in using this unit will need to make connections with their own local CBOs that work for racial justice. Suggestions for doing so are included in the unit. This integrated unit meets New Jersey core content standards in Language Arts, Mathematics, and Social Studies.



UNIT FOUR: The Power of Music for Social Movements
Grade Levels: 3–5
Subject: Music

In this unit, The Power of Music for Social Movements, students in grades three through five analyze activist songs and look closely at their expressive qualities (mood, tempo, and lyrics) and the instruments used to better understand the intent of the song. As a class, students examine what constitutes an injustice and identify injustices in their classroom, school, and/or community. In small groups, students modify the lyrics of an existing activist song to communicate actions they wish to take in response to an injustice. Through this experience, students begin to develop an understanding of how music is an effective tool for bringing awareness to injustices and encouraging collective action. This integrated unit meets New Jersey core content standards in Visual and Performing Arts.



UNIT FIVE: Making Change through Activism

Grade Level: 5

Subjects: Language Arts and Social Studies

Making Change through Activism is a unit designed for fifth-grade students to explore the concept of human rights and the use of activism when those rights are violated. Students examine historical activist movements and their foundations, leaders, goals, strategies, and achievements before making connections to current movements. The unit highlights social justice and centers marginalized BIPOC voices of empowerment and resistance through a close look at activist movements (including the migrant farm workers' movement, the Stonewall Riots, the Dakota Pipeline protests at Standing Rock, and Black Lives Matter) that have fought and are fighting for the rights of migrant farm workers and LGBTQ+, Black, and Indigenous populations. Students reflect upon important issues in their own communities and become agents of change as they develop an activist artifact. This integrated unit meets New Jersey core content standards in Language Arts and Social Studies.



UNIT SIX: Young People and Environmental Justice

Grade Level: 5

Subject: Science

Young People and Environmental Justice is a unit designed for fifth-grade students to explore how to fight for environmental justice to protect the earth's resources and their communities. The unit is developed around videos and texts that examine environmental injustices—such as the differential impact of pollution based on race and wealth—and highlight youth activism for environmental justice. Importantly, environmental injustices are defined as the result of systemic policies and practices, not individual behavior. Students interview leaders in local CBOs and create action plans using resources and strategies shared by CBOs to hold communities accountable to the law and to protect BIPOC communities in the state of New Jersey. This integrated unit meets New Jersey core content standards in Science.



Eight Principles for Community-Engaged Anti-Racist Curricula and Teaching

Principle 1: Embraces Intersectionality and Multiple Identities

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

Principle 3: Welcomes and Expands Students' Linguistic Resources

Principle 4: Implements Culturally and Historically Responsive Practices

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

Principle 6: Counters Dominant Narratives

Principle 7: Cultivates and Celebrates Joy

Principle 8: Engages Students in Resistance and Action

Eight CEAR Principles

Practices and Principles

RELEVANT PRINCIPLES (see above)

PRACTICES	1	2	3	4	5	6	7	8
Collaboratively Developed Classroom Norms and Shared Beliefs/Values	X	X			X			
Critical Literacy				X	X	X		X
Daily Reflection Tools	X	X	X	X	X	X	X	X
Focus Groups for Collaboration		X		X	X			
Historical Connections to the Present		X		X	X	X		
Inquiry-Based Learning		X		X	X		X	X
Language Objectives for Each Lesson	X	X	X					
Multilingual Resources	X	X	X					
Partnerships with Community Members and Community-Based Organizations	X	X		X				
Planning Using Backwards Mapping								
Project and Problem-Based Learning		X		X	X	X		X
Radical Morning Meeting	X				X	X	X	
Small Group/Partner Work			X		X			
Student/Community Check-Ins	X	X			X			
Translanguaging Practices	X	X	X		X			
Varied Media and Texts	X			X		X	X	
Varied Forms of Expression (Dance, Art, Movement)	X	X					X	

Practices and Principles

Reflection Questions

Principle 1: Embraces Intersectionality and Multiple Identities

- Am I ensuring that my students feel safe in our classroom environment to share about their identities, especially when these identities are different from their peers?
- Were there identities that were silenced or missing in our classroom learning?
- Am I using an intersectional lens to recognize and disrupt multiple forms and scopes of oppression in our classrooms?

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

- Am I acknowledging, centering, and celebrating students', families', and communities' cultures, languages, values, identities, and knowledge on a daily basis?
- Are we learning about community-based organizations and sharing this knowledge with students and families?
- Are we partnering with community-based organizations and learning from and with communities?

Principle 3: Welcomes and Expands Students' Linguistic Resources

- Am I making language and content comprehensible (or accessible) to all students?
- Am I encouraging students to draw upon, use, sustain, and expand their full linguistic resources?
- Am I creating space for ways of speaking, reading, writing, and listening that go beyond mainstream (white) English, or the type of English that is often prioritized as "correct" in classrooms?
- Am I intentionally challenging the policing of language in my classroom?

Principle 4: Implements Culturally and Historically Responsive Practices

- Am I encouraging students to challenge histories they've always been taught?
- Am I determining issues/injustices that matter to students, families, and their communities and collaborating on how to address or explore them meaningfully?
- Am I encouraging students to learn history from multiple perspectives and question white-centered histories and their intentions?



Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

- Am I disrupting traditional ideas about who holds the knowledge and power?
- Am I challenging ideas of learning only happening in school contexts?
- Am I fostering opportunities to learn from knowledge-holders in students' families and communities?

Principle 6: Counters Dominant Narratives

- Am I using literature, texts, and materials that reinforce dominant narratives or ones that provide counternarratives that reflect diverse experiences and perspectives, including, but not limited to, those of my students, their families, and communities?
- Am I using histories and stories to analyze whose voices have been and are silenced?
- Am I supporting students in developing strategies for how to present critiques in various spaces with various groups?

Principle 7: Cultivates and Celebrates Joy

- Are moments of joy cultivated in this lesson?
- Am I creating opportunities to share joy in people's stories and experiences instead of focusing solely on pain and suffering?
- Am I creating an ongoing curiosity, appreciation, and recognition of students', families', and communities' identities and cultures?

Principle 8: Engages Students in Resistance and Action

- Am I preparing students for resisting, thinking critically about, and challenging systems of oppression?
- Am I engaging students in activism and taking action in their schools and communities?
- Am I modeling resistance, taking action, and challenging systems of oppression?



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Partners

Philly Children's Movement | phillychildrensmovement.org

The Philly Children's Movement knows that families and schools are critical spaces for building racially just communities. We envision a world in which all people are liberated, whole, and valued. We work to dismantle racism, anti-Blackness, and white supremacy. Our organizing for racial justice happens in schools, community events, child-centered activism, and racial justice campaigns.

Radical Pedagogy Institute | radicalpedagogyinstitute.com

The Radical Pedagogy Institute is a collective of educators based in the greater New Jersey area (this includes NYC) who believe in the transformational power of radical pedagogy and local political organizing. But what exactly do we mean by radical pedagogy? Essentially, we view radical pedagogy as a pedagogy that uses tenets of critical pedagogies—queer, anti-racist, DisCrit, culturally relevant, and other liberatory pedagogies—to re/humanize educational experiences for all students.

New Labor | newlabor.org

New Labor is an organization that educates, organizes, and fights for better work conditions and social justice in the workplace. With a base of around 4,000 members, New Labor organizes to empower its members and amplify their voices in the community, workplace, and political realm.

New Brunswick Tomorrow | www.nbtomorrow.org

New Brunswick Tomorrow is a social impact organization committed to moving people forward since 1975. We address the human issues that impact us all, including the conditions of the neighborhood you live in, your family's health and well-being, and your child's progress and ability to meet their fullest potential.

New Brunswick Area Branch of the NAACP | nbanaacp.wordpress.com

Founded in 1909, the NAACP is the nation's oldest and largest civil rights organization. From the ballot box to the classroom, the thousands of dedicated workers, organizers, leaders, and members who make up the NAACP continue to fight for social justice for all Americans.

The New Brunswick Area Branch is one of over two thousand NAACP local units nationwide. The branch was chartered to serve the following municipalities: Bound Brook, East Brunswick, Franklin Township (Somerset County), Highland Park, Hillsborough, Middlesex Borough, Milltown, New Brunswick, North Brunswick, Piscataway, Sayreville, Somerville, South Brunswick, and South River.

Black Community Watchline | www.blackcommunitywatchline.com

The Black Community Watchline was created to empower individuals to speak out and address instances of anti-Black violence, aggression, and bias. The Watchline provides a platform to report immediate threats of racial violence, microaggressions, and racially motivated experiences that undermine the respect, dignity, and fair treatment that Black people should receive.

The Black Community Watchline is committed to seeing that incidences of violence, harassment, and intimidation are not overlooked, dismissed, or mishandled by public servants, persons of influence, and individuals in positions of power.

New Brunswick Civic League | www.civicleaguenb.com

The Civic League of Greater New Brunswick is a not-for-profit community-based organization, operated to strengthen African American families and other minority family groups. This is accomplished by advocating, promoting, and providing community-based services that empower families and improve their quality of life.

The League supports and conducts programs in the areas of education, training, health care, employment, housing, and economic empowerment with the aim of enhancing the stability and growth of families within their communities. This aim is accomplished in conjunction with corporations, human service agencies, churches, community organizations, schools, and volunteers.

Illustration

Andrece Brady is a fine artist, art educator, and curator from Newark, New Jersey. Passionate about rebuilding Black communities through art, Brady is a dynamic artist with a style that transforms through multiple mediums. At her core, Brady is moved by revolution and rebuilding Black communities through art. A multifaceted educator, Brady is a teaching artist and hosts art classes, workshops, and programs, and organizes interactive events for all ages. | andrecebradyart.com

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UNIT FIVE

Making Change Through Activism



UNIT FIVE

Making Change Through Activism

Grade Level: 5

Subjects: Language Arts & Social Studies

Suggested Length: Five 60-minute lessons

Unit Summary

The focus of this unit is activism. Students explore historical activist movements and look closely at their foundations, leaders, goals, strategies, and achievements, before making connections to current movements and issues. The unit aims to highlight social justice issues and center marginalized Black, Indigenous and People of Color (BIPOC) voices of empowerment and resistance through a close look at activist movements fighting for the rights of migrant farm workers and LGBTQ+, BIPOC populations.

The unit begins with a focus on the big concept of human rights and the use of activism when those rights are violated. Students then take a close look at the migrant farm workers movement of the 1960s and its leaders César Chávez and Dolores Huerta,

analyzing key primary sources such as speeches, photos, posters, and letters to learn about the movement's strategies and accomplishments. Through research and a jigsaw share activity, students explore and make connections across three other key activist movements of the 20th and 21st centuries: LGBTQ+ rights and the Stonewall uprising, Indigenous People's rights and the Dakota Pipeline protests at Standing Rock, and the Black Lives Matter movement.

The unit culminates with the students reflecting on important issues facing their own communities and students becoming activists themselves as they brainstorm and develop an activist artifact to form a part of change around an issue they care about.

Community-Engaged Anti-Racist (CEAR) Principles in Unit Five

Principle 1: Embraces Intersectionality and Multiple Identities

Through the analysis of classroom rules, students take into consideration voices that might be silenced or missing. A central idea to this unit is to think of multiple perspectives and identities when thinking about fairness.

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

The focus on students' personal experiences with language provides opportunities to engage families and the community regarding their own linguistic experiences and perspectives.

Principle 3: Welcomes and Expands Students' Linguistic Resources

Students are encouraged to share and express themselves using their full linguistic repertoires, celebrating home languages and translanguaging practices.

Principle 4: Implements Culturally and Historically Responsive Practices

Students reflect on their own, their family's, and their community's experiences with language.

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

Students are deliberately challenged to disrupt traditional notions of power by realizing that even at a young age, they have a voice and a pathway to power. Through specific and intentional questioning, they are taught to think about the responsibility of having power and what groups of people are often targeted for unfair treatment and why.

Principle 6: Counters Dominant Narratives

The unit disrupts ideas that there is only one dominant, named language and cultural practice and only one correct way to speak a language.

Principle 8: Engages Students in Resistance and Action

Students take action and counter injustice in their school community by creating a more linguistically inclusive print-rich environment.

CEAR Practices

Critical Literacy: Students analyze texts, art, and media through a critical lens.

Reflection Tools: Students reflect on learning and evolving perspectives through discussion and writing; they consider what movement or organization's core beliefs are in line with their own in selecting an activism project.

Small Group & Partner Work/Collaboration: Students collaborate frequently in pairs and groups to share perspectives, discuss and reflect, and enhance community.

Historical Connections to the Present: Students make connections across activist groups from the past with current social justice movements.

Inquiry Based Learning: Students uncover information and knowledge by examining, analyzing, and reflecting on sources.

Language Objectives for Each Lesson: Language objectives are an integral part of each lesson.

Multilingual Resources: Students are provided materials in home languages when available; activist movement materials (United Farm Workers) in Spanish are centered.

