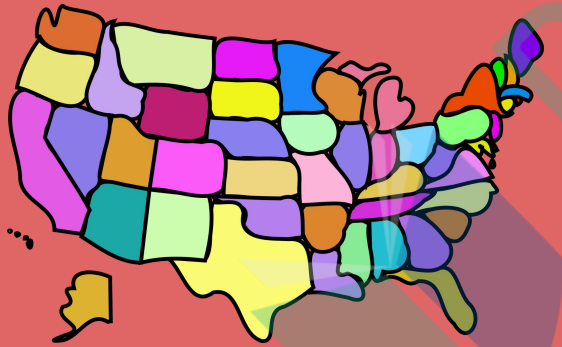


Unit 1: Learning How the History of Schooling in the United States Has Shaped Movements of Educational Empowerment



...

Ethnic Studies
Weeks (-)



Ethnic Studies Course Anchor Questions:

How did Ethnic Studies develop as a response to practices and policies throughout history? What value can we see in such a course today? How can this course help youth in their journeys to become college, career, and life ready?

Unit 1 Essential Question:

How have the histories of schooling within the United States impacted different communities, thus, shaping movements of Educational Empowerment?

Today's Learning Objectives & Success Criteria :

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Continue Learning and Practice applying what Focused Reading Notes are, their value, and what they look like. • Continue Learning and Practice applying how Focused Reading Notes will be graded • Continue Learning and continue becoming exposed to our Reading Platform--CommonLit	I... • Can explain the 5 phases of Focused Notetaking and the value of each phase • I am comfortable explaining the structure of Focused Reading Notes • I know that I can use my Focused Reading Notes on my EQ Response Writing Assessment at the end of the Unit. • I know how to earn full points on my focused notes • I know how to use CommonLit

Focused Reading Notes

Article Link:

<https://www.commonlit.org/texts/behind-the-native-american-achievement-gap>

Citation:

©2012 National Public Radio, Inc. News report titled "Behind The Native American Achievement Gap" was originally broadcast on *Tell Me More* on November 22, 2012, and is used with the permissions of NPR. Any unauthorized duplication is strictly prohibited.

Overarching Concepts Found in the Reading:

- Achievement Gap (Opportunity Gap)
- Assimilate
- Acculturate

Key Unit terms found in the Reading:

- Boarding Schools
-

Ethnic Studies Focused Reading Notes:

Unit 1—Learning How the History of Schooling in the United States Has Shaped Movements of Educational Empowerment

Cornell Style Focused Reading Notes 	First & Last Name: Class, Period: Teacher: Date:
Unit Essential Question: How have the histories of schooling within the United States impacted different communities, thus, shaping movements of Educational Empowerment?	
Assigned Focused Notes Reading Link: ©2012 National Public Radio, Inc. News report titled "Behind The Native American Achievement Gap" was originally broadcast on Tell Me More on November 22, 2012, and is used with the permissions of NPR. Any unauthorized duplication is strictly prohibited.	
Guiding Questions: 1. What does the achievement gap mean, according to this article and what can it trace back to? 2. What were Boarding Schools ? 3. Describe the meaning of Boarding Schools' purpose(s) to Assimilate and Acculturate in your own words.	Notes following the Guided Questions: 1-- 2-- 3-- 

4. What were kids supposed to do/learn?

4--

5. What treatment did children face if they did not comply?

5--

6. What harm did Boarding Schools cause to Indigenous Communities?

6--

7. What do the statistics show about Native American communities in relation to Schooling Education?

7--

8. What happened to Boarding Schools? How have they changed?

8--

Red Pen— one question or one connection



Summary in 1-2 sentences: Directly Respond to the Essential Question.

The histories of schooling within the United States impacted different communities including indigenous (Native Americans) when considering ...

Such experiences coupled with many others have enabled the shaping of movements of educational empowerment by shedding light on...

How to use CommonLit--Sign in with Google

Text Paired Texts Related Media Answer key

Assign Download PDF Favorite Share Student Preview

Behind The Native American Achievement Gap

Celeste Headlee • 2012 9th Grade Lexile: 1090

Font Size Medium

In this radio interview, Celeste Headlee discusses how Native Americans are performing academically today with Anton Treuer. Treuer is an American academic and author who focuses on Ojibwe language and American Indian studies. In addition to talking about education of Native Americans today, he also discusses how the education of Native Americans has changed over the years.

As you read, take note of how the education of Native Americans has changed, continues to change, and the effects of this on their academic performance.

[1] Over five million people in the U.S. claim some form of Native American identity, according to the U.S. Census Bureau. For Native American Heritage Month, guest host Celeste Headlee checks back in with author Anton Treuer about historic education challenges Native Americans have faced and what's being done to close the achievement gap. 

CELESTE HEADLEE, HOST: This is TELL ME MORE, from NPR News. I'm Celeste Headlee. Michel Martin is away. Coming up, we'll bring you some mobile shopping tips, so you don't have to go into the crowds of Black Friday. That's in just a few minutes.

But first, it's Thanksgiving, and it's Native American Heritage Month, as well. All month, we've focused on different aspects of Native American identity, politics and pop culture. Today, we're going to end our month-long series by examining the state of Native American education.



Male Carlisle School Students 1879 by John N Choate is in the public domain.

Read Aloud Annotate Translate

Activities

Teacher Overview Guiding Questions Assessment Questions Discussion

Key Topics: Native American History, Residential Boarding School History, Assimilation and Identity

PDF Pages of Text: 6

Central Idea: Native American boarding schools harmed Native American tribes and culture.

Summary:

Beginning of Interview: Celeste Headlee, from NPR, interviews Anton Treuer, a professor and author of the Ojibwe language and American Indian studies. They discuss how beginning in the late 1800s through the 1970s, the U.S. government required Native American children to attend boarding schools that stripped them from their homes and communities and required complete assimilation into American culture.

