

Race and Ethnicity: East Los Angeles Walkouts Lesson Plan

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EDUC 8545 A: Language Teaching for Social Justice

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Theme: Race and Ethnicity Lesson Plan

Lesson Plan Template & Checklist

School/Institution: Roosevelt High School in East Los Angeles

Grade/Level: 9-12th grade/ Intermediate high

Language: English

Course: English Second Language (ESL); in-person instruction

Rationale Statement

This lesson plan will be about the late 1860s East Los Angeles Walkouts that happened in the East Los Angeles community. This lesson will focus on the background information of the Walkouts, different reasons as to why the Walkouts happened, specifically looking at how Mexican American/ Chicanx identity shaped the Walkouts. In addition, students will read and listen to various perspectives of the Walkouts. Using articles and student interviews from the event, students will gain a basic understanding of the Walkouts and improve their academic communication skills (reading, speaking, listening, and writing).

Because the majority of students at Roosevelt come from Mexican American or Chicanx backgrounds, I thought it would be interesting to develop a lesson that focuses on their ethnicity. Since Roosevelt is one of seven schools who participated in the Walkouts, I also thought it would be interesting for students to learn more about their school's history.

Objectives¹

Students will be able to (SWBAT):

Content Objectives	Language Objectives
A. Recall basic information from the East Los Angeles Walkouts (e.g. leaders, schools, etc.).	A. Express their opinion using the grammar structure: "I think / believe-----because----."
	B. Summarize key ideas from the readings to peers through oral

¹ You don't have to have both content and SJ objectives. Your content objectives can be – though not necessarily – SJ objectives. We draw from content-based instruction and critical pedagogy when we talk about SJLT.

B. Examine how students' race and ethnicity helped spark the East LA Walkouts. C. Describe the educational experience that student protesters received by reading student testimonies and articles.	and/ or written communication. C. Orally compare and contrast student perspectives of the Walkouts.
Social Justice Objectives	
A. See content objectives B. Describe the power dynamics between students and school administrators during the Walkouts. C. Connect issues from the Walkouts to issues present in their own school community. D. Brainstorm action steps to address issues in their school community.	

Materials

- Link to Jamboard: <https://jamboard.google.com/d/1L-gYxZ4xo457Raax3sEcK2v63dhG0s951S5mS6wu87w/edit?usp=sharing>
- Link to Intro to East LA Walkouts powepoint: <https://docs.google.com/presentation/d/1-umVuxVukRZLgHh9fUDOCqkmaq7HLjM8e/edit?usp=sharing&ouid=103492699700734782285&rtpof=true&sd=true>
- Activity 1: Link to Library of Congress reading: <https://guides.loc.gov/latinx-civil-rights/east-la-walkouts>
- Activity 2: Link to "Prejudice and Pride" video: <https://www.pbs.org/video/latino-americans-episode-5-prejudice-and-pride/>
- Activity 2: Link to Student Perspective Jigsaw reading: <https://archive.kpcc.org/news/2018/03/01/81235/fifty-years-ago-thousands-walked-out-of-east-la-sc/>
- Appendix A and B worksheet questions
- Student Journals

Reference:

Wolf, J. (2018, March 9). *East L.A. Chicano student walkouts: 50 years later*. UCLA Newsroom. <https://newsroom.ucla.edu/stories/east-l-a-chicano-student-walkouts:-50-years-later>

Procedures

Pre-Activities: Review student responses	Time Frame	Objective(s) Targeted
The teacher (T) begins with taking attendance and checking in with students (Ss)	2-3 min	
- As part of last class' homework, Ss were assigned to answer the following questions on a Google Jamboard using the "sticky note" feature (see materials section): - When do you think this photo was taken? (Displayed on slide 1 of Jamboard activity) - What do you think is happening in this photo? Why? (Displayed on slide 2 of Jamboard activity) - How do you think the people in this photo are feeling? Why? (Displayed on slide 3 of Jamboard activity)  <i>*For questions 2 and 3, Ss should also use the grammar structure "I think / believe-----because----" which they have been learning.</i> Ss share their response with their group members 3 groups of 4 Ss - One student takes notes for their group	10min	Language Objectives B