Planning Using Backwards Mapping

Translanguaging Practices: Home languages and translanguaging are welcomed and celebrated, to engage with content and create students' own activist artifacts.

Varied Media & Texts: Students engage with a variety of media and texts, including audio, video, images, poetry, music, speeches, newspapers, and nonfiction articles, historical and current.

Varied Forms of Expression: Students are encouraged to express and communicate their own activist artifact however they choose.

Content Objectives

Students will be able to do the following:

- Reflect on the meaning and importance of human rights and activism and make connections to their lives and communities. (Lesson 1)
- Annotate a complex text, identify the main idea, paraphrase, and share to deepen understanding. (Lesson 1)
- Identify important information in videos and compare the activism of César Chávez and Dolores Huerta. (Lesson 2)
- Make connections between human rights and activism for migrant workers and explain their reasoning. (Lesson 2)
- Identify and analyze various forms of activism through examining primary sources from the Delano Grape Strike. (Lesson 3)
- Evaluate the effectiveness of different methods of activism. (Lesson 3)
- Analyze activist movements to identify their key issues, demands, and strategies for achieving their goals. (Lesson 4)
- Compare and reflect on the goals and strategies of different activist movements. (Lesson 4)
- Draw on the activist movements, texts, and strategies examined throughout the unit to inform the creation of their own activist artifact. (Lesson 5)
- Collaborate in a group to create an activist product that shares an important issue with others. (Lesson 5)

Language Objectives

Students will be able to do the following:

- Orally summarize and explain the main ideas of the Articles (using video, images, and text) of human rights. (Lesson 1)
- Make oral predictions and connections during discussion of the book *Amelia's Road*. (Lesson 2)
- Identify and record important information through note-taking about videos of César Chávez and Dolores Huerta using a graphic organizer. (Lesson 2)
- Orally reflect on working conditions seen in photos using the frame: "I see, I think, I wonder." (Lesson 3)
- Identify and analyze key information from primary sources and take notes using a note-taking guide. (Lesson 3)
- Read articles and engage with videos to identify and record key notes about different activist movements. (Lesson 4)
- Orally summarize and share the main ideas and strategies of different activist movements. (Lesson 4)
- Discuss issues in their school/communities and explain why they are important. (Lesson 5)

Essential Questions

- What are human rights and why are they important? (Lesson 1)
- How are human rights and activism connected? (Lesson 1)
- How should workers be treated at their jobs and why is it important? (Lesson 2)
- How can working together with a large group of people help to create change? (Lessons 2 and 3)
- How do activists use different methods and strategies to achieve their goals? (Lessons 3 and 4)
- What can we learn from comparing different activist movements in history? (Lesson 4)
- What issues are important in our communities and how can we work together to address injustice? (Lesson 5)
- How can different activist strategies/methods best support change for an issue I care about? (Lesson 5)

Centering Student, Family, and Community Knowledge and Experiences

As students engage with activist movements of the past and present, they are encouraged to reflect, share their knowledge, experiences, and linguistic practices, and make connections to their lives and

communities. Students draw on their experiences and interests as they identify an issue they care about to focus on for their own activism.



West Orange High Climate Strike, September 2019
(Source: *Wikimedia Commons*)

Vocabulary/Conceptual Development

Key vocabulary and concepts related to activism are introduced and supported throughout the unit as students engage with a variety of resources and materials. Discussion, home languages, images, videos, and texts are used to support understanding, and sentence starters and frames are offered for students to incorporate vocabulary into their productions. When annotating texts, students are guided to mark words they don't know as well as words that look like cognates with home language(s) to support the development of metalinguistic awareness and connections across languages. Following is a list of key vocabulary that is highlighted in the lessons; however, teachers may need to adapt or expand the focus on vocabulary to meet the needs of their specific group of students.

Unit Vocabulary

- Human Rights
- Activism
- Migrant Farm Workers
- Strike
- Boycott
- Workers Union/Labor Union
- Working Conditions
- LGBTQ+
- Native Americans
- Oil Pipeline



Garment workers on strike in New York City, circa 1913
(Source: *Wikimedia Commons*)

Lessons Overview

Lesson 1: What Are Human Rights? Students read and annotate select Articles of the Universal Declaration of Human Rights to consider what human rights are and why they are important. Students think critically about when and how human rights are violated, and for whom, and discuss the ways in which people stand up to defend human rights in their communities. Activism is introduced as a key way to defend human rights and fight for change.

Lesson 2: César Chávez, Dolores Huerta, and Migrant Farm Workers Students are introduced to the topic of migrant farm workers through a read aloud of *Amelia's Road*, by Linda Jacobs Altman, and are encouraged to make connections between migrant farm workers and human rights. The activism of César Chávez and Dolores Huerta for migrant farm workers is explored through videos, note-taking, and discussion.

Lesson 3: The Delano Grape Strike: Examining Primary Sources Students continue learning about the activism of César Chávez and Dolores Huerta through a focus on the Delano Grape Strike. Students look at photos to reflect on the working conditions of farm workers, watch a video about the

Delano Grape Strike, and rotate through stations examining primary sources from the movement. To conclude, the class considers the power of individual action and collective action, reflecting on the United Farm Workers poster slogan, "I am somebody; together we are strong."

Lesson 4: A Snapshot of Different Activist Movements Students use a graphic organizer to recall and record the key points of the United Farm Workers movement and use it as a note-taking guide as they engage with materials about Black Lives Matter, the Stonewall Uprising, and the Standing Rock Dakota Pipeline protests. Through a jigsaw share and whole class discussion, students think critically and reflect on the demands and strategies of the diverse activist movements.

Lesson 5: My Activism: An Issue I Care About In this final lesson, students draw on their exploration of various activist movements to inform the creation of their own activist piece. Following a class brainstorm about important issues affecting students' communities, groups of students choose an issue to focus on and develop an activist artifact about the cause, positioning students as active agents of change.

Assessment

Formative assessment includes observations of student participation in discussions and small group and partner work; comprehension checks in whole class discussion; identifying and discussing key ideas from videos; note-taking and jigsaw sharing; exit cards; and oral reflections.

Summative assessment includes students drawing on the unit content and critical analysis of the strategies and accomplishments of activist movements to inform the development of their own activist artifact around an issue they care about; communication of and reflection on their own activism; and an oral presentation of their artifact.

Alignment to Standards

New Jersey State Learning Standards for English Language Arts

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Core Instructional Resources and Materials

Texts

- Altman, L. J. (1993). *Amelia's Road*. Lee & Low Books.
- Britannica Kids. (n.d.) *Stonewall Riots*.
| kids.britannica.com/students/article/Stonewall-riots/313707
- Naciones Unidas. (1948, December 10). *La Declaración Universal de Derechos Humanos*. | www.un.org/es/about-us/universal-declaration-of-human-rights
- United Nations. (2015). *Illustrated Version of the Universal Declaration of Human Rights*. | www.un.org/en/udhrbook/ (Articles 2, 3, 7, 18, 23, 25, 26)
- Voice of America Learning English. (2016, November 1). *Why Are Facebook Users 'Checking In' at Standing Rock Indian Reservation?* Voice of America.
| learningenglish.voanews.com/a/trending-today-million-check-in-standing-rock-indian-reservation/3574948.html

Videos

- Biography. (2021, October 5). *Dolores Huerta – Activist & Co-Founder of United Farm Workers | Hispanic Heritage Month* | Biography [Video]. YouTube.
| www.youtube.com/watch?v=iMTTFWH143k
- BrainPOP. (2020, June 29). *Black Lives Matter Protests* [Video]. YouTube. | www.youtube.com/watch?v=xv3dAJUTCT0&t=1s
- Dr. Ham. (2016, January 18). *Civil Rights Music Video "We Shall overcome" by Peter Seeger* [Video]. YouTube. | www.youtube.com/watch?v=4gmTxc2wGTI
- Hope Vance. (2015, October 24). *Amelia's Road Video* [Video]. YouTube. | www.youtube.com/watch?v=2fhuOrldNww
- L.A. Works. (2021, March 31). *César Chávez Day* [Video]. YouTube. | www.youtube.com/watch?v=vDj6qa-MO8s

- NBC Bay Area. (2020, November 19). *Dolores Huerta: The Civil Rights Icon Who Created the Slogan "Si Se Puede" (Yes We Can)* [Video]. YouTube.
| www.youtube.com/watch?v=d7h_W-Fy06s
- See Us Unite. (2021, May 3). *The Delano Grape Strike* [Video]. YouTube. | www.youtube.com/watch?v=KjH0UZGQag8
- UN Human Rights. (2011, December 7). *What is a human right?* [Video]. YouTube. | www.youtube.com/watch?v=JpY9s1Agbsw
- Vox. (2016, December 5). *The fight over the Dakota Access Pipeline, explained* [Video]. YouTube. | www.youtube.com/watch?v=qJZ1-LAFOTo&t=25s

Additional Materials

- Post-its
- Highlighters
- Chart paper
- Exit cards (any scrap paper)
- Photo Pack - Migrant Farm Workers
- Delano Grape Strike Primary Sources - Station Rotation
- Primary Sources Note Taking Guide
- I Am Somebody UFW Flyer
- Timer
- Graphic Organizer - César Chávez and Dolores Huerta
- Activist Movement Table
- "We Shall Overcome" Lyrics
- Computer or tablet for small group work with videos
- Poster, paper, markers, computer, arts and craft supplies as needed and available for the activist artifact student groups choose to create
- Piece of paper for snowball activity

Resources for Building Background

Resources for Building Background

- Abbott, F. (2016). *The United Farm Workers and the Delano Grape Strike*. Digital Public Library of America. | dp.la/primary-source-sets/the-united-farm-workers-and-the-delano-grape-strike/teaching-guide#tabs
- AFL-CIO. (n.d.) *César Chávez*. | aflcio.org/about/history/labor-history-people/cesar-chavez
- American Federation of Teachers. (2016) *Immigrant and Refugee Children. A guide for educators*. | www.nilc.org/wp-content/uploads/2016/06/ICE-Raids-Educators-Guide-2016-06.pdf
- Amnesty International. (n.d.). *Universal Declaration of Human Rights*. | www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/
- BLM@School Curriculum Committee. (n.d.). *Curriculum Resource Guide - Shared Folders*. | drive.google.com/drive/u/1/folders/1LGslwJwhXvpVnDgw0uC-n794l6EGzpuH
- Breiseth, Lydia. (2018, December). *How to Support Immigrant Students and Families: Strategies for Schools and Early Childhood Programs*. Colorín Colorado. | www.colorincolorado.org/immigration/guide
- CBC Kids News. (2020, January 6). *Want to be a youth activist? Here are some tips* [Video]. YouTube. | www.youtube.com/watch?v=IIFx3m2oPC4
- César E. Chávez National Monument. (2021, May 26). *The Terrain of Farmworker Life*. National Parks Service. | www.nps.gov/articles/000/terrain-of-struggle.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=large
- César E. Chávez National Monumnet. (2021, August 25). *Workers United: The Delano Grape Strike and Boycott*. National Parks Service. | www.nps.gov/articles/000/workers-united-the-delano-grape-strike-and-boycott.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=small
- Chicago History Museum. (2022). *United Farm Workers*. Facing Freedom in America. | facingfreedom.org/workers-rights/united-farm-workers
- Facing History and Ourselves. (n.d.). *Gallery Walk Images: Farmworkers' Movement*. | www.facinghistory.org/sites/default/files/Gallery_Walk_Images_Farmworkers_Movement.pdf
- Hersher, R. (2017, February 22). *Key Moments In The Dakota Access Pipeline Fight*. NPR. | www.npr.org/sections/thetwo-way/2017/02/22/514988040/key-moments-in-the-dakota-access-pipeline-fight
- History.com Editors. (2022, May 31). *Stonewall Riots*. History. | www.history.com/topics/gay-rights/the-stonewall-riots
- Human Rights Office of the High Commissioner. (n.d.). *What are human rights?* United Nations. | www.ohchr.org/en/what-are-human-rights
- LA United Methodist Museum of Social Justice. (n.d.). *Black Lives Matter for Kids*. | www.museumofsocialjustice.org/blm-resources-for-kids.html
- Learning for Justice. (n.d.). *Supporting Students from Immigrant Families*. | www.learningforjustice.org/moment/supporting-students-immigrant-families
- Michals, Debra (Ed.). (2015). *Dolores Huerta*. National Women's History Museum. | www.womenshistory.org/education-resources/biographies/dolores-huerta
- Native Knowledge 360°. (2016). Smithsonian Institution. *Treaties Still Matter*. The Dakota Access Pipeline. | americanindian.si.edu/nk360/plains-treaties/dapl
- NEA Ed Justice. (n.d.). *Black Lives Matter at School - Resources*. | neadjustice.org/black-lives-matter-school-resources/

Plumer, B. (2016, December 5). *Army Corps says it will consider alternative routes for the Dakota Access Pipeline*. Vox. | www.vox.com/2016/12/4/13836848/army-corps-blocks-dakota-access-pipeline

Stonewall Monument. (n.d.). *A Living Monument to 50 Years of Pride*. | stonewallforever.org/

The Kennedy Center. (n.d.). *We Shall Overcome The Story Behind the Song*. | www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/

[media/music/story-behind-the-song/the-story-behind-the-song/we-shall-overcome/](http://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/music/story-behind-the-song/the-story-behind-the-song/we-shall-overcome/)

United Nations. (1948, December 10). *Universal Declaration of Human Rights*. | www.un.org/en/about-us/universal-declaration-of-human-rights

United Nations. (n.d.) *History of the Declaration*. | www.un.org/en/about-us/udhr/history-of-the-declaration

Youth Celebrate Diversity. (2022). *Student Activism*. | ycdiversity.org/who-and-what-we-fight-for/student-activism/

Extensions (Optional)

This unit affords much opportunity for extension and expansion. Each of the activist movements examined can be extended to multiple lessons. The final lesson and culminating activity, in which students become activists, can be extended and deepened over multiple lessons and weeks. Students can connect with local organizations and activists to learn about their work and become involved; share their activist artifact and issue with other classes in their school; interview and engage family members; and connect with local and national student activist groups.