Middle of Interview: The boarding schools had detrimental impacts. Hundreds of children died from tuberculosis. The schools did not teach students usable skills. Children would return after graduation with no opportunity for economic advancement. The schools also reduced the number of tribal

- Read Aloud : allows for you to play the article out loud (kind of like a podcast)
- Annotate : allows you to make comments or highlight important information.
- Translate : allows you to access the text in the language of your preference

Checklist Rubric:

Focused Note-Taking Stages:	My To-do List:	Done?	Points
1. Taking Notes	--Take Cornell Notes: Paraphrase vocabulary into terms that you can understand. Summarize important historical events or figures and relevant impact. (Times New Roman, Font 12, Blue)	☐ yes	14
2. Processing Notes	--Highlight Vocabulary terms: → Overarching Course Concepts: Yellow → Key Events, Figures, Documents, etc. within the Unit: Orange --Underline Main Ideas that will be useful to help you answer the Essential Question --Align the Section Questions with Section Notes --Rewrite things that are unclear	☐ yes	2
3. Connecting Thinking	--Add a "comment" to ask any questions that you still have or that will help you deepen your understanding of the content knowledge and/or application in the real world. (???) OR --Add a "comment" to asterisk any connections you made to previous knowledge, skill-applications, or current events. (***)	☐ yes	1
4. Summarizing and Reflecting on Learning	--Respond directly to the Essential Question at the bottom of your Cornell Notes: Synthesize the main points that you will further discuss in your E.Q. Writing Response Assessment	☐ yes	2
5. Applying your Learning	--Self Assess your notes using this checklist to ensure you maximize the use of your notes on your Assessment!	☐ yes	1

 / 20 Total Points

Annotation Chart

Symbol	Comment/Question/ Response	Sample Language Support
?	Questions I have Confusing parts for me	The sentence ... is unclear because ... I don't understand what is meant when the author says ...
+	Ideas/statements I agree with	I agree with the author's statement that ... because ... Similar to the author, I also believe that ... because ...
-	Ideas/statements I disagree with	I disagree with the author's statement that ... because ... The author claims that ... However, I disagree because ...
*	Author's main points Key ideas expressed	One significant idea in this text is ... One argument the author makes is that ...
!	Shocking statements or parts Surprising details/claims	I was shocked to read that ... (further explanation) The part about ... made me feel ... because ...
o	Ideas/sections you connect with What this reminds you of	This section reminded me of ... I can connect with what the author said because ... This experience connects with my own experience in that ...

5:00

You are reading page by page, repeating the phases below. Give yourself approximately 5 minutes per phase.

Three Phases of Close Reading:

1. ***Read to get a "gist" of what you will be learning about.*** (You do this with your pencil/ pen down.)
2. ***Read and begin annotating.*** You will be marking with the symbols of the chart to the left. If you are annotating online, use the colors as your symbols.
3. ***Read and write a brief note next to your annotation to record your "train of thought"--Why did you annotate?***

Today's Learning Objectives & Success Criteria 9/26-9/30:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Preview our unit on Schooling and Educational Empowerment by engaging with primary sources on a local NMCUSD case study. • To identify challenges within schooling and education that our case study primary sources shed light on. • Establish connections between what we have learned about our Unit 1 Reading and what we understand happened in our local NMCUSD case study.	I... • will select one quote from each of the primary sources and write an explanation as to WHY it resonated with me, using the sentence frame provided. • will practice sharing my thoughts and taking turns within my table group by engaging in the “First Turn, Last Turn” activity, explaining why I selected each of my 3 quotes. • Will use my agency to direct my learning, utilizing “Academic Language Scripts” to ask clarifying questions and predicting how concepts will connect across our unit.

Unit 1, Activity 1:

Previewing Histories of
Educational Inequity (Local NMC
Case Study)

First Turn, Last Turn

Warm-Up:

Type “Source Type” and
“Purpose” on left column.

SOURCE #1	QUOTE #1
Source Type: Newspaper	"_____"
	MY INTERPRETATION of the QUOTE MEANING: This quote is saying ...
Source Purpose: To inform	
	EXPLANATION: I selected this quote because ...

The Salinas Californian

"Bilingual Speeches 'Disgrace'"

Two student speakers and a guest speaker who spoke in Spanish at graduation exercises at Gambetta School in Castroville last month apparently set off somewhat of a controversy. This was brought to light last night when a letter was read to North Monterey County School trustees from a group of parent expressing their appreciation for their children being allowed to speak Spanish during exercises.

(Two student speakers and a guest speaker addressed the outing first in Spanish and then in English.)

The letter drew a cool response from the trustees.

Judge Kenneth Blohm, a trustee, commented, "It was a disgrace to let it happen. It should never have been allowed to happen."

Board Chairman Leonard Shirrez said the incident had resulted in more telephone calls to him than almost any other issue and said, "Before something like this happens again the board should know about it."

Principal Paul Murray, at whose school the incident took place said, "It won't happen again."

District Superintendent Eugene Magers said the district had received only one letter in opposition to the Spanish being spoken, but Judge Blohm said he had received a large number of telephone calls "and they are all pretty disgusted over it."

The guest speaker, whose name Murray said he could not recall, turned to the graduates grouped behind the speaker's stand and spoke to them in Spanish and then turned to the audience and repeated his remarks in English, Murray said.

Out of Gambetta's more than 500 students about 400 are Mexican-American or with Spanish surnames.

(Reprint from July 14, 1971)

Source 1: "Bilingual Speeches 'Disgrace'" from The Salinas Californian (Reprint from July 14, 1971)



The Beginning of LULAC

The year was 1971. I was in Tijuana, Mexico on a weekend vacation. When I returned to Castroville on July 16, 1971, the Hispanic community immediately informed me about the remarks made by a school board trustee during a graduation ceremony. The parents were upset that one of the trustees declared it a “disgrace” to speak Spanish during a graduation ceremony. I could not believe that this type of discrimination was still happening in our area.

