

## The Ties That Bind: Cross-Cultural Solidarity in Social Justice Movements

By Heather Renee Ingram

### Lesson 1

#### Essential Questions

How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change?

How can we harness media to share knowledge, specifically that which contributes to the greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

#### Warm-up

##### What is Solidarity?

1. Present the word “solidarity.” Ask students to share the words, stories, and definitions they associate with the word.
2. Ask students some or all of the following questions. You can break students up into groups or have a whole group discussion:
  - a. Have you experienced solidarity within a family and/or friend group context?
  - b. Can you think of historical or contemporary examples of solidarity?
  - c. Have you witnessed solidarity within the worlds of entertainment or sports?
  - d. Are there hurdles to solidarity?
  - e. Are there people and/or groups you’d like to stand in solidarity with?
  - f. What are the benefits of solidarity?
  - g. Are there drawbacks or potential hurdles?

##### Solidarity: A Collection of Quotes

1. Present the following quotes to students:
  - *We've got to face the fact that some people say you fight fire best with fire, but we say you put fire out best with water. We say you don't fight racism with racism. We're gonna fight racism with solidarity.*

~Fred Hampton

- “Dominant culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, reveling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community.”

~Bell Hooks

- First they came for the socialists, and I did not speak out—because I was not a socialist. Then they came for the trade unionists, and I did not speak out—because I was not a trade unionist. Then they came for the Jews, and I did not speak out—because I was not a Jew. Then they came for me—and there was no one left to speak for me.

~Martin Niemoller

(Lutheran Pastor, vocal critic of Adolf Hitler, spent 7 years in Nazi concentration camps)

- Solidarity is not an act of charity, but mutual aid between forces fighting for the same objective.

~Samora Machel (Former President of Mozambique)

- Some of us, white and black, know how great a price has already been paid to bring into existence a new consciousness, a new people, an unprecedented nation. If we know, and do nothing, we are worse than the murderers hired in our name. If we know, then we must fight for your life as though it were our own—which it is—and render impassable with our bodies the corridor to the gas chamber. For, if they take you in the morning, they will be coming for us that night.

~James Baldwin (Writer)

2. Students will read the collection (which includes a formal definition of solidarity).
3. Students will choose a quote and place at the top of their document.
4. Students write freely for 3 minutes in response to their chosen quote.

### Focus text(s) / resource(s) for today's lesson

[The Protest Photos You Don't See](#)

### Lesson / Activities

#### Image Study

1. Introduce “[The Protest Photos You Don't See](#)” by reading the following excerpt from the project page:

*The media plays a critical role in how the public perceives protests. The words used, images published, and information disseminated directly affect public support and ultimately if and what societal and policy changes are made. For photographers and photo editors, the decision of what images to share and what to hold back matters. Context matters. Language matters.*

2. Instruct students to review the following articles from the project independently:
  - a. "[Impunity: The Protest Photos You Don't See](#)" (17 images)
  - b. "[Humanity: The Protest Photos You Don't See](#)" (12 images)
3. Instruct students to write down whatever comes to mind as they view each image.

*Educator Note: Students may need some prompting. Share aloud what you, as the instructor, might put down and give other examples.. Depending on student needs, technology matters, and teacher preference, images may be shared by the teacher or students may access individually.*

4. When sufficient time has passed, ask students to place one word or phrase from their *Image Study* into the chat. If you are in person, you can post photos around the room and ask students to write their words or phrases on post-its.
5. Request volunteers to share an image that resonated with them and the word or phrase they posted.

*Educator note: In an in-person setting, space is made for volunteers to share aloud; their selected Image Study word or phrase can serve as an Exit Ticket. Instructors should be prepared to give historic and contemporary context while exploring the images*

### **Reading and Writing Task**

1. Pulling from each section of the photo essay (Introduction, Part 1, Part 2), students will:
  - a. Compose a central idea statement
  - b. Include 1 piece of Textual Evidence that supports their central idea
  - c. An image from the project that embodies their central idea