Notes

Some lessons may take more than one day to complete; teachers should use their discretion and knowledge of students to make decisions about extending certain parts of lessons, supporting specific content and language, or choosing certain activities over others. Teachers may want to connect with a local activist organization prior to the unit and invite a guest speaker to work with students, or decide to focus on one movement in particular.

UNIT FIVE, LESSON ONE

What Are Human Rights?

Grade Level: 5

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

Students read and annotate selected articles of the Universal Declaration of Human Rights (UDHR) to consider what human rights are and why they are important. Students think critically about when and how human rights are violated, and for whom, and discuss the ways in which people stand up to defend human rights in their communities. Activism is introduced as a key way to defend human rights and fight for change.

Content Objectives

Students will be able to do the following:

- Reflect on the meaning and importance of human rights and activism and make connections to their lives and communities.
- Annotate a complex text, identify the main idea, paraphrase, and share to deepen understanding.

Language Objectives

Students will be able to orally summarize and explain the main ideas of select articles of the UDHR using video, images, and text.

Essential Questions

- What are human rights and why are they important?
- How are human rights and activism connected?

Instructional Resources and Materials

- “La Declaración Universal de Derechos Humanos” video | www.un.org/es/about-us/universal-declaration-of-human-rights
- “What is a Human Right?” video | www.youtube.com/watch?v=JpY9s1Agbsw
- “Illustrated Version of the Universal Declaration of Human Rights” (Articles 2, 3, 7, 18, 23, 25, 26) | www.un.org/en/udhrbook/
- Post-its
- Highlighters
- Chart paper
- Exit cards (scrap paper)

Vocabulary/Conceptual Development

Activism: Action people take to address injustice and bring about political or social change.

Human rights: The basic rights and freedoms that belong to every person in the world, no matter where you are from.



Eleanor Roosevelt holding poster of the Universal Declaration of Human Rights. November 1949. (Source: *Wikimedia Commons*)

Centering Student, Family, and Community Knowledge and Experiences

This lesson highlights the fact that all humans have rights. It encourages students to make connections between the human rights as written in the UDHR and what they see, experience, and know about rights both in and out of their communities. Students are asked to think critically about when and how rights are violated. The discussion should welcome and respond to the knowledge and experiences students bring around this topic.

Potential Challenges

Students may need clarification of the different meanings of a *right*, a *law*, and a *rule*, with examples to give context. Emergent bilinguals especially may need clarification around what it means for a right to be “violated.” (The most common meaning of “violate” in Spanish—*violar*—is rape.)

Students may believe that they do not have rights because they are children. Consider highlighting some of the rights they have in school, such as the right to free speech, freedom of expression, disability rights, and LGBTQ+ rights.

Lesson Procedures

Introduction and Brainstorm

Write *human rights* on the board. Introduce the topic, which is the first in the new unit, “Making Change Through Activism.”

Give each student a Post-it and instruct them to write one thought they have about human rights on it. It can be something they know, a definition, an example of a human right, or a question.

Invite students to the board to stick their Post-it, then give them a few minutes to read one another’s notes.

Lead a discussion using the following prompts:

What did you notice about your classmates’ notes?

Ask for their thoughts, connections, reflections, and point out anything interesting you see.

Today we’re going to learn about human rights and think about why they are important for us and our communities. First, we’ll watch a short video that explains some of the history of human rights, and then we’ll look at a document called the Universal Declaration of Human Rights (UDHR).

Video

Introduce “What is a Human Right” video | www.youtube.com/watch?v=JpY9s1Agbsw from the United Nations and ask,

What is a human right?

Elicit ideas from the group and write their definitions on the board, or use the definition: “Human rights are the basic rights and freedoms that belong to every person in the world, no matter where you are from.”

Watch video. Pause throughout and view again as needed for language and content support.

Class Annotation

In the video, we heard about the Universal Declaration of Human Rights. Do you remember what year it was written in? 1948. This document was created by the United Nations to state that every single person in the world, no matter how young or old you are or where you live, has these same basic rights. There are 30 articles, or parts. Each one explains a different human right.

As a whole class, preview the document (first couple of pages). Ask students to identify what kind of text it is (informational). Ask them what they notice about this document, which is different from other informational texts they have seen. Students may notice it's a legal document.

We will be reading some of the 30 articles today and annotating them. We are looking for important words and ideas, words we don't know, and words that are similar to other languages we speak.

Project and/or hand out the first sentence of Article 2 of the UDHR (www.un.org/en/udhrbook/) and read it out loud:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Model and guide students in annotating it. Use any annotating system the class is familiar with. One option is to ask students to circle any words they aren't sure of and star the important words and phrases. Underline words that look similar to their home language(s) (e.g., "race," "color," "language," and "national" are cognates in Spanish). Read together and review words they don't know (check "entitled," "set forth," "distinction").

Ask students to orally summarize Article 2 in their own words.

Read and annotate Article 3 together in the same way.

Small Group Annotation

Divide students into five groups. If students have diverse home languages, create mixed-language groups to have different linguistic backgrounds to draw on in each group, or use the Spanish version of the UDHR, as appropriate.

Give each group one article (Article 7 - Discrimination, 18 - Religion, 23 - Work, 25 - Health, 26 - Education). Instruct students to annotate using circles and stars (or another system) and share with their group. Tell them they will share their article with the class.

While students are working, circulate to observe and support with vocabulary and discussion. Optional: Each group has an online learner's dictionary open to support with words.

Group Share

Ask each group to share the main ideas and the meaning of the article in their own words.

As they share, write the human right discussed on the board (e.g., education, freedom of religion, freedom from discrimination, work, health, life, freedom, and safety) to create a list. (Optional: Ask a student to be a scribe at the board.) Elicit examples of the right (e.g., for religion, the right is that everyone can choose their own, or for education, all kids have the right to go to school). As needed, provide examples. Highlight that these are not *all* of the human rights in the document, just some of them.

Whole Group Discussion

Look together at the list of rights on the board.

These are some of the human rights that are promised and guaranteed for everyone in the Universal Declaration of Human Rights. In the video, we saw that it is the job of governments to protect these rights for their people.

Using the questions below, guide a discussion that reflects on how human rights are not always protected and the ways in which they are broken or violated. Encourage student sharing and keep the conversation open and flexible.

Are these rights always guaranteed for everyone? Are human rights ever broken, or violated? When does that happen? Which human rights?

Refer back to the list on the board as needed to make connections to specific human rights articles and when they are violated.

Make the connection to activism.

What do people do when human rights are violated in their communities?

Sample responses may include protest, call the police, nothing, call their government, march, write letters.

Write *activism* on a piece of chart paper.

Activism is when people stand up, or fight, for change. It is often because people's basic human rights are being violated, or they are not being guaranteed equally. This sometimes happens unfairly because of someone's race, sex, gender identity or sexual orientation, nationality, language, religion, or politics.

Can you think of any examples of activism? It could be from your community, or something you have learned about in history.

Elicit student responses and encourage discussion. Prompt students to brainstorm different forms of activism they have seen/heard of. Record their ideas on the chart paper so that a whole class list of methods is generated. Use the list to emphasize the many forms of activism (protest, speeches, marches, poetry, music, letters, etc.). This list can be visibly displayed in the classroom and added to throughout the unit.

Closure

In this unit we are going to be talking a lot about activism and looking closely at some different movements when people have fought for change and for equal rights.

Give students a piece of paper and as an exit card ask them to finish the sentence "Activism is..." Students can write an adjective, how they feel about activism, a description, or a drawing if students prefer. Students may integrate home languages as well.

Look at these exit cards after class to gauge how students feel about activism and what their prior knowledge or experience is (e.g., if students say "dangerous" or "scary").

Assessment

Through annotating the articles, students identify key words and main ideas, mark unclear words, and make connections to home language(s).

Through their summaries of the articles and discussions on human rights and how we defend them when they are violated, students share their

interpretations, syntheses, critical thinking, and connections to their own life and experiences around human rights and activism.

Through exit cards, students share feelings, thoughts, and prior knowledge on activism.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

Amnesty International. (n.d.). Universal Declaration of Human Rights. | www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/
Human Rights Office of the High Commissioner. (n.d.). What are human rights? United Nations. | www.ohchr.org/en/what-are-human-rights

United Nations. (1948, December 10). Universal Declaration of Human Rights. | www.un.org/en/about-us/universal-declaration-of-human-rights

United Nations. (n.d.) History of the Declaration. | www.un.org/en/about-us/udhr/history-of-the-declaration

Extensions (Optional)

- Students choose one of the articles from the UDHR and illustrate it.
- Students choose one of the articles and compose an artifact that communicates how it affects or is represented in their lives.
- Students research the history of the creation of the UDHR document and the events that led up to it.

Notes

This unit uses songs chosen by the curriculum developers. However, we encourage educators to use the Selecting Visual and Performing Arts Media Reflection Tool to consider the selection of songs that align with student interest and/or content standards.

References

- Naciones Unidas. (1948, December 10). *La Declaración Universal de Derechos Humanos*. | www.un.org/es/about-us/universal-declaration-of-human-rights
- UN Human Rights. (2011, December 7). *What is a human right?* [Video]. YouTube. | www.youtube.com/watch?v=JpY9s1Agbsw
- United Nations. (2015). *Illustrated Version of the Universal Declaration of Human Rights*. | www.un.org/en/udhrbook/ (Articles 2, 3, 7, 18, 23, 25, 26)

UNIT FIVE, LESSON TWO

César Chávez, Dolores Huerta, and Migrant Farm Workers

Grade Level: 5

Subject: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

Students are introduced to the topic of migrant farm workers through a read-aloud of *Amelia's Road*, by Linda Jacobs Altman, and are encouraged to make connections between migrant farm workers and human rights. The activism of César Chávez and Dolores Huerta for migrant farm workers is explored through videos, note-taking, and discussion.

Content Objectives

Students will be able to do the following:

- Identify important information in videos and compare the activism of César Chávez and Dolores Huerta.
- Make connections between human rights and activism for migrant workers and explain their reasoning.

Language Objectives

Students will be able to do the following:

- Make oral predictions and connections during discussion of the book *Amelia's Road*.
- Identify and record important information through note-taking about videos of César Chávez and Dolores Huerta using a graphic organizer.

Essential Questions

- How should workers be treated at their jobs and why is it important?
- How can working together with a large group of people help to create change?

Instructional Resources and Materials

- *Amelia's Road*, by Linda Jacobs Altman
- “Dolores Huerta – Activist and Co-Founder of United Farm Workers” video | youtu.be/iMTTFWH143k
- “César Chávez Day” video | www.youtube.com/watch?v=vDj6qa-MO8s
- “Dolores Huerta: The Civil Rights Icon Who Created the Slogan ‘Si Se Puede’ (Yes We Can)” video | www.youtube.com/watch?v=d7h_W-Fy06s
- Timer
- “César Chávez and Dolores Huerta” graphic organizer

Vocabulary/Conceptual Development

Migrant farm workers: Farm workers who move from place to place to work harvesting or picking different crops each season.

Strike: When an organized group of workers stops working to protest their pay or working conditions.

Boycott: To refuse to buy, use, or take part in something as a way of protesting.

Workers union/labor union: An organization of workers that helps them get better pay and working conditions.

Working conditions: The environment and all circumstances that affect a person's work and workplace, including job hours and breaks, physical space, legal rights, and responsibilities.



Worker-led Boycott
(Source: *Wikimedia Commons*)

Centering Student, Family, and Community Knowledge and Experiences

Depending on the class, students may have personal experiences with migration, migrant work, immigration, and/or transnational families. These may be sensitive topics for students, and the class can provide a safe space that centers, welcomes, and supports those students who want to share experiences. The focus on migrant farm worker movements and Spanish-speaking activists allows Spanish-speaking students to make connections and share their language with the class.

