

Unit 5 Overview

Huitzilopochtli: The Will to Act



<p>Lesson 1 Creating New Narratives</p>	<p>In this lesson, students define social movements and learn how they can create new narratives. First, they will examine the historical background of the Chicano Movement. Then, they will evaluate the Chicano Youth Movement’s role in creating new narratives in Denver schools in the 1960s through an exploration of primary and secondary sources. Finally, students reflect on the radical imagination present in the Chicano Movement and its long term legacy.</p>
<p>Lesson 2 The Intersectionality Lens</p>	<p>In this lesson, students learn about the importance of intersectionality in social movements. First, they review and reflect on the effectiveness of the intersectionality lens to gain understanding and insight into cultural and historical movements they have studied in the course. Then, students examine racism in the suffrage movement and reframe parts of its exclusionary narrative. They watch a video performance of a suffragist who embraced intersectionality and helped build a more inclusive movement. Finally, they will practice using the intersectional lens to radically imagine What if? hypotheticals for contemporary and historical social movements.</p>
<p>Lesson 3 Learning From Indigenous Knowledge</p>	<p>In this lesson, students will learn about the role indigenous knowledge and indigenous activists have in shaping climate justice movements. First, students consider climate change through the lens of intersectionality to explore how climate change disproportionately affects certain communities. Then, they learn about XiuhTexcatl Martinez, a youth climate activist and artist, and the role of creativity in reframing the climate justice movement.</p>
<p>Lesson 4 Systemic Change</p>	<p>In this lesson, students will learn about how social movements use systemic change as a framework to build collaboration and advocate for transformative change in society. First, they reflect on the impacts and efforts of social movements to create change. Then, they participate in a source exploration of the Black Panther Party Ten-Point Program as an example of radical imagination and systemic change. Finally, students will discuss how the Rainbow Coalition presented an alternative model for a social movement that transformed existing systems and created lasting social change.</p>
<p>Lesson 5 Socratic Seminar</p>	<p>In this lesson, students participate in a Socratic seminar that integrates the texts, social movements, and thinking that they have been exploring through the first part of the unit. They dig back into the sources from the first five lessons to prepare for the seminar and expand their thinking by considering their responsibility to support social movements. Then, they participate in a student-led discussion. Finally, they reflect on their class Socratic seminar individually.</p>
<p>Lesson 6 Our Will to Act</p>	<p>In this lesson, students will select a social movement that they want to learn more about. Then, they conduct research on the social movement, reflecting on how it incorporates the mindsets and lessons learned from the movements they explored earlier in the unit. Next, students learn about the final project, exploring the power of quilts as an act of solidarity and activism. Finally, they will begin planning and drafting their quilt square and artist’s statement.</p>
<p>Lesson 7 Standing in Solidarity</p>	<p>In this lesson, students will workshop their quilt square and then apply peer feedback to complete their final draft of their quilt square and artist’s statement. They will present their quilt squares in small groups and reflect on the intersections of the social movements their peers explored. Finally, they will assemble their classroom quilt, articulate its collective message, reflect on the course understandings and how</p>

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they will carry these understandings with them, outside of the classroom.