During the 1971 graduation ceremonies held at Gambetta Middle School, student Maria Dolores Jacinto delivered the commencement speech first in Spanish and then in English:

“Dear parents. We are gathered here tonight to celebrate our graduation. We are proud to have completed our elementary studies. When I came to this country four years ago, I thought that I would find every door shut because I did not understand the English language. My teachers made every effort into planting the desire to keep me studying and now I am on my way to higher schooling. I hope that my fellow Mexican classmates, as well as I, will take advantage of the opportunity this country offers us and that someday Mexico will be proud of its absent Mexican youth.

“I would like to thank my teachers, the secretary and the director for everything they have done to help us, the Spanish-speaking. These words come from the bottom of my heart.”

The 8th grader had eloquently expressed her appreciation to the faculty in Spanish. Maria Jacinto then turned to the audience and repeated her speech in English, as was the proper respect for those who did not understand Spanish.

Judge Blohm, however, did not find it respectful; it was a “disgrace”, he said. He said it should not have been allowed to happen. Board member Leonard Shirrel claimed that before something like this occurred again, the board should know about it and added that the incident had resulted in more phone calls to him than any other issue. The district superintendent Eugene Magers, meanwhile, maintained that the district had received only one letter in opposition. Paul Murray, the principal of Gambetta Middle School, assured it would not happen again.

The parents of those two students who had addressed the graduating class in Spanish nevertheless wrote a letter to the Board of Trustees thanking them for allowing their children to deliver their speech in Spanish. The parents probably never imagined that their good intentions would publicly bring out board member Judge Blohm’s racist feelings toward the Mexican-Americans in Castroville or that his fellow board members would support him.

Two months later, sixty parents joined to form the Concerned Parents Committee and elected me as president of the group. We decided to take initial action against Judge Blohm’s remarks by sending a letter to the board on September 20, 1971.

At the following board meeting, we had the place packed. We asked for Judge Blohm’s resignation. In response, Blohm refused to resign, contending that he had done no wrong and his “remarks were proper”.

A group from Salinas, El Grupo Para Acción (Group for Action) had already sent out a letter on July 19, 1971. It was signed by Vice Chairman Delfino Torres, who strongly urged action to be taken against such verbal abuse. The Concerned Parents Committee and El Grupo Para Acción picketed Judge Blohm’s court in Castroville to remind him of his racist remarks.

Letter from Concerned Parents Committee of Castroville

Board of Trustees

September 20, 1971

Castroville, California

Gentlemen,

The Concerned Parents Committee recently organized in response to certain remarks attributed to Trustee Kenneth Blohm following the commencement exercises at Gambetta Middle School. Mr. Blohm expressed his opinion that commencement speeches addressed in Spanish were inappropriate; in fact, they were a "disgrace" and should not be permitted.

Following these remarks, many members of Castroville's Spanish speaking community attended board meetings seeking an explanation. When Mr. Blohm's explanation proved unsatisfactory, the community reiterated its demand that he resign from the Board of Trustees. Mr. Blohm refused to do so, contending that his remarks were proper and that he had done no wrong.

We continue to feel that Mr. Blohm's statements were improper and motivated by racial antipathy toward persons of Mexican descent.

Accordingly, we have formed a committee made up of people from Castroville. Our purpose is to ensure that the Board and its members never again condone the racist sentiments earlier expressed by Mr. Blohm. We therefore, once again, demand that Mr. Blohm step down from his position as trustee.

Very truly yours,

Concerned Parents Committee of Castroville

I selected this passage of text because...

- It made me feel...
- It made me think about...
- It made me connect...
- It made me reflect...

AVID Academic Language Scripts



Clarifying/ *Aclarando*

- Could you give us an example of...?/ *¿Nos Podrías dar un ejemplo de...?*
- I have a question about...?/ *¿Tengo una pregunta sobre...?*
- Could you please explain what _____ means?/ *¿Podrías explicar lo que significa _____?*
- Let me see if I understand you. Do you mean _____ or _____?/ *Dejame ver si te/lo entiendo. ¿Lo que quieres decir es _____ o _____?*

Probing for Higher-Level Thinking/ *Explorando el pensamiento de nivel superior*

- What other examples can you think of to demonstrate this concept?/ *¿Cuáles son otros ejemplos que podríamos usar para mostrar este concepto?*
- I understand ..., but I wonder about .../ *Entiendo... pero me pregunto si...*
- How does this idea connect to...?/ *¿Cómo se conecta esta idea con ...?*

Exit Ticket: What do you
think was the purpose of
Source 3?

(Hint Hint, Nudge,
Nudge...Look at the TITLE of Unit 1:)

Today's Learning Objectives & Success Criteria 3/11

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Reflect on our prior knowledge and understanding of schooling and education • Identify gaps in our knowledge about schooling: education histories • Reflect on our own schooling/education experiences in relation to the vocabulary learned and the stories we have touched on.	I... • Will learn essential vocabulary that adds context to the histories of education and schooling, as well as the progress made • Will effectively respond addressing all parts of Unit 1 GQ.

Lesson 1:

G.Q.--What histories does schooling as an institution carry and how much progress has been made?



Warm-Up: Choose 1

1. How did you feel reading the NMCUSD short case study sources from yesterday? Did you know this story? What shocked you?
2. Have you ever encountered or experienced any schooling practice that felt unfair, unequal, or discriminatory? How did you feel?