Potential Challenges

Students may assume that César Chávez and Dolores Huerta were immigrants and/or were undocumented, but both were born in the United States.

The discussion of migrant farm workers and undocumented immigrants may prompt students to share views they have heard from family, friends, politicians, or the media that communicate negative, racist, and/or hurtful stereotypes about immigrants. Teachers should be prepared to address this, if it arises, and proactively address such views. Students may refer to undocumented immigrants as “illegal,” as the term is still widely used, and often with a derogatory connotation. Teachers may take the opportunity to discuss with students why “undocumented” is a preferred term (following the work of numerous undocumented organizers, activists, and scholars), as it is less disparaging, negative, and judgmental, and does not position the immigrant as a criminal.

The classroom should serve as a safe and welcoming space for any students who have experiences with migration, transnational families, or undocumented status. These topics are sensitive and students may not wish to share. Teachers should take special care to not allow any students to be singled out.

Lesson Procedures

Introduction and Warm Up

Write the following questions and sentence starter answers on the board:

1. Why are human rights important? Human rights are important because...
2. What are you curious to learn about activism? I'm curious to learn about...

Instruct students to get up and find another student to talk to. Give them one minute on the timer to talk about the first question. When the time is up, tell them to find a different partner and talk about the second question for one minute. (Optional: Extend this to two to three minutes per question.)

Have students go back to their seats and invite volunteers to share their answers as a way to refresh the previous lesson and warm up for the class.

Read Aloud

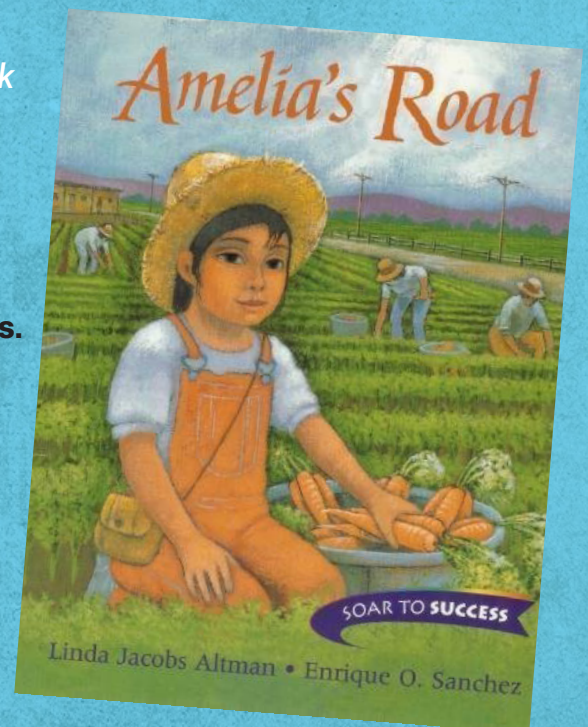
Introduce the book *Amelia's Road*, by Linda Jacobs Altman, (or watch read aloud). Invite students to look at the cover and make predictions.

Human rights are often explored in literature. Today, we will be reading "Amelia's Road." This story tells us about the experiences of a girl and her family, who are farmers, and must constantly move from one place to another to find work. What do you think it would be like to live that way and move all the time? How would you feel?

Read aloud the book. As needed, stop and guide discussion and use partner talk to check concepts, make connections, review vocabulary, and notice cognates with home languages.

Following the reading, ask students to turn and talk:

Why were the accidental road and Amelia's box so important to her? How do you think Amelia felt at the beginning of the book? At the end?



Invite students to share their responses with the whole group.

Amelia's Road gives us a glimpse of the life of migrant farm workers in the United States.

Ask what migrant farm workers are, and as needed, define and discuss the meaning.

Can you make a connection between the story and what we learned yesterday about human rights?

Guide students to recall the different human rights in the articles of the Universal Declaration of Human Rights (UDHR). Invite responses and discussion.

Sample responses may include the following:

- They don't have the right to work because they have to move around to look for it.
- Amelia doesn't have the right to education if she always has to change schools.
- They are discriminated against for being migrant workers.

Today we're going to talk about two very important activists who fought for the rights of migrant farm workers. They are César Chávez and Dolores Huerta.

César Chávez Video and Note Taking

The first person is César Chávez. He was born in Arizona and was a migrant farmer whose family had to move from Arizona to California to find work. He then became an activist and leader of a movement to improve the rights of farm workers. We're going to watch a short video about him today.

Hand out "César Chávez and Dolores Huerta" graphic organizer for note taking and review the sections together. Play the César Chávez Day [Video] (5:14) (see URL under "Instructional Resources and Materials") once and ask students to take any notes on it that they hear in the video. Review key vocabulary: strike, boycott, working conditions, labor union.

Give students a few minutes to review their notes from the video with a partner. Play the video again as needed and give students time to add to their notes.

Dolores Huerta Video and Note Taking

Introduce Dolores Huerta, who was mentioned in the César Chávez video.

Dolores Huerta was an important leader, with César Chávez, in the movement and activism for migrant farm workers. She is still alive today and has been an activist her whole life, fighting for the rights of workers, immigrants, and women. We are going to watch two short videos to learn about her.

Instruct students to take notes about Dolores Huerta on their graphic organizer. Play the first video: “Dolores Huerta–Activist & Co-Founder of United Farm Workers” (1:01) (see URL under “Instructional Resources and Materials”).

Introduce the second video, “Dolores Huerta: The Civil Rights Icon Who Created the Slogan ‘Si Se Puede’ (Yes We Can)” (1:46) (see URL under “Instructional Resources and Materials”). Ask students if they know what “Si, se puede” means and where they have heard it, encouraging them to make connections to Spanish. Play the second video.

Pair Work/Making Connections

Ask students to work with their partner (or a small group) to review their notes on Dolores Huerta and together fill out the last two rows on the similarities between Dolores Huerta and César Chávez and the connections between their activism and human rights.

Discussion and Closure

Ask pairs/groups to share key facts from their graphic organizers and discuss the similarities between the two activists and the connections they made to human rights.

Return to the essential questions:

How should workers be treated at their jobs and why is it important? How can working together with a large group of people help to create change?

Tomorrow we are going to think more about these questions as we look closely at documents from the Delano Grape Strike.

Assessment

Through discussion of the book, *Amelia's Road*, students demonstrate how they are making connections across the text, their lives, and the world. Teachers listen for students' explanation of the inferences they make about how Amelia is feeling.

Through note-taking during the videos, students identify and write down key facts and main ideas. Together they analyze, discuss, and compare the work of two activists and make connections to human rights.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

NJSLSA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

AFL-CIO. (n.d.) *César Chávez*.

| aflcio.org/about/history/labor-history-people/cesar-chavez

American Federation of Teachers. (2016) *Immigrant and refugee children. A guide for educators*.

| www.nilc.org/wp-content/uploads/2016/06/ICE-Raids-Educators-Guide-2016-06.pdf

Breiseth, L. (2018, December). *How to support immigrant students and families: Strategies for schools and early childhood programs*.

Colorín Colorado. | www.colorincolorado.org/immigration/guide

Learning for Justice. (n.d.). *Supporting students from immigrant families*. | www.learningforjustice.org/moment/supporting-students-immigrant-families

Michals, D. (Ed.). (2015). *Dolores Huerta*. National Women's History Museum.

| www.womenshistory.org/education-resources/biographies/dolores-huerta

Extensions (Optional)

- Read aloud of “Harvesting Hope, the Story of César Chávez”.
- Read aloud of “Dolores Huerta, a Hero to Migrant Workers”.

Notes (Optional)

Undocumented status or undocumented immigrants are terms used here, instead of “illegality” and “illegal immigrant,” which frame immigrants as criminals and often carry a derogatory connotation.

References

Altman, L. J. (1993). *Amelia's Road*. Lee & Low Books.

Biography. (2021, October 5). *Dolores Huerta – Activist & co-founder of United Farm Workers | Hispanic Heritage Month* | *Biography* [Video]. YouTube. | www.youtube.com/watch?v=iMTTFWH143k

Hope Vance. (2015, October 24). *Amelia's Road* [Video]. YouTube. | www.youtube.com/watch?v=2fhuOrldNww

L.A. Works. (2021, March 31). *César Chávez day* [Video]. YouTube. | www.youtube.com/watch?v=vDj6qa-MO8s

NBC Bay Area. (2020, November 19). *Dolores Huerta: The civil rights icon who created the slogan “Si se puede” (Yes we can)* [Video]. YouTube. | www.youtube.com/watch?v=d7h_W-Fy06s

César Chávez and Dolores Huerta Graphic Organizer

César Chávez

Dolores Huerta

<p>Early life (birthdate, place, etc.)</p>		
<p>An interesting fact or a powerful quote</p>		
<p>What issue(s) did they care about and fight to change as activists?</p>		

César Chávez and Dolores Huerta Graphic Organizer

César Chávez

Dolores Huerta

Methods/ strategies of activism (example: protest)		
Key accom- plishment(s)		
Similarities		

Connecting activism to human rights: Which human rights did they work to defend?

UNIT FIVE, LESSON THREE

The Delano Grape Strike: Examining Primary Sources

Grade Level: 5

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

Students continue learning about the activism of César Chávez and Dolores Huerta through a focus on the Delano Grape Strike. Students look at photos to reflect on the working conditions of farm workers, watch a video about the Delano Grape Strike, and rotate through stations examining primary sources from the movement. To conclude, the class considers the power of individual action and collective action, reflecting on the United Farm Workers (UFW) poster slogan, “I am somebody; together we are strong.”

Content Objectives

Students will be able to do the following:

- Identify and analyze various forms of activism by examining primary sources from the Delano Grape Strike.
- Evaluate the effectiveness of different methods of activism.

Language Objectives

Students will be able to do the following:

- Orally reflect on working conditions seen in photos using the frame: “I see..., I think..., I wonder...”
- Identify and analyze key information from primary sources and take notes using a note-taking guide.

Essential Questions

- How can working together with a large group of people help to create change?
- How do activists use different methods and strategies to achieve their goals?

Instructional Resources and Materials

- “The Delano Grape Strike” video | www.youtube.com/watch?v=KjH0UZGQag8
- “Photo Pack - Migrant Farm Workers” handout
- “Delano Grape Strike Primary Sources - Station Rotation” handout
- “Primary Sources Note-Taking Guide” handout
- “I Am Somebody” UFW flyer

Vocabulary/Conceptual Development

Strike: When an organized group of workers stops working to protest their pay or working conditions.

Boycott: To refuse to buy, use or take part in something as a way of protesting.

Workers Union/labor union: An organization of workers that helps them get better pay and working conditions.

Working conditions: The environment and all circumstances that affect a person’s work and workplace, including job hours and breaks, physical space, legal rights and responsibilities.

Centering Student, Family, and Community Knowledge and Experiences

Students may have personal experiences with migration, migrant work, and immigration. These may be sensitive topics for students, and the class can provide a safe space that centers, welcomes, and supports those students who want to share experiences.

The focus on exploring primary sources and documents from the Delano Grape Strike highlights Spanish-speaking activists and materials in Spanish, allowing Spanish-speaking students to make connections and share their language with the class.

Potential Challenges

Depending on the class, students may need more support engaging with the primary sources at stations. For a class with many emergent bilinguals, consider reducing the documents with more text (e.g., the flyers and letter), or excerpting a small part of a text-heavy document.

Consider intentional grouping strategies. Students may be mixed to create groups with diverse home languages, or students with the same home language may be grouped together to support one another, with the teacher providing extra language support as needed.

Consider supporting the discussion of Filipino and Mexican American farm workers with a map, as some students may have less familiarity with the Philippines than with Mexico.



César Chávez, left, seated next to John Giumarra, shakes hands with John Giumarra Jr. after signing of pact in Delano. Standing to left of elder Giumarra is Auxiliary Bishop Joseph F. Donnelly of U.S. Bishops Committee on Farm Labor Dispute. (Source: *Wikimedia Commons*)

Lesson Procedures

Introduction

Print “Migrant Farm Workers Photo Pack” for each group of students (4 to 5 per group, or the number at a table). Place the photos on each table and ask students to look at them and discuss.

Write “*I see, I think, I wonder...*” on the board and ask students to use this prompt to guide their discussion. Write one example on the board as a model if needed. (Alternative option: Project the photos on the board and students turn and talk to a partner.)

After a few minutes, ask students to share thoughts for a whole group discussion.

Introduction to Delano Grape Strike and Boycott

Give the following overview of key dates and facts about the Delano Grape Strike. Write key dates on the board and write “United Farm Workers.” (Alternative option: Students take guided notes.)

In the photos we just looked at, you noticed the difficult working conditions of the farm workers, and the poverty they lived in. Today we are going to talk about how the farm workers organized together to protest these bad conditions. First, let’s review some of the key words we talked about yesterday.

Write “strike,” “boycott,” “working conditions,” and “labor union” on the board; elicit definitions from students to review.