T will ask each group to share their responses and T writes Ss responses on the board		
During activities: Introduction to the East LA Walkouts	Time Frame	Objective(s) Targeted
T transitions into connecting image to the East LA Walkouts T uses powerpoint to briefly discuss Walkouts (<i>Slides 2-5</i>) Quick comprehension check; students verbally share answers with their partner: -Who was Sal Castro? -How many schools participated in the Walkouts? -Name one reason why the Walkouts are significant. Questions will appear on <i>Slide #6</i> <i>T transitions into talking about what Ss will do in Activity 1; this will help with understanding how race and ethnicity helped spark the Walkouts.</i>	10 min	Content Objectives A
Activity 1: Racial and Ethnic identity and the Walkouts T pairs students based on English proficiency • ideally one who is more proficient + one who less proficient Ss take turns reading each paragraph from the Library of Congress article (see materials section) After reading, Ss in the same pairs will answer the comprehension questions (see Appendix A) T asks for volunteers to share their answers to comprehension questions	15 min	Content Objective B Language Objective B
Activity 2: Student perspectives of the Walkouts T will play the Prejudice and Pride video (~20:00-24:00 min; see material section). While the video is playing, Ss will take notes below their Appendix B worksheet.	25 min	Content Objective C

Jigsaw reading: T puts Ss into random groups (3 groups of 4) • G1. Read Section: <i>Why Organize- Paula</i> • G2. Read Section: <i>The Struggle – Mita</i> (see materials section) After independently reading their assigned sections, Ss with their groups, will answer questions from Appendix B. T will help Ss get into new groups (2 Ss from G1 and 2 Ss from G2) and share what they read and their answers to Appendix B. T will ask Ss and display question on powerpoint slide (slide 7), “What are some similarities and differences between what former students said in the video and what you read in your assigned section?” T will ask for volunteers to share out their response to slide 7’s question and their responses to Appendix B. T writes Ss answers on the board.		Language Objectives B and C Social Justice Objective B
Post Activities: Wrap-Up/ Homework	Time Frame	Objective(s) Targeted
T explains homework instructions to Ss: Ss in their journal will independently reflect on the following questions below. If time permits, Ss will start reflection in class, but it will be mainly completed for homework: • What are some issues that you think are present in your school community? Why? • Are these issues similar or different from the issues that were raised by students from the Walkouts? • What are some ways you can address the issues that are present in your school community?	5 min	Social Justice Objectives C and D

Questions will be displayed on powerpoint <i>slide 8</i> and will be sent to Ss via email. This reflection is a first step to a bigger project that students will complete in the future. More detail will be given to Ss in the coming weeks of class. For next class, Ss will share their responses with their peers.		
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Formative Assessment Strategy

I will monitor students' learning by walking around the classroom and seeing if any students need support or clarification. After class, I will look over students' responses to Activities 1 and 2 and give feedback on areas where students struggled with the most. I will also be monitoring larger classroom discussion to gauge students' understanding of the assignments.

Differentiation

In activity 1, students will have the opportunity to work with a peer who has similar or slightly above English proficiency. In this way, those who have a higher-level proficiency can support those with a lower-level proficiency. For the post-activity/homework, students are able to reflect on issues that they think are present in their school community and compare it to the Walkouts. Throughout the lesson, there are opportunities for students to work independently and with their peers.

Reflection

Please discuss this lesson's strengths, weaknesses, and affordances for student learning and potential threats/pitfalls. • Strengths: One strength of this lesson plan is students have the opportunity to work with their peers to negotiate meaning. Students also have a lot of opportunities to practice speaking and sharing their ideas. If there are disagreements that students have, they are also able to share it within their small groups and in the whole group discussions. Another strength of this lesson plan is students are able to learn more about their school's history and how it relates to their own ethnic and racial identity.

- Weakness:

One weakness of this lesson plan is students, at first, may not see the relevance of talking about an event that happened in the late 1860s. However, I feel that addressing the importance of the Walkouts in the Powerpoint and in the Post-activity reflection will help students understand why the Walkouts is still relevant. This lesson plan has a lot of reading activities, which does not have a lot of variety.

If you get a chance to teach this lesson plan, reflect on the strengths and weaknesses of your lesson. How did it go? What would you do differently?

- I have not had the chance to teach this lesson, but hopefully I will in my practicum.

Any thoughts to add after the workshop feedback session?

- The workshop feedback session was really helpful. I appreciate the feedback that Mollie, Stephanie, Jada, and Deniz gave me. With their suggestions, I was able to clarify areas that were unclear and strengthen areas that needed more details. For activity 2, my groupmates gave me a good idea to switch the order of the video and reading activity so that there are not two back-to-back reading activities. Overall, in this final lesson plan draft, I highlighted in yellow the major areas that I changed.

Appendix A Activity 1

Name:

Date:

1. During the 1860s, what type of education did Mexican American/ Chicanx students receive?
2. What role did race and ethnicity play in starting the Walkouts?

Appendix B Activity 2

Name:

Date:

1. How did the student, Paula or Mita, describe their educational experience? Provide at least 1 example.
2. At this time, how did school administrators treat Mexican-American/Chicanx students? Provide at least 1 example.