“Banking Education”

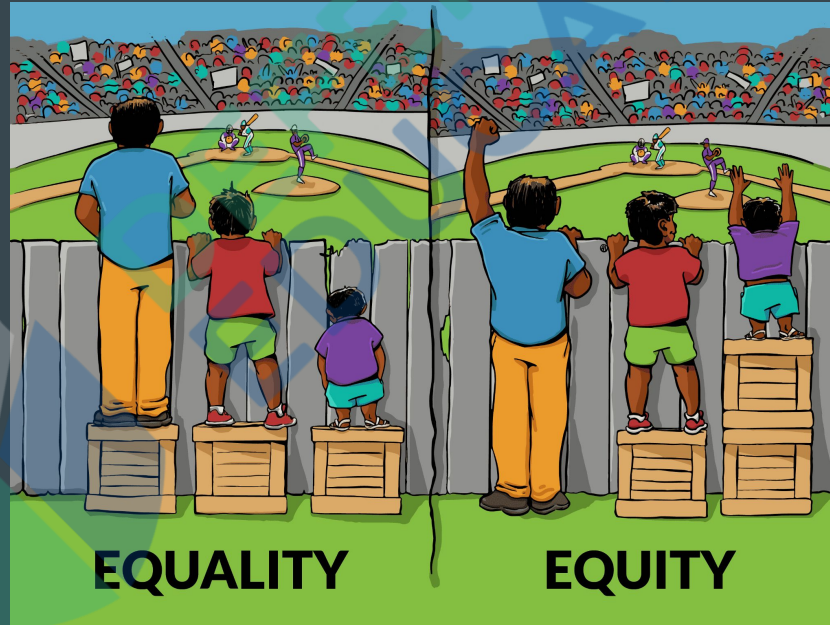
- **Banking Education** : the teacher acts like a banker and treats the students like piggy banks. The teacher "deposits" facts and information into the students' minds, and the students are only expected to store it, memorize it, and repeat it later.
 - Assumes teacher as an expert who knows it all
 - Assumes students don't know anything, thus stripping their **student agency** (opportunities to share their knowledge and their voice)
- Related to “Factory Education” the industrial time period approach to education that sought schooling as an intervention to get better workers that would work more efficiently and thus, earn companies more profit

Historical Policies and Practices Regarding Schooling and Education

- **School segregation** : the practice of separating students into different schools or classrooms based on characteristics like race, ethnicity, or socioeconomic status, leading to unequal access to quality education and resources
- **Integration** : In the 1970s, "integrated school" primarily referred to schools in the United States actively working to overcome racial segregation through court-ordered desegregation, often using strategies like busing and magnet schools to create diverse student bodies and close achievement gaps
- **Acculturation** : blending cultures due to contact
- **Assimilation** : one way process where original culture is replaced by a dominant foreign culture (IE: Americanization)
- **Tracking** : sorting students into different academic groups, called "tracks," based on their perceived ability, interest, or achievement level

Equality vs Equity

- **equality**: provides everyone with the exact same resources
- **equity**: provides resources based on individual student needs to ensure a fair outcome



Achievement gap vs opportunity gap

Achievement gap: the persistent, statistically significant disparity in academic performance and educational attainment between different groups of students, often based on race, ethnicity, socioeconomic status, or gender

Score Gap

Opportunity gap: refers to the unequal distribution of essential resources and experiences based on factors like race, socioeconomic status, ethnicity, or community wealth, which impacts academic success and perpetuates educational inequities

Resource Gap that affects Score Gaps



THE ANCIENT WORLD



THE MIDDLE AGES



THE INDUSTRIAL REVOLUTION



THE 20TH CENTURY



THE DIGITAL AGE



THE PRESENT MOMENT



THE FUTURE?