In 1965, an organization of Filipino farm workers who picked grapes decided to strike in Delano, California, to protest their low pay and bad working conditions. César Chávez, Dolores Huerta, and a group of Mexican American farm workers joined them in what was called the Delano Grape Strike.

Together, the Filipino farm workers and the Mexican American farm workers created the United Farm Workers, a labor union that organized migrant farm workers to improve their wages, education, housing, and legal rights.

In 1966 César Chávez led a march from Delano to Sacramento, the capital of California, to bring attention to the grape workers' strike.

*From 1966–1970 the United Farm Workers union organized a national **boycott** of grapes, meaning that they asked Americans not to buy grapes, as a way to protest the bad working conditions of the workers. Workers went on strike, so they didn't go to work, as a way to protest.*

By 1970, the grape boycott was a success. Workers signed a contract with the union, and they got better pay and working conditions.

Video and Discussion

Write the following questions on the board (answers are in parentheses for reference):

- 1. Collective Action: Which two ethnic groups joined together for the grape strike and boycott? (Filipino and Mexican American groups)**
- 2. Demands: What were the farm workers asking for? (Decent pay and better working conditions)**
- 3. Strategies: What were some of the tactics, or methods, the activists used? Which were effective? (march, walk, ask people to boycott grapes)**
- 4. Allies: Who else joined the movement? (Middle class families, Black activists, Yemeni workers, Native Americans, faith/religious leaders)**
- 5. Accomplishments: What did the activists achieve? (union contracts, better conditions, higher pay)**

Watch The Delano Grape Strike video | www.youtube.com/watch?v=KjH0UZGQag8. Look at the questions on the board and as a whole group, discuss the answers, from what students saw in the video. Note-taking is not necessary. As needed, watch the video again, and stop to review any vocab or key concepts.

Primary Source Stations

Set up five stations with “Delano Grape Strike Primary Sources - Station Rotation,” one station for each type of primary source.

Give students the “Primary Sources Note Taking Guide” and read through the four questions together.

Divide students into five groups. Groups rotate to each station (~5 mins per station), and take notes on their guide. This activity can be extended as time and interest allow.

When finished, return to whole group discussion and share from notes. (Optional: project note-taking guide on board or write answers from students during the discussion to support language.)

Relate discussion to broader questions: “How do activists use different methods and forms to achieve their goals?” and “What can we learn from looking directly at primary sources from activist movements?”

Whole Group Speech Excerpt Analysis

Project this quote from César Chávez on the board:

“Every time we sit at the table to have something to eat, the fruit and the vegetables got there because someone was exploited. They’re subjected to the sun, and to the heat and to the cold, and to pesticide poisoning. They’re treated like animals. And they endure all the sacrifices and all the suffering so you can eat and I can eat. These men, and women, and children feed all of us, and they don’t have any food for themselves.”

Ask students(s) to read it out loud. Invite a few students to the board to annotate as they read. Guide students to use circles and stars (from lesson 1), or another annotating system for key words and ideas, unfamiliar words, and cognates with home languages. Discuss the main idea and key takeaways.

Closure

Project the “I Am Somebody” UFW flyer on the board. Ask students what it means to them to say “I am somebody; together we are strong.”

Think-Pair-Share

Relate back to the essential question: “How can working together with a large group of people help to create change?”



United Farm Workers. (Circa 1960-1975).
I Am Somebody [Flyer]. Facing Freedom.

Assessment

Through note taking while examining different primary sources and documents from the Delano Grape Strike, students identify and write down key facts and also analyze and draw conclusions about the efficacy of different methods in activism.

Through discussions of photos of farm workers and about art and flyers from the Delano Grape Strike, students make connections and reflect on the rights of workers and on the power of working together to achieve change.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, and inspired social activism in subsequent generations

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

Abbott, F. (2016). *The United Farm Workers and the Delano Grape Strike*. Digital Public Library of America. | dp.la/primary-source-sets/the-united-farm-workers-and-the-delano-grape-strike/teaching-guide#tabs

César E. Chávez National Monument. (2021, May 26). *The terrain of farmworker life*. National Parks Service. | www.nps.gov/articles/000/terrain-of-struggle.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=large

César E. Chávez National Monument. (2021, August 25). *Workers united: The Delano Grape*

Strike and boycott. National Parks Service. | www.nps.gov/articles/000/workers-united-the-delano-grape-strike-and-boycott.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=small

Chicago History Museum. (2022). *United Farm Workers*. Facing Freedom in America. | facingfreedom.org/workers-rights/united-farm-workers

Facing History and Ourselves. (n.d.). *Gallery walk images: Farmworkers' movement*. | www.facinghistory.org/sites/default/files/Gallery_Walk_Images_Farmworkers_Movement.pdf

Extensions (Optional)

- Stations can be extended and deepened as time and interest allow. Students may work in groups to choose one of the primary sources to focus on.
- Students in groups or alone can create their own new activist artifact for the migrant farm workers movement (e.g., a piece of art, a poster, a letter).

References

See Us Unite. (2021, May 3). *The Delano Grape Strike* [Video]. YouTube. | www.youtube.com/watch?v=KjH0UZGQag8

United Farm Workers Poster

I Am Somebody



Together We Are Strong

United Farm Workers. (Circa 1960-1975). *I Am Somebody* [Flyer].
Facing Freedom. | facingfreedom.org/workers-rights/united-farm-workers

Station 1: Boycott Flyers

Boycott for Democracy

Under the leadership of Cesar Chavez, farm workers in California have been struggling for a decade to win union recognition. Consumers throughout the world have joined in a boycott of grapes, lettuce, and Gallo wine to end such abuses as child labor, low wages, sub-human housing, and exposure to dangerous chemical pesticides.

Many thought California's new Agricultural Labor Relations Act, giving workers the right to choose their own union in secret ballot elections, would bring a peaceful settlement of the dispute. But farm owners have openly defied the law.

In a last desperate attempt to frustrate the desires of their workers, farm owners and their Teamster allies have conducted a massive campaign of violence and intimidation throughout rural California. They have:

Blocked UFW organizers from entering labor camps to talk with the workers.

Threatened workers and organizers with rifles and shotguns.

Threatened to fire workers if they vote for the UFW.

Forced workers to attend anti-UFW meetings as a captive audience, or lose their jobs.

Fired workers for attending UFW meetings.

Blocked counting of ballots at many ranches (including one where the ballot box has now "disappeared.")

Prevented pro-UFW workers from voting. (At one ranch 500 workers did not vote. At another, 67 workers fled in the middle of the night, giving up their jobs because they did not dare to vote the next day.)

Despite all intimidation, an absolute majority of workers have cast their votes for the United Farm Workers. But the ranchers will not negotiate in good faith with the UFW.

The farm workers have chosen their union. Now they need your help to win contracts. Please boycott grapes and lettuce, unless you see the farm workers' union label right on the box.

BOYCOTT GRAPES

UNLESS YOU SEE THIS LABEL 



United Farm Workers, AFL-CIO
1411 W. Olympic, L.A. 381-1136

United Farm Workers. (1975). *Boycott Grapes* [Flyer]. Online Archive of California.
| <https://oac.cdlib.org/ark:/13030/hb8k4012mm/?brand=oac4>

Station 1: Boycott Flyers

Support the Farm Workers

can your family live on

less than **\$1800**

a year ?

DON'T BUY CALIFORNIA GRAPES



CALIFORNIA TABLE GRAPES WERE PICKED BY PEOPLE WORKING 10 HOURS A DAY IN THE FIELDS WITH NO BREAKS AND NO TOILETS. EVEN IF EVERYONE IN THE FAMILY WORKS, THE FAMILY CAN ONLY EARN \$1600 - \$1800 A YEAR. THE FAMILY IS FORCED TO GO ON WELFARE WHILE THE GROWERS EARN MILLIONS. TO HELP FARM WORKERS GET OFF WELFARE AND GET A LIVING WAGE AND DECENT WORKING CONDITIONS THROUGH RECOGNITION OF THEIR UNION, DON'T BUY CALIFORNIA TABLE GRAPES.

Talk To Your Grocer

Ask him not to sell any California Grapes until the Grape Growers sign contracts with Cesar Chavez's United Farm Workers Organizing Committee, AFL-CIO.

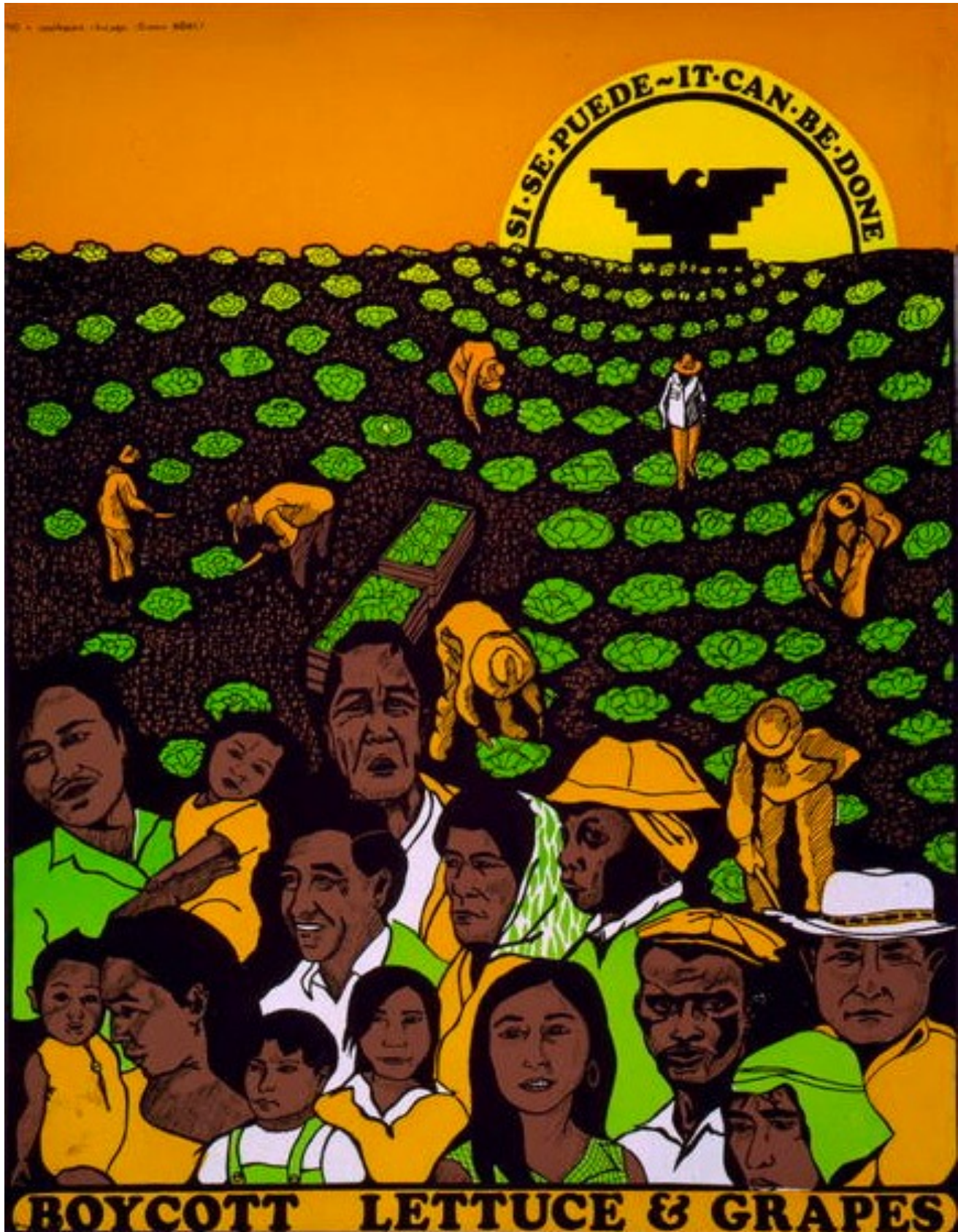
N.A.A.C.P.

948 Market Street - Suite 703
San Francisco, California 94102
(415) 986-6992



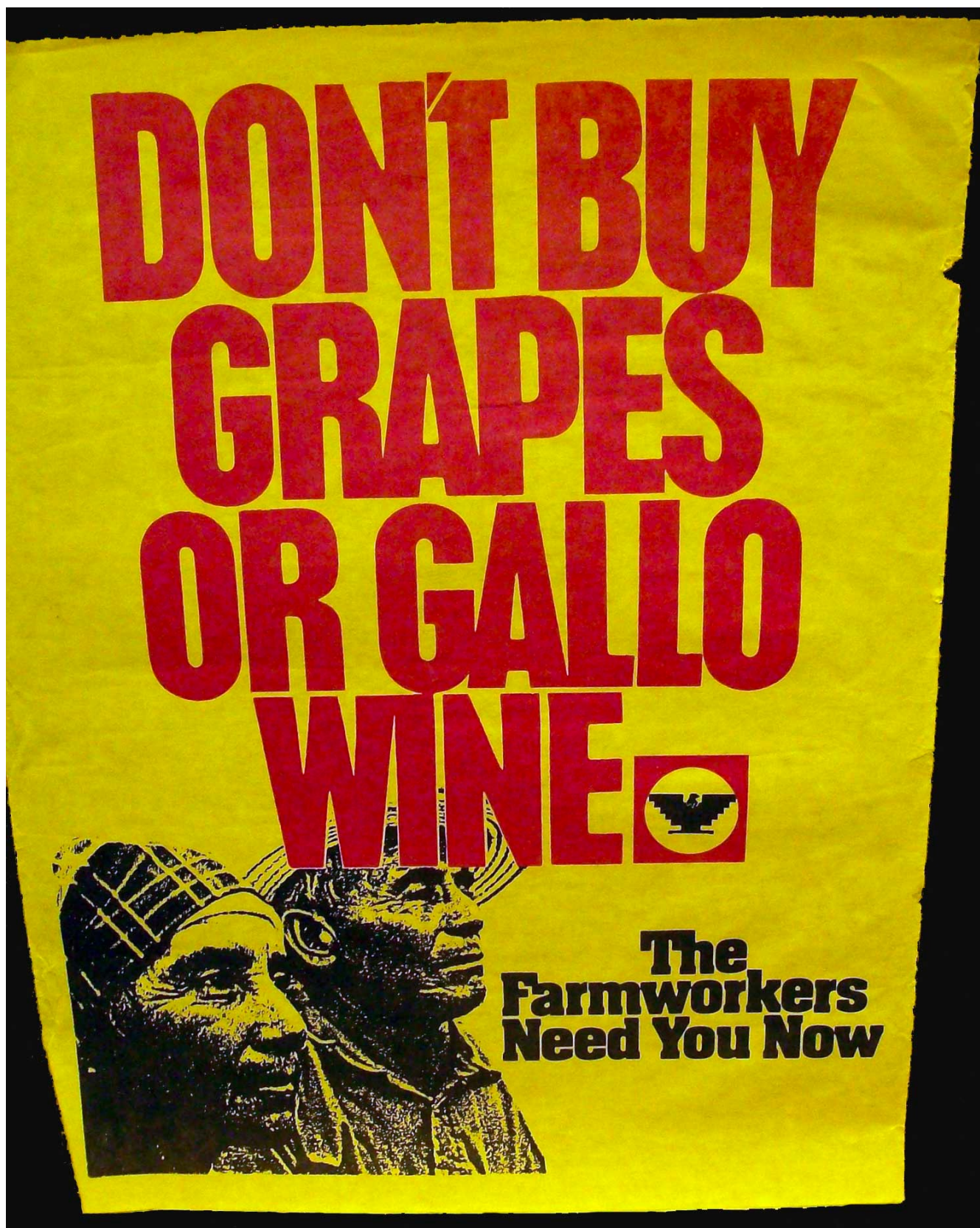
National Association for the Advancement of Colored People. (1965). *Support the Farm Workers* [Flyer].
Online Archive of California. | <https://oac.cdlib.org/ark:/13030/hb309nb127/?brand=oac4>

Station 2: Posters, Art, and Signs



Chicago Women's Graphics Collective. (Circa 1978). *Boycott Lettuce & Grapes* [Print]. Library of Congress.
| www.americaslibrary.gov/aa/chavez/aa_chavez_huelga_2_e.html

Station 2: Posters, Art, and Signs



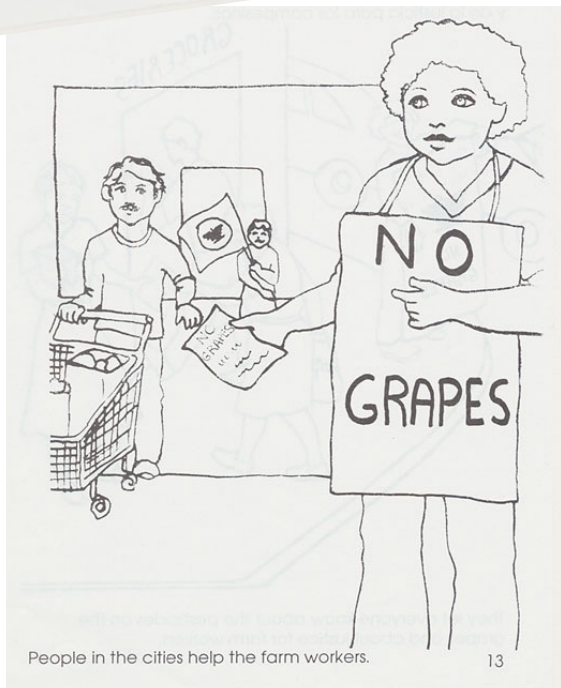
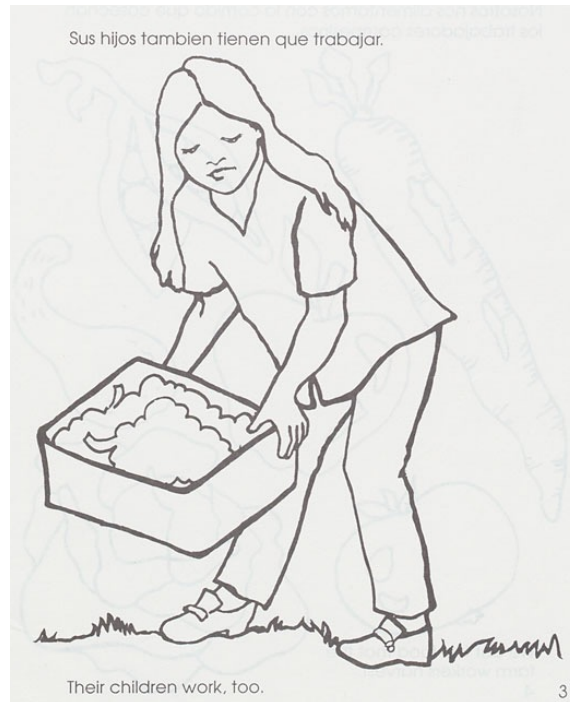
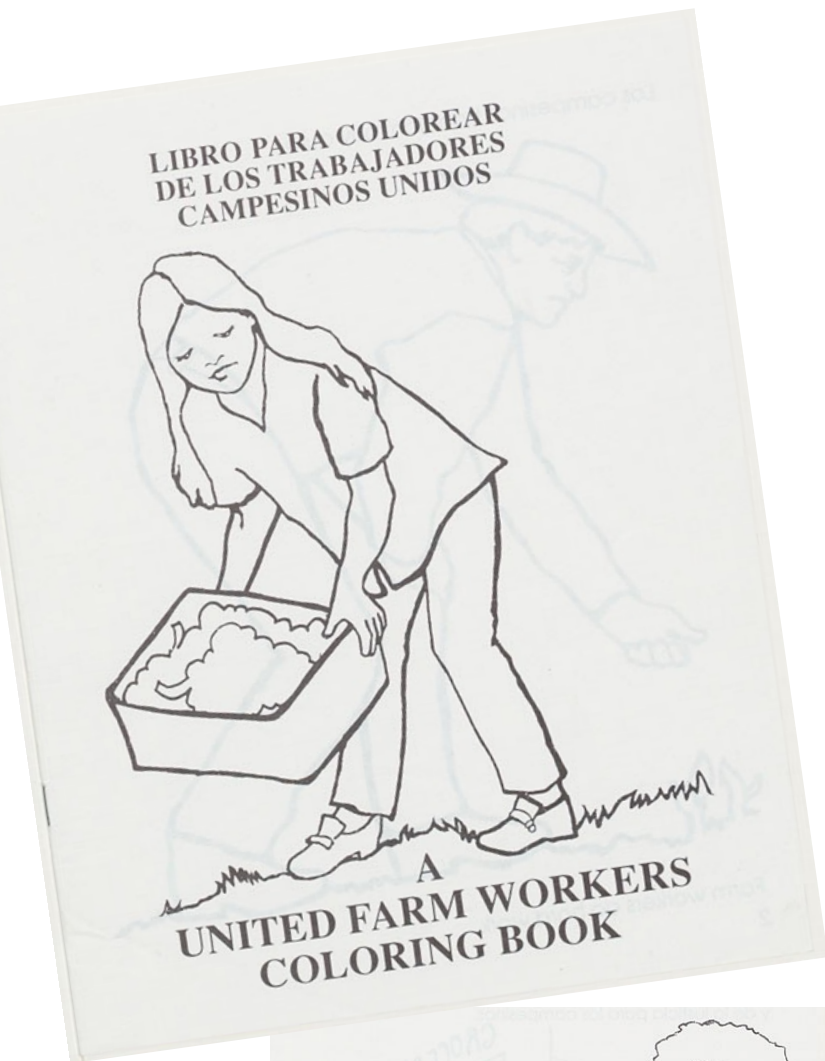
United Farm Workers. (Circa 1975). *Don't Buy Grapes* [Poster]. Facing Freedom.
| facingfreedom.org/workers-rights/united-farm-workers/collection

Station 2: Posters, Art, and Signs



Sanchez, C. (1973). *Dolores Huerta* [Photograph]. Facing Freedom.
| facingfreedom.org/workers-rights/united-farm-workers/collection

Station 3: Coloring Book



United Farm Workers. (n.d.). *A United Farm Workers Coloring Book = Libro para colorear de los Trabajadores Campesinos Unidos* [Coloring Book]. Online Archive of California. | <https://calisphere.org/item/ark:/13030/hb5g5009w3/>

Station 4: Letter to Los Angeles Citizens

Dear Los Angeles Friend:

Another Xmas finds us picketing in the fields and boycotting grapes all over the United States and Canada - instead of celebrating the season as all of you are doing.

This is a season when men pay special attention to the needs of their brothers, and we are grateful for the support that has come from some of our Los Angeles friends.

But we don't want to always have to depend upon the gifts of others. We only want a simple thing: to escape from poverty and suffering by getting the grape-growers to provide decent wages and working conditions. When that Great Day arrives, then we will be able to take care of our own needs, not only at Xmas time, but every day of the year. Meantime, we must continue in the only way open to us to gain our rights - the way of the strike and the boycott.

But we cannot win without your help. During the Holiday Season, please remember the Farm Worker, who harvests your food. **DON'T BUY GRAPES!** Urge your friends not to buy grapes. Speak to the members of all the organizations you belong to, and urge them not to buy grapes.

Finally, if you really want to make Xmas merrier in Delano this year, and make that Great Day of our victory come sooner, you can do even more. You can join our "all-out, year's end, CONSUMER ACTION CAMPAIGN". You can get together with friends and visit every chain-store manager in your neighborhood and tell them you won't shop there until they remove the grapes.

Merry Xmas

Cesar Chavez

Please
Don't
Buy
Grapes



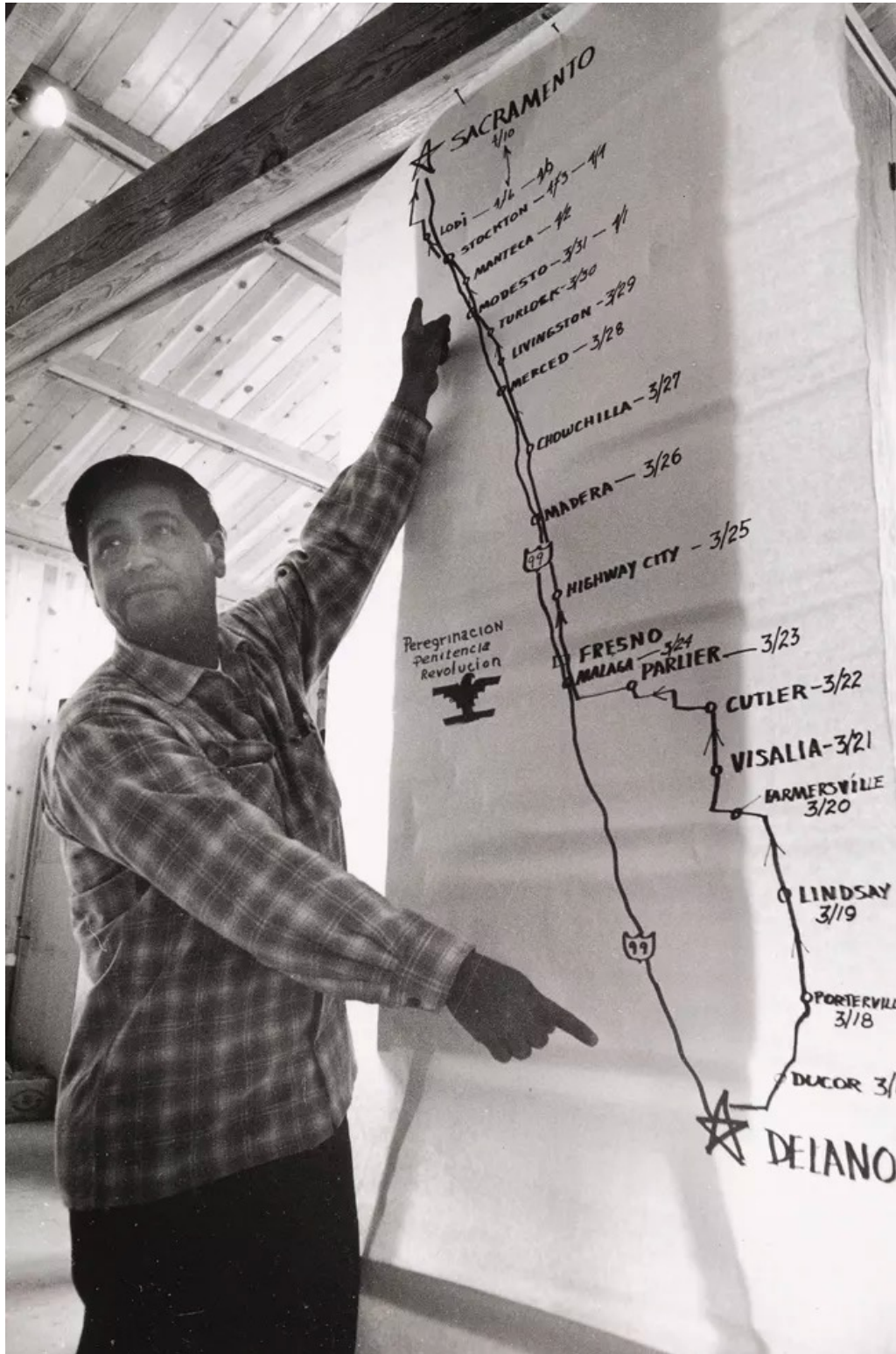
INTERLAND © FOR LOS ANGELES TIMES

"MIGHT AS WELL MOVE ON...
NOBODY TRADING AT THIS STORE"