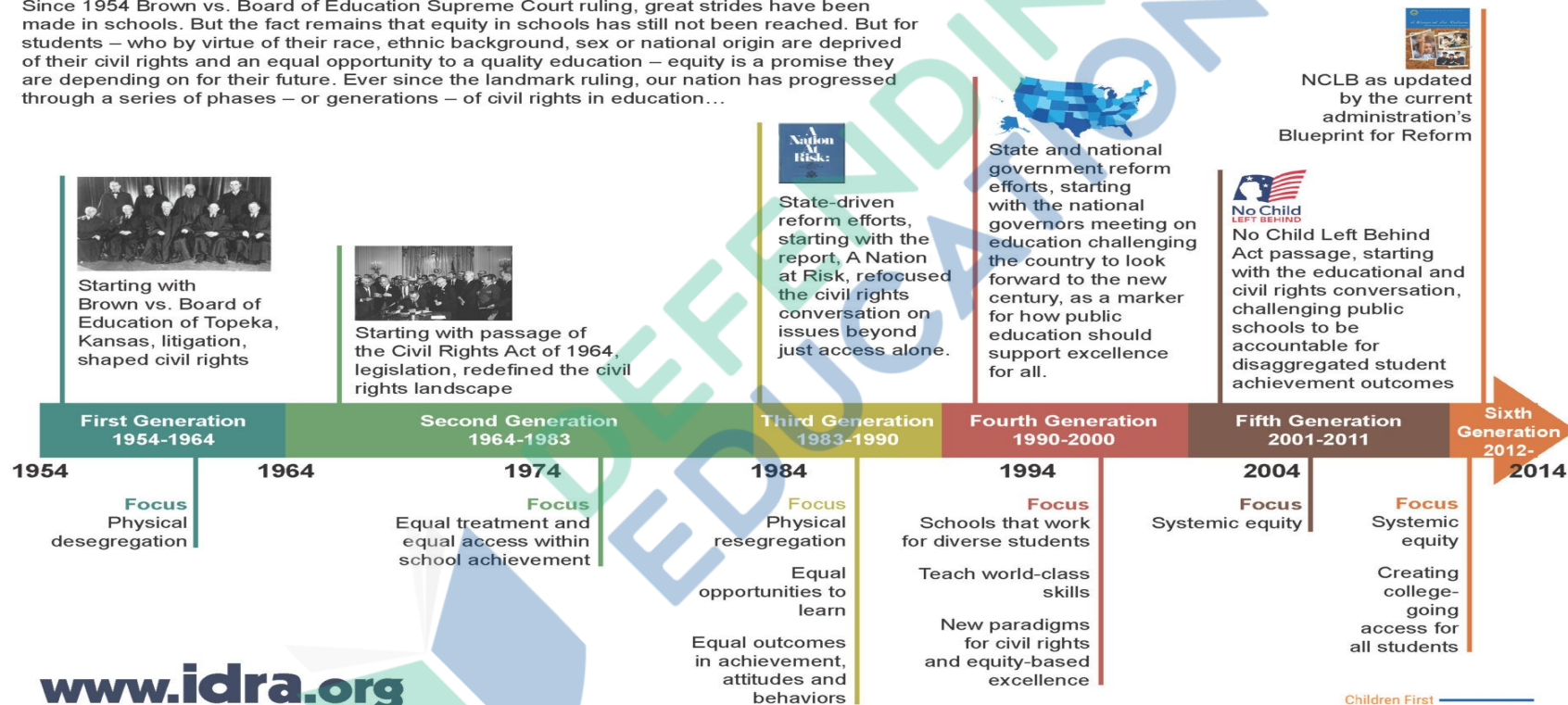


Today's Learning Objectives & Success Criteria 3/11:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Look at landmark cases that relate to processes of school segregation and integration throughout US history	I... • Will reflect on how these cases showcase highlights of progress as well as challenges posed in the way of educational equality and equity by engaging in court case resolution evaluation and reflection.

Six Generations of Civil Rights in Education

Since 1954 *Brown vs. Board of Education* Supreme Court ruling, great strides have been made in schools. But the fact remains that equity in schools has still not been reached. But for students – who by virtue of their race, ethnic background, sex or national origin are deprived of their civil rights and an equal opportunity to a quality education – equity is a promise they are depending on for their future. Ever since the landmark ruling, our nation has progressed through a series of phases – or generations – of civil rights in education...



www.idra.org

The IDRA EAC-South is the federally-funded center that serves schools in the U.S. South to protect students' civil rights.
<https://www.idraeacsouth.org>

Children First
IDRA
 Transforming Education

Unit 1, Activity 2 :

Making Sense of Significant U.S. Court Cases Surrounding Equitable Educational Access

Identifying Progress (+) and Challenges to Progress (-)

Instructions: Here is a **timeline of key moments in the United States' history of educational access and equity**. Using the symbols (+) and (-), identify whether the case ruling or outcome marked progress or another challenge to education/ schooling access ar

____ **Plessy v. Ferguson (1896)**

This Supreme Court decision established the "separate but equal" doctrine, which legally sanctioned racial segregation in public facilities. Including schools. This ruling upheld a Louisiana law and provided a constitutional justification for the Jim Crow laws that enforced racial inequality and separate, often inferior, schooling for African Americans for nearly six decades.]

____ **Lemon Grove Incident (1900)**

This event was the nation's first successful school desegregation case. In Lemon Grove, California, Mexican-American parents organized a boycott and sued the school district for refusing to create a separate school for their children. A state court ruled that the segregation was not justified and ordered the children to be re-enrolled in the public school, a victory that was a precursor to later desegregation efforts.

____ **Hendrix v. Westminster (1944)**

This federal court case, filed on behalf of Mexican-American families in California, ruled that the segregation of students of Mexican ancestry was unconstitutional. The decision directly challenged the idea that "separate but equal" would be applied to this group and was a crucial precedent that paved the way for the later national desegregation case, *Brown v. Board of Education*.

____ **Shelley v. Kraemer (1948)**

This Supreme Court decision addressed racial discrimination in housing. The Court ruled that while private racial covenants (agreements to prevent people of a certain race from buying property) were not illegal on their own, state courts could not enforce them. This was a significant step toward ending de jure (by law) housing segregation, which was a major cause of de facto (in practice) school segregation.

____ **Brown v. Board of Education (1954)**

This landmark Supreme Court case unanimously declared that racial segregation in public schools was unconstitutional. The Court found that "separate educational facilities are inherently unequal," effectively overturning the "separate but equal" doctrine of *Plessy v. Ferguson* for public education.

____ **Zona v. Alfred H. Meyer Co. (1946)**

This Supreme Court case held that the Civil Rights Act of 1866 prohibits both public and private racial discrimination in the sale and rental of property. The ruling significantly expanded the federal government's authority to end housing discrimination, which in turn had a direct impact on the racial makeup of school districts.

____ **Swann v. Charlotte-Mecklenburg Board of Education (1971)**

This Supreme Court addressed how to achieve school desegregation. The ruling upheld the use of court-ordered busing to integrate schools, confirming that federal courts had broad authority to remedy the effects of past segregation.

____ **San Antonio Independent School District v. Rodriguez (1973)**

This case is significant for limiting the federal government's role in ensuring equitable school funding. The Supreme Court, in a 5-4 decision, ruled that education is not a "fundamental right" under the U.S. Constitution. This decision upheld school funding systems based on local property taxes, which can lead to vast spending disparities between wealthy and poor districts. As a result, the case greatly diminished the ability of federal courts to address these funding inequities, shifting the focus of such efforts to state courts and legislatures.

____ **Hillman v. Bradley (1974)**

This Supreme Court decision limited the scope of desegregation remedies. The Court ruled that federal courts could not order busing between city and suburban school districts unless there was evidence that the suburban districts had intentionally contributed to segregation. This decision made it more difficult to desegregate schools in metropolitan areas where housing patterns caused segregation across district lines.