UNITED FARM WORKERS - AFL-CIO
3016½ E. 1st ST., L.A. 63
265-1053 - 265-1584

Chavez, C. (1968). *Dear Los Angeles friend ... please don't buy grapes* [Letter]. Online Archive of California Archive. | <https://calisphere.org/item/ark:/13030/hb3z09p2h1/>

Station 5: Photos of March from Delano to Sacramento and Other Protests



Lewis, J. (1966). Marching for Justice in the Fields [Photograph]. National Park Service. | www.nps.gov/articles/000/marching-for-justice-in-the-fields.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=large

Station 5: Photos of March from Delano to Sacramento and Other Protests



Marches, Delano to Sacramento, California [Photograph]. (1966). Walter P. Reuther Library. | reuther.wayne.edu/node/185

Station 5: Photos of March from Delano to Sacramento and Other Protests



Agricultural Workers Organizing Committee [Photograph]. (1965). National Parks Service. | www.nps.gov/articles/000/workers-united-the-delano-grape-strike-and-boycott.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=small

Migrant Farm Workers Photo Pack

Photo 1



Fusco, P. (1966). *Migrant pea pickers (woman and child) in Delano, California* [Photograph]. Library of Congress.
| www.americaslibrary.gov/aa/chavez/aa_chavez_growup_1_e.html

Migrant Farm Workers Photo Pack

Photo 2



Lange, D. (1937). *Migratory Mexican field worker's home on the edge of a frozen pea field. Imperial Valley, California* [Photograph].
Library of Congress. | www.loc.gov/pictures/resource/cph.3c18228/

Migrant Farm Workers Photo Pack

Photo 3



Nadel, L. (1956). *Braceros Working with Short-Handled Hoes* [Photograph]. National Museum of American History.
[| americanhistory.si.edu/collections/search/object/nmah_1354021](https://americanhistory.si.edu/collections/search/object/nmah_1354021)

Migrant Farm Workers Photo Pack

Photo 4



Field Work, Short Handled Hoe [Photograph]. (n.d.). Walter P. Reuther Library. | reuther.wayne.edu/node/180

Primary Sources Note-Taking Guide

1. Which methods/forms of activism are visible in these primary sources? (example: poster)

2. I found _____ interesting, because ...

3. _____ is a really effective form of activism, because ...

4. Something that surprised me was...

5. A question I have about these artifacts is...

UNIT FIVE, LESSON FOUR

A Snapshot of Different Activist Movements

Grade Level: 5

Subject: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

Students use a graphic organizer to recall and record the key points of the United Farm Workers (UFW) movement and use it as a note-taking guide as they engage with materials about Black Lives Matter (BLM), the Stonewall uprising, and the Standing Rock Dakota Pipeline protests. Through a jigsaw share and whole class discussion, students think critically and reflect on the demands and strategies of the diverse activist movements.

Content Objectives

Students will be able to do the following:

- Analyze activist movements to identify their key issues, demands, and strategies for achieving their goals.
- Compare and reflect on the goals and strategies of different activist movements.

Language Objectives

Students will be able to do the following:

- Read articles and engage with videos to identify and record key notes about different activist movements.
- Orally summarize and share the main ideas and strategies of different activist movements.

Essential Questions

- How do activists use different methods and strategies to achieve their goals?
- What can we learn from comparing different activist movements in history?

Instructional Resources and Materials

- “Black Lives Matter Protests” video | www.youtube.com/watch?v=xv3dAJUTCT0&t=1s
- “Stonewall riots” article | kids.britannica.com/students/article/Stonewall-riots/313707
- “We Shall Overcome” by Peter Seeger video | www.youtube.com/watch?v=4gmTxc2wGTI
- “Why Are Facebook Users ‘Checking In’ at Standing Rock Indian Reservation?” article | learningenglish.voanews.com/a/trending-today-million-check-in-standing-rock-indian-reservation/3574948.html
- “*The Fight Over the Dakota Access Pipeline, Explained*” video | www.youtube.com/watch?v=qJZ1-LAFOTo&t=25s
- “Activist Movement Table” handout
- “We Shall Overcome” printable lyrics
- Computer or tablet for small group work with videos

Vocabulary/Conceptual Development

LGBTQ+: Initials used to describe lesbian, gay, bisexual, transgender, queer and/or questioning people plus those who may have different ways of describing their sexual orientation, gender identity, and/or sex.

Native Americans: The Indigenous peoples, or original inhabitants, of the Americas.

Oil pipeline: A series of pipes that are usually underground and are used for carrying oil over long distances.

Centering Student, Family, and Community Knowledge and Experiences

This lesson provides students with a snapshot of diverse activist movements fighting for the rights of Black, Indigenous, and LGBTQ+ people. There is an opportunity for students to bring their knowledge and experiences into the classroom. Teachers are encouraged to welcome sharing, questions, and exploration of these topics, highlighting the urgency of fundamental human rights for each group.

Potential Challenges

Students may have differing knowledge of or perspectives on Black Lives Matter (especially the 2020 protests surrounding the murder of George Floyd), LGBTQ+ identities and rights, and Indigenous rights and movements, due to what they have learned at home or in other contexts.

Students may bring negative narratives and perspectives into the classroom that they have heard from friends, family, politicians, or the media.

Depending on prior knowledge and experience, students may have differing levels of access to language to discuss these topics; teachers should provide the guidance and support necessary for their specific context and group of students.



Washington, DC, June 2020
(Source: *Wikimedia Commons*)

Lesson Procedures

Introduction

Hand out “Activist Movement Table” and project it for all students to see. As a class, fill out the first row about the UFW Delano Grape Strike and boycott, recalling what students learned in Lessons 2 and 3. Some boxes are already filled out.

Black Lives Matter Protests Video and Background

Introduce Black Lives Matter. Ask students to share what they know or have heard already about the movement.

Watch BrainPOP’s *Black Lives Matter Protests* | www.brainpop.com/socialstudies/news/blacklivesmatterprotests for kids explaining the BLM movement. Stop video as needed to review vocabulary, check comprehension, discuss, and reflect.

After the video, ask students to turn to work with a partner to fill out the Black Lives Matter row in their Activist Movement Table. Share and check as a whole class.



Black Lives Matter Mural San Francisco, June 2020
(Source: *Wikimedia Commons*)

Standing Rock and Stonewall Uprising Jigsaw Activity

We have learned about the United Farm Workers movement and Black Lives Matter. Now, we're going to learn about two other important activist movements in history.

The first is called the Stonewall uprising, which happened in 1969 in New York City. It was an important moment for LGBTQ+ rights. The Stonewall uprising was a series of protests and confrontations between police and gay rights activists outside the Stonewall Inn, a bar in New York City.

The second movement we are going to learn about today is called the Standing Rock protests. The Standing Rock Sioux is a Native American reservation in North Dakota. In 2016 they led a protest against an oil pipeline that was going to be built through their reservation. The pipeline would harm the tribe's water supply and cause environmental damage to protected Indigenous land.

Review key vocabulary as needed: LGBTQ+, Native American, Indigenous, and oil pipeline.

Put students into groups of ~3.

Give half the groups the Stonewall materials ("Stonewall riots" Britannica Kids article | kids.britannica.com/students/article/Stonewall-riots/313707 and "We Shall Overcome" lyrics"). If time allows and students have access to a computer or tablet, also share the Civil Rights music video "We Shall Overcome" by Peter Seeger | www.youtube.com/watch?v=4gmTxc2wGTI.

Give the other half of the groups the Standing Rock Materials (Voice of America article, "Why Are Facebook Users 'Checking In' at Standing Rock Indian Reservation?" | learningenglish.voanews.com/a/trending-today-million-check-in-standing-rock-indian-reservation/3574948.html and "The Fight Over the Dakota Access Pipeline, Explained" video | www.youtube.com/watch?v=qJZ1-LAFOTo).

Instruct groups to read and review their materials together and fill out the Activist Movement Table. Rotate among groups to provide support.

Jigsaw Share (10 mins)

Match one Standing Rock group with one Stonewall uprising group. Instruct them to share their notes from the Activist Movement Table and explain what they learned about their movement. The other group takes notes to fill in their table.

Closing Discussion (5 mins)

Using the questions below, guide a whole group discussion encouraging students to reflect on the activist movements they learned about and what they have in common:

- What were the different human rights the activist groups were fighting for?
- Do you notice any similarities between two or more activist movements?
- What differences do you see in the strategies of the different groups?
- Which strategies and methods do you think are most effective for an activist movement? Why?
- What can we learn from looking at and comparing these different activist movements in history?

Stonewall Inn, a gay bar on Christopher Street in Manhattan's Greenwich Village. A 1969 police raid here led to the Stonewall riots, one of the most important events in the history of LGBT rights (and the history of the United States). This picture was taken on pride weekend in 2016, the day after President Obama announced the Stonewall National Monument, and less than two weeks after the Pulse nightclub shooting in Orlando.

(Source: *Wikimedia Commons*)



Assessment

Through note taking as a whole class and in small groups while watching videos and reading articles about different activist movements, students identify and analyze their key issues, demands, and strategies.

Through the jigsaw share activity, students orally summarize their learning and highlight themes discovered while comparing and reflecting on multiple activist movements.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

NJSLSA.SL: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

Black Lives Matter

- BLM@School Curriculum Committee. (n.d). *Curriculum Resource Guide* - Shared Folders. | drive.google.com/drive/u/1/folders/1LGslwJwhXvpVnDgw0uC-n794l6EGzpuH
- Glassman, J. (2020, June 29). *Helping kids understand the Black Lives Matter movement*. BrainPOP. | blog.brainpop.com/helping-kids-understand-black-lives-matter-movement/
- LA United Methodist Museum of Social Justice. (n.d.). *Black Lives Matter for kids*. | www.museumofsocialjustice.org/blm-resources-for-kids.html
- NEA Ed Justice. (n.d.). *Black Lives Matter at school - Resources*. | neaedjustice.org/black-lives-matter-school-resources/

Standing Rock

- Hersher, R. (2017, February 22). *Key moments in the Dakota Access Pipeline fight*. NPR. | www.npr.org/sections/thetwo-way/2017/02/22/514988040/key-moments-in-the-dakota-access-pipeline-fight

- Native Knowledge 360°. (2016). Smithsonian Institution. *Treaties still matter. The Dakota Access Pipeline*. | americanindian.si.edu/nk360/plains-treaties/dapl
- Plumer, B. (2016, December 5). *Army Corps says it will consider alternative routes for the Dakota Access Pipeline*. Vox. | www.vox.com/2016/12/4/13836848/army-corps-blocks-dakota-access-pipeline

Stonewall Uprising

- History.com Editors. (2022, May 31). *Stonewall riots*. History. | www.history.com/topics/gay-rights/the-stonewall-riots
- Stonewall Monument. (n.d.). *A living monument to 50 years of pride*. | stonewallforever.org/
- The Kennedy Center. (n.d.). *We Shall Overcome: The story behind the song*. | www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/music/story-behind-the-song/the-story-behind-the-song/we-shall-overcome/

St. Paul, Minnesota, September 13, 2016. This was one of the solidarity rallies happening around the world this day to show support for the protests against the Dakota Access Pipeline.

(Source: *Wikimedia Commons*)



Extensions (Optional)

Each of these movements could be extended into a full lesson (and beyond). Here are some additional resources and extension activities to engage students.

Black Lives Matter

"Black Lives Matter" video & discussion questions

| teachingkidsnews.com/2020/06/09/black-lives-matter/

NYC Public Schools BLM School Curriculum Committee student art

| drive.google.com/drive/u/1/folders/15hHUmdOmNZQOilOnDVdh-2j3LL8E9Z8q

Research the origins of BLM "What Black Lives Matter means to an 11-year-old" video

| www.vox.com/videos/2020/9/1/21411366/black-lives-matter-kids

Standing Rock

KQED Learning Standing Rock lesson plan

| cdn.kqed.org/wp-content/uploads/sites/26/2016/12/Standing-Rock-lesson-plan.pdf

Stonewall Uprising

"Civil Rights Music Video 'We Shall Overcome' by Peter Seeger" video

| www.youtube.com/watch?v=4gmTxc2wGTI

Research the history of the song "We Shall Overcome."

StonewallForever.org website | stonewallforever.org

"StoryCorps: Stonewall Riots" transcript

| drive.google.com/file/d/1bSAa-IC-QdUDxA0MitqvamSyRoiGwtY/view

Notes

Please note that while there are videos and articles that refer to the "Stonewall Riots," in this lesson, these protests are referred to as the "Stonewall Uprising" to emphasize the protesters' resistance and to avoid the simple disorderly implication of the word "riot."

References

- BrainPOP. (2020, June 29). *Black Lives Matter protests* [Video]. YouTube. | www.youtube.com/watch?v=xv3dAJUTCT0&t=1s
- Britannica Kids. (n.d.) *Stonewall riots*. | kids.britannica.com/students/article/Stonewall-riots/313707
- Dr. Ham. (2016, January 18). "Civil Rights music video 'We Shall Overcome' by Peter Seeger" [Video]. YouTube. | www.youtube.com/watch?v=4gmTxc2wGTI
- Britannica Kids. (n.d.) *Stonewall riots*. | kids.britannica.com/students/article/Stonewall-riots/313707
- Voice of America Learning English. (2016, November 1). *Why are Facebook users 'Checking in' at Standing Rock Indian Reservation?* Voice of America. | learningenglish.voanews.com/a/trending-today-million-check-in-standing-rock-indian-reservation/3574948.html
- Vox. (2016, December 5). *The fight over the Dakota Access Pipeline, explained* [Video]. | www.youtube.com/watch?v=qJZI-LAFOTo



49th NYC LGBTQ Pride Rally in celebration of 50th Anniversary of the Stonewall Riots World Pride at Christopher Street and Waverly Place in New York City, June 2019 (Source: *Wikimedia Commons*)

“We Shall Overcome”

This song originated in the Civil Rights Movement
and was sung at Stonewall by protesters.

We shall overcome
We shall overcome
We shall overcome some day

CHORUS
Oh, deep in my heart
I do believe
We shall overcome some day

We’ll walk hand in hand
We’ll walk hand in hand
We’ll walk hand in hand some day

CHORUS
We shall all be free
We shall all be free
We shall all be free some day

CHORUS
We are not afraid
We are not afraid
We are not afraid some day

CHORUS
We are not alone
We are not alone
We are not alone some day

CHORUS
The whole wide world around
The whole wide world around
The whole wide world around some day

CHORUS
We shall overcome
We shall overcome
We shall overcome some day

CHORUS

NYS Music. (2021, June 1). *New York Series: Guy Carawan “We Shall Overcome.”*
| nysmusic.com/2021/06/01/new-york-series-guy-carawan-we-shall-overcome/

Name:

Activist Movements Table

Activist Movement	When? (list the years.)	Collective Action and Allies Who joined together in the movement?	Demands What were the activists fighting for? (Which human rights were violated?)	Activist Strategies What were their methods/tactics?	Accomplishments What did the activists achieve?
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United Farm Workers - Delano Grape Strike		Migrant farm workers Filipinos, Mexican-Americans Middle class families, Black activists, Yemeni workers, Native Americans, faith/religious leaders	Union contract Better pay Better working conditions (safer, breaks, bathrooms)		
Black Lives Matter					
Stonewall Riots					
Standing Rock Protests					

UNIT FIVE, LESSON FIVE

My Activism: An Issue I Care About

Grade Level: 5

Subject: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

In this final lesson, students draw on their exploration of various activist movements to inform the creation of their own activist piece. Following a class brainstorm about important issues affecting students' communities, groups of students choose an issue to focus on and develop an activist artifact about the cause, positioning students as active agents of change.

Content Objectives

Students will be able to do the following:

- Draw on the activist movements, texts, and strategies examined throughout the unit to inform the creation of their own activist artifact.
- Collaborate in a group to create an activist product that shares an important issue with others.

Language Objectives

Students will be able to discuss issues in their school/communities and explain why they are important.

Essential Questions

- What issues are important in our communities, and how can we work together to address injustice?
- How can different activist strategies/methods best support change for an issue I care about?

Instructional Resources and Materials

- Completed “Activist Movement Table” handouts (from Lesson 4)
- Poster, paper, markers, computer, arts and craft supplies as needed and available for the activist artifact student groups choose to create
- Piece of paper for final snowball activity

Centering Student, Family, and Community Knowledge and Experiences

In this final lesson, students choose an issue they care about that is affecting their community. These issues will be personal and differ among students. As students work together in small groups, they share their experience, knowledge, and individual interests around a specific injustice.

Students may express and create the final activist product in a variety of ways that are accessible and meaningful to their learning styles, languages, and preferences.

Potential Challenges

Students may need differentiated levels of support and guidance working in groups as they brainstorm issues and develop their activist piece. They may need help focusing on an issue that is not too large.

Consider intentional grouping strategies depending on the needs of the students and class (as an alternative to allowing students to choose their groups).

Lesson Procedures

Introduction and Whole Class Issue Brainstorm

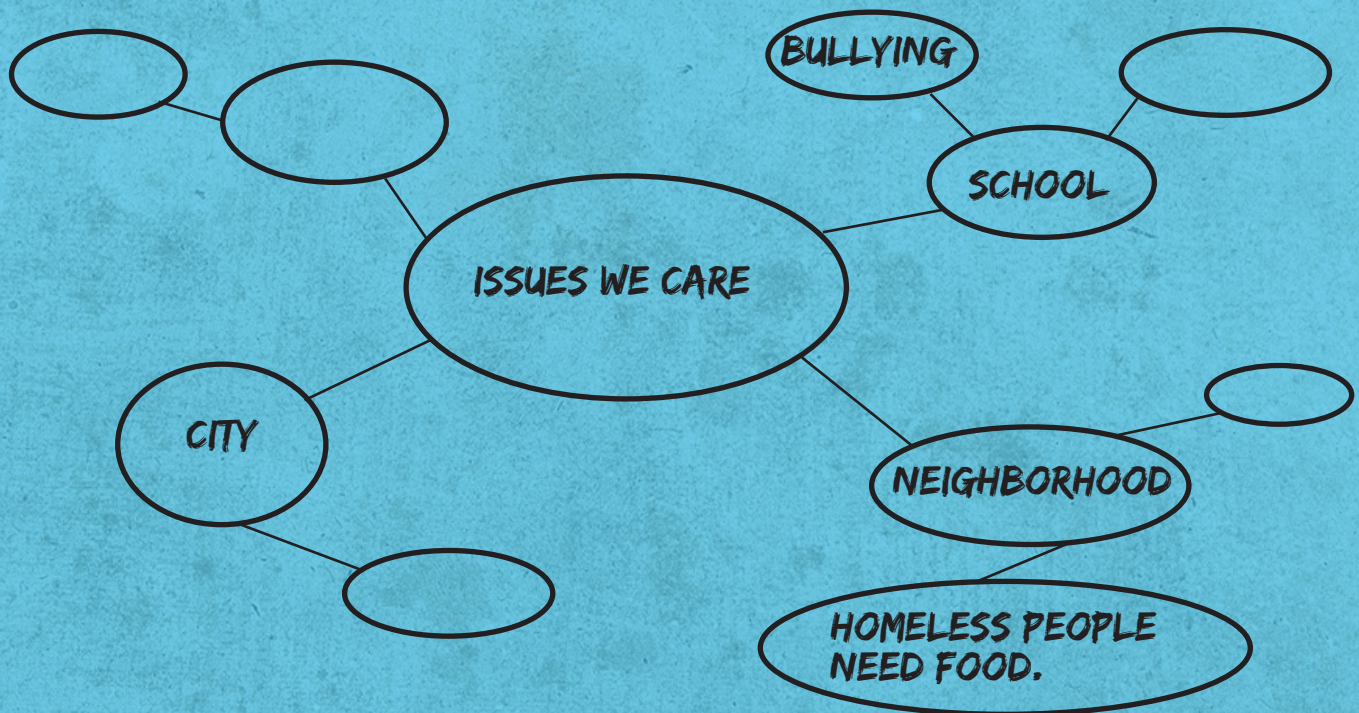
Explain to students that today *they* will get to be the activists around an issue they care about or a problem in their community.

Use interactive modeling to create a mind map web brainstorm on the board as a whole class. In the middle, write “Issues We Care About.”

Before you become activists today, we’re going to brainstorm the issues that we care about. Think about an issue or a problem in your community that you would like to help change. It can be in your school community, your neighborhood, your city...

As students share, record their ideas on the mind map. Outside of the “Issues We Care About” circle, the next level of the web could be grouped around different communities, e.g., school, town, city, neighborhood. Record the issues students share in the next level of the web. Possible issues could be litter on the streets, bullying at school, people experiencing homelessness, people needing food, etc.

Below is an example of a mind map in progress:



Small Group Work

Group students (four to five students per group) according to the issue they care most about. (Alternative option is for the teacher to assign groups, depending on language support needs or group dynamics.)

Instruct students to refer to their notes in the “Activist Movements Table” handout (from Lesson 4) to consider the different methods/strategies used by activist groups and what they could create (e.g., a song, letter, newspaper article, speech, flyer, artwork, or poster) to share the issue and communicate why it is important. Students may not be able to finish a complete product (e.g. an entire newspaper article), but as time allows, this activity may be extended and deepened over multiple days (see Extensions below).

Students create their activist artifact. Circulate to provide support as needed. Allow and encourage students to translanguage, especially if their home languages(s) relate to their issue and/or help to communicate the issue to their communities.

Use the questions below to guide discussion as groups work:

- What movement inspired your choice? Can you show me where that appears in/on your artifact?
- What do you want people to see/think/do about your artifact and issue?
- What are your project's strengths right now? What area do you want to work on more?

Group Share

Each group shares their issue and the artifact they have developed thus far. Encourage discussion and reflection about why they care about this issue and how their activism can help do something about it.

Closure–Snowball Activity

Write “I used to think... Now I think...” on the board and ask students to write this visible thinking phrase on a piece of paper. Ask them to think about activism and fill in the phrases, reflecting on how their thinking about activism has changed over the course of the unit. Students do not put their names on the paper.

Instruct students to crumple their paper up and throw their “snowball” across the room; they then pick up someone else’s “snowball,” open it up, and read it. Ask students to share these reflections out loud. Welcome any additional discussion that arises in response to the reflections.

Remind students that their knowledge and perception of activism will continue to grow the more they learn about past/present movements, along with what they observe happening in their own communities.



United Farm Worker co-founder Dolores Huerta speaks at anti-GOP protest, Milwaukee, November 10, 2015.(Source: *Wikimedia Commons*)

Assessment

In this lesson, students produce an activist piece/artifact as a summative unit assessment. They draw on the history and experiences of the activist groups they studied throughout the unit to inform their own piece.

Through discussion about issues they care about in their communities, students make connections and think critically about the world around them and

their place in it. Through a group share of their final activist artifacts, students reflect on why they care about their issue and how they can envision being a part of change. Their voices are shared in their classroom community to educate and inform their peers. In optional extensions (see Extensions below), students share their activist projects with broader audiences.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

RI.5.9: Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

CBC Kids News. (2020, January 6). *Want to be a youth activist? Here are some tips* [Video].

YouTube. | www.youtube.com/watch?v=I1Fx3m2oPC4

Youth Celebrate Diversity. (2022). *Student activism*.

| ycdiversity.org/who-and-what-we-fight-for/student-activism/

Extensions (Optional)

- This group work can be extended to an additional day (or weeks).
- Watch the video in Resources for Building Background with students and together explore the Youth Celebrate Diversity Student Activism website.
- Have a sharing day where groups share their artifacts and activist projects with other classes in school.
- Students may put up posters or flyers around school to raise awareness of their issue.
- Encourage students to continue organizing around their issue and activism, across classes and grades in school and into the community.



Young people protesting gun violence as part of the 'March for our Lives' nationwide protests. Morristown, NJ, March, 2018 (Source: *Wikimedia Commons*)