____ **Lee v. Weick (1972)**

This unanimous Supreme Court decision was a landmark for students who do not speak English proficiently. The Court ruled that providing non-English-speaking students with the same curriculum and teachers as everyone else, without providing them with additional language support, amounted to a denial of a "meaningful opportunity to participate in the public educational program." The ruling affirmed the Civil Rights Act of 1964, established that school districts must take "affirmative remedial action" to help English learners, which led to the development of bilingual education and other language instruction programs across the country.

____ **Plyler v. Doe (1982)**

The Supreme Court, in this 5-4 decision, struck down a Texas law that denied state funding for the education of undocumented children and allowed school districts to charge them. The Court ruled that denying these children access to public education violated the Fourteenth Amendment's Equal Protection Clause. This landmark ruling established that all children, regardless of their immigration status, have a constitutional right to a free K-12 public education.

____ **United States v. Virginia (1996)**

The Supreme Court ruled that the Virginia Military Institute's (VMI) male-only admissions policy violated the Equal Protection Clause of the 14th Amendment. The Court rejected the argument that VMI's "military tradition" program was an equal alternative to VMI's unique opportunities. This decision exposed gender equity in higher education and affirmed that sex-based classifications must have an "exceedingly persuasive justification".

____ **Endrew F. v. Douglas County School District (2017)**

This unanimous Supreme Court decision clarified the educational benefit that schools must provide to students with disabilities under the Individuals with Disabilities Education Act (IDEA). The Court rejected the previous "more than minimal" standard, ruling that a child's Individualized Education Program (IEP) must be "reasonably calculated to provide a 'meaningful' benefit." This decision significantly raised the standard for the quality of special education and the goals schools must set for students with disabilities.

Respond to the Lesson 1 Guiding Question-- *What histories does schooling as an institution carry and how much progress has been made?*



Today's Learning Objectives & Success Criteria 3/19:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... ● Reflect on our learning of educational inequities and reflect on the roots that enabled progress. ● Learn about US case studies of educational empowerment led by students using their student agency ○ East LA Walkouts ○ Third World Liberation Front (TWLF) ○ Arizona Ethnic Studies Ban	I... ● Will engage with the 3 mentioned case studies showcasing educational empowerment taking notes on the issue relating to education, the action steps students took, and the broader legacy and significance.

Lesson 2:

G.Q.--How can we use our student agency to empower ourselves and to demonstrate leadership directing our educational journeys?



Warm-up:

- Where does our student agency (power/ voice/ actions) come from? What sorts of things prompt us to carry ourselves a certain way as students?

A Legacy of Action: Student Movements in Education

- Students have been powerful **agents of change**, fighting for equity, representation, and a better education for everyone. By looking at historical and more recent examples, you can learn how to make your own voice heard and address the issues that matter to you.
- Remember: **Your Voice is Powerful**
- The history of education reform is filled with examples of students who refused to be silenced.
- By learning from their experiences and their organizing efforts with your peers, you can carry on their legacy and work toward a more just and equitable education for all.

The East LA Walkouts (1968)

In March 1968, thousands of Chicano students walked out of five high schools in East Los Angeles to protest decades of systemic discrimination in their schools.

The Problem: Chicano students were being denied a quality education. Conditions were poor, teachers were often racist, and the curriculum ignored Mexican American history and culture. Students were also forbidden from speaking Spanish in class.

The Action: Students organized and peacefully marched out of their classrooms, despite threats of expulsion and police brutality.

The Legacy: The "Blowouts" were a major moment in the Chicano Civil Rights Movement, raising national awareness and resulting in some curriculum and administrative changes. Most importantly, it showed the power of student organizing to fight against oppression and injustice.

The Third World Liberation Front (1968–1969)

A multi-ethnic coalition of student groups, the Third World Liberation Front (TWLF), organized and led strikes at San Francisco State University (SFSU) and the University of California, Berkeley.

The Problem: BIPOC students were being denied access to higher education, and the curriculum was centered on white European perspectives.

The Action: Students went on strike for five months at SFSU and three months at Berkeley, holding rallies and facing police violence. They demanded a more relevant and accessible education and increased hiring of faculty of color.

The Legacy: The strikes led to the creation of the first School of Ethnic Studies in the United States at SFSU and a Department of Ethnic Studies at Berkeley. The movement's success inspired other students across the country and led to the development of many other ethnic studies programs.

Student Response to the Arizona Ethnic Studies Ban (2010–2017)

In 2010, the state of Arizona passed a law (HB 2281) that banned a successful Mexican American Studies (MAS) program in the Tucson Unified School District (TUSD).

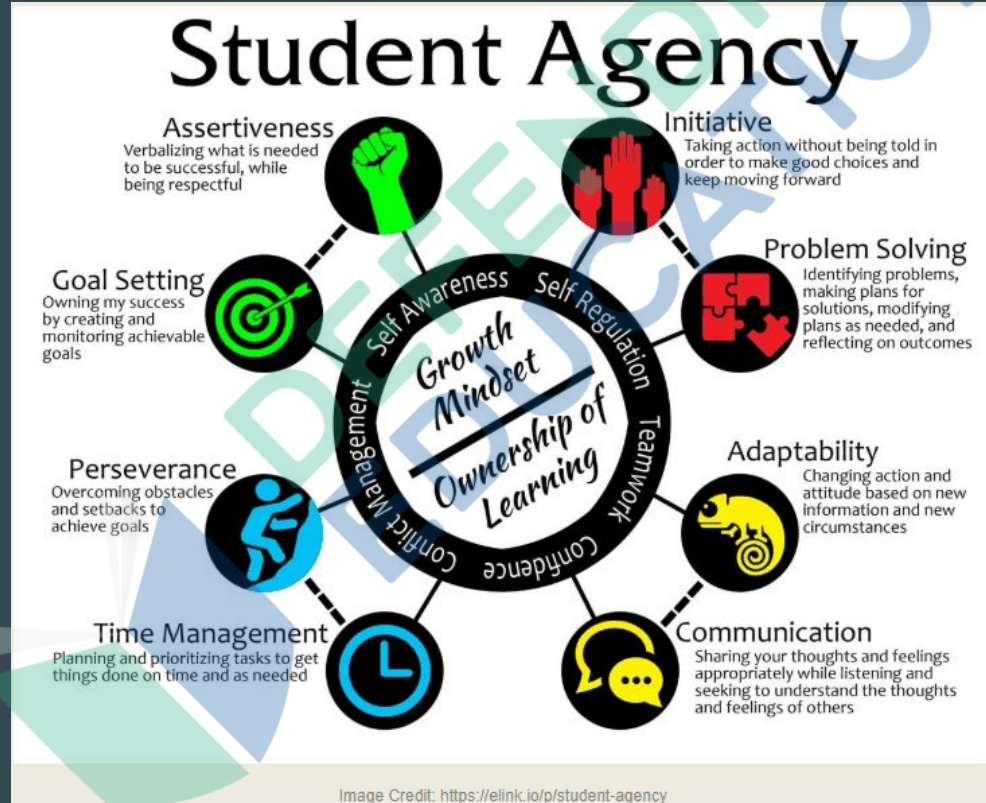
The Problem: The ban targeted a program that was proven to increase student achievement, attendance, and graduation rates. Students felt their identities and histories were being erased.

The Action: Students organized protests and walked out of classes. They filed a lawsuit against the state to defend their right to culturally relevant education.

The Legacy: A federal judge ruled in 2017 that the ban was unconstitutional and motivated by racial discrimination. This was a major victory that affirmed students' constitutional rights and revived ethnic studies in Arizona. The story of the ban also strengthened the national ethnic studies movement.



What does student agency look like?



How does change happen? How can we showcase OUR student agency?

- Resources

- Knowing what spaces, clubs, organizations, programs, classes, etc are available to maximize support in your educational journeys

- Relationships

- Teachers–AND Instructional Leaders
- Counselors
- Campus Staff
- Peers (other students)

- Power in Numbers

- Establishing Community
- Helping one another and advocating for one another

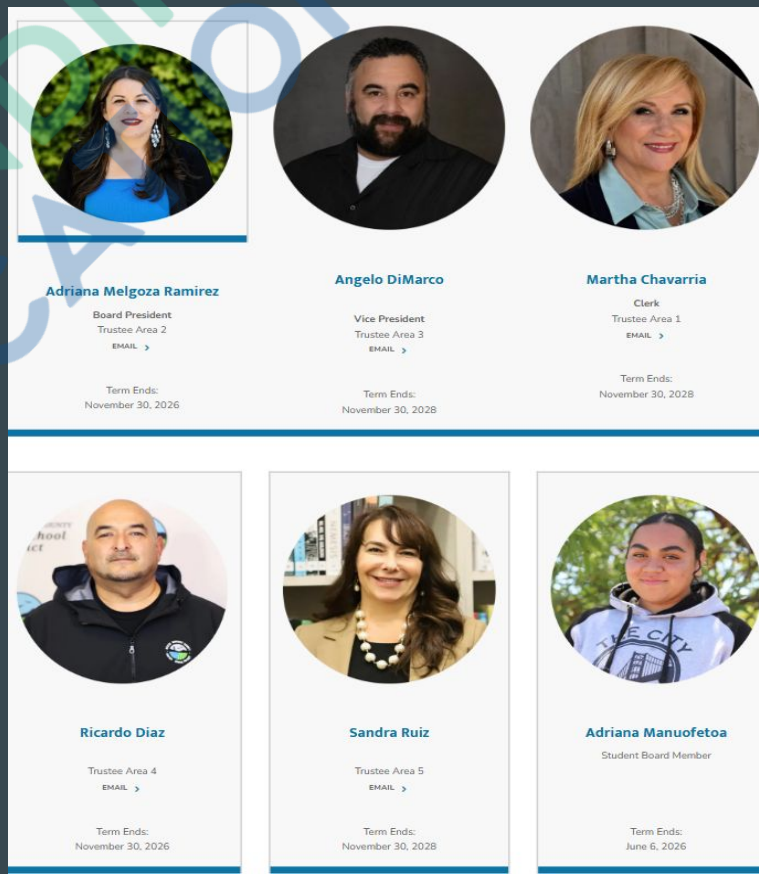
- Elected Representatives

- School Board of Trustees

- Advocacy

- Sharing a public comment
- Writing to the School Board
- Writing to School Administrators

- Outside–Community/ Family Resources or Sources of Motivation



Respond to the Lesson 2 Guiding Question--*How can we use our student agency to empower ourselves and to demonstrate leadership directing our educational journeys?*



Today's Learning Objectives & Success Criteria 10/10-10/15:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... ● Map our knowledge of resources to help empower us and better prepare us throughout our high school journeys ○ School Resources ○ School Relationships ○ Outside Resources	I... ● To share our knowledge across classes and list resources available to encourage us to be more proactive about directing our education. ● To learn how to use our agency to make wise and intentional choices that will empower and prepare "<u>ALL</u> STUDENTS" to be "COLLEGE, CAREER, <u>AND</u> LIFE READY"

Unit 0, Mini Project:

Showcasing Student Agency: *Mapping out Educational Opportunities/ Resources & Challenges*

Instructions:

Identifying Resources and Areas “In Need of Support” in our School: ***Mapping out Educational Opportunities/ Resources & Challenges***

This is a project that will begin with students sharing a bit about their experiences with school.

Afterwards, students will visually map any resources that they can identify, as well as empower them to think about resources they would like to see in their school community to better support ALL students to become college, career, and life ready. Such a visual will serve as a reminder of the assets and knowledge that our school provides through resources and people.

At the same time, it will invite students to reflect on what they would like to see to improve their school community and better prepare students for life beyond high school.

Respond to the Lesson 2 Guiding Question--*How can we use our student agency to take control of our educational journey?*



Today's Learning Objectives & Success Criteria 10/10, 10/14-10/15:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... • Watch the movie WALKOUT and engage with the student empowerment case study from 1968, the East LA Walkouts (AKA: Chicano Blowouts)	I... • Will identify educational equality and equity issues in 1968, based on the movie. • I will identify social and political issues presented in the movie. • I will identify different forms of showcasing student AGENCY.

Movie Day

WALKOUT

1968 LA Walkouts
Student Agency and Organizing
Showcasing Empowerment

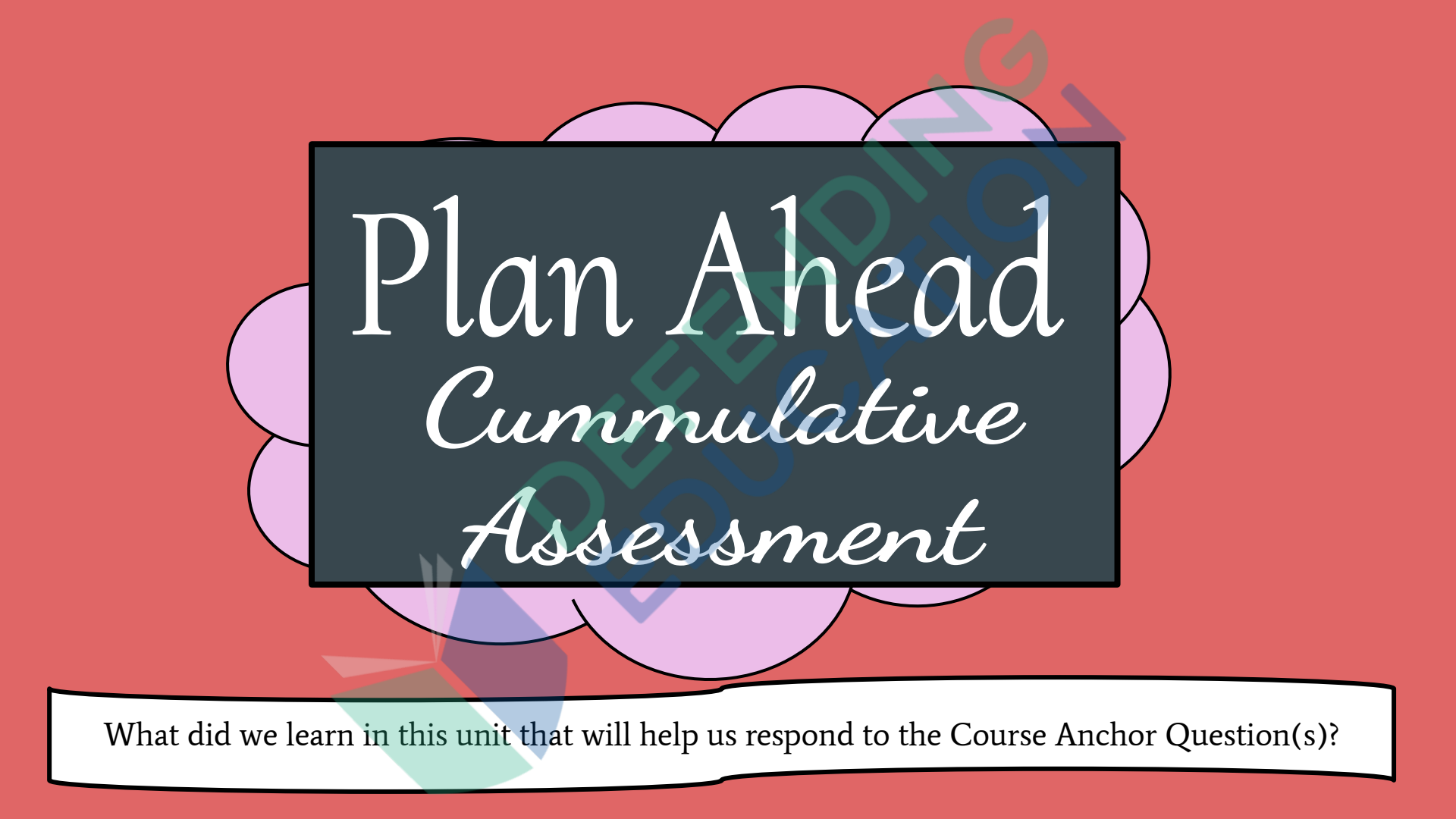


Today's Learning Objectives & Success Criteria 10/16-10/20:

Learning Objectives: These are our clear Intentions and Goals.	Success Criteria: This is what I should have achieved/ learned and what I can create to demonstrate my learning.
To... ● Reflect on my learning about the histories of schooling and educational empowerment across the 2 lessons within the unit with my table group ● Review my lesson notes, focused reading notes, activities and resource mapping project	I... ● Know how to articulate a clear response to the Unit 1 Essential Question with acknowledgement to Lessons' 1-2 Guiding Questions

Watch the video embedded into the following
News Article (Ms. B's Example HOOK)

<https://www.nbcnews.com/news/latino/latino-no-sabo-kids-push-back-spanish-language-shaming-rcna105170>



Plan Ahead *Cumulative Assessment*

What did we learn in this unit that will help us respond to the Course Anchor Question(s)?

Ethnic Studies Course Anchor Questions:

How did Ethnic Studies develop as a response to practices and policies throughout history? What value can we see in such a course today? How can this course help youth in their journeys to become college, career, and life ready?