### **Closing**

#### **Student Share Aloud**

1. Invite students to share their statement and photograph.
2. Students should submit their writing as an exit ticket.

<b>Lesson 2</b>
<b>Essential Questions</b>
<p>How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change?</p> <p>How can we harness media to share knowledge, specifically that which contributes to the greater global good?</p> <p>What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?</p>
<b>Warm-up</b>
<p><b>Image Study</b></p> <ol style="list-style-type: none"> <li>1. Via school-approved Social Media, students will peruse images tagged #StopAsianHate.</li> <li>2. Students should choose at least five images and write down whatever words or phrases come to mind.</li> <li>3. Ask students to note any similarities and differences between #StopAsianHate and other social justice issues/hashtags/images.</li> <li>4. Encourage students to share one image they found and the word or phrase they chose.</li> </ol>
<b>Focus text(s) / resource(s) for today's lesson</b>
<p><a href="#">Initiating the Dialogue: How 'Letters for Black Lives' Sparked Conversations About Asian American Identity (Informational Text)</a></p> <p><a href="#">Why Do We Call Asian Americans The Model Minority? (Media) (10:22)</a></p> <p><a href="#">#StopAsianHate (Social Media)</a></p> <p><a href="#">Dialectical Journal Template</a></p> <p><a href="#">Dialectical Journal (Student Exemplar)</a></p> <p><a href="#">What is a Dialectical Journal? (Instructional Resource)</a></p>
<b>Lesson</b>

**3&3**

1. Introduce “[Why Do We Call Asian Americans The Model Minority?](#)” by sharing the following text under the video:

*The Model Minority Myth is a pervasive stereotype of Asian Americans in the United States. The stereotype continues to have a harmful effect on both individuals and Asian American communities as a whole.*

2. During the screening, students will:
  - a. Construct 3 sentences detailing facts learned while viewing the media
  - b. Compose 3 research questions sparked while viewing media

**Dialectical Journal**

1. Introduce the dialectical journal to students using the template, instructional resource, and student exemplar.
2. Tell students that throughout the unit, they will record their daily reflections for homework in this dialectical journal.
3. Encourage students to connect what they learned in class that day to the overall theme of solidarity and/or previous lessons.

*Educator Note: The number of rows required should account for student skill level and engagement. While students are expected to work on the Dialectical Journal independently for homework, it may serve them well to hold space at the beginning and/or end of future class sessions.*

**Homework**

Students should reflect on today’s reading in their dialectical journals.

**Lesson 3**
**Essential Questions**

How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change?

How can we harness media to share knowledge, specifically that which contributes to the greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

### Warm-up

#### **Preparing for Class Image Study - Educator Notes**

1. Compile notable images using the following google searches:
  - [Image Search: Japanese Internment](#)
  - [Image Search: Children in cages at the U.S./Mexico border](#)
2. Prepared to give historic and contemporary context while exploring the images

#### **Image Study**

1. Introduce a curated collection of images from both of the searches above.
2. Instruct students to review both collections independently
3. Instruct students to write down the words or phrases that come to mind as they view each image.
4. When sufficient time has passed, ask students to place one word or phrase from their *Image Study* into the chat. If you are in person, you can post photos around the room and ask students to write their words or phrases on post-its.
5. Request volunteers to share an image that resonated with them and the word or phrase they posted.

### Focus text(s) / resource(s) for today's lesson

[Image Search: Japanese Internment](#)

[Image Search: Children in cages at the U.S./Mexico border](#)

[1943 U.S. government-produced film "Japanese Relocation" addresses relocation camps](#)  
(Media)

[Racism and America's Concentration Camps | Mas Hashimoto | TEDxMeritAcademy](#) (Media)

[Life In A US Japanese American Internment Camp](#) (Media)

[Video from the Topaz, Utah, Japanese internment camp during WWII](#)(Media)

[The no-no boys and me](#) (Personal Narrative)

[Poetry written by children and adults in Japanese Internment Camps](#)

[Revolutionary Friendship of Malcolm X and Yuri Kochiyama \(Informative Text\)](#)

**Lesson / Activities**

**3&3**

1. Screen all of the following videos:
  - [1943 U.S. government-produced film "Japanese Relocation" addresses relocation camps \(9:27\)](#)
  - [Racism and America's Concentration Camps | Mas Hashimoto | TEDxMeritAcademy \(19:00\)](#)
  - [Life In A US Japanese American Internment Camp \(5:37\)](#)
  - [Video from the Topaz, Utah, Japanese internment camp during WWII \(9:56\)](#)
2. During the presentation of media exploring Japanese Internment media, students will
  - a. Construct 3 sentences detailing facts
  - b. Compose 3 research questions inspired by the content

**Reading**

Educator Note: Before beginning the reading, students should be (re)introduced to the concept of literary theme and central idea.

1. Introduce [Revolutionary Friendship of Malcolm X and Yuri Kochiyama](#) to students.
2. Give students time to read the text in small groups or independently.
3. At the reading's conclusion, students are asked to submit a Central Idea Statement including the following components:
  - a. Compose a central idea statement.
  - b. Include 1 piece of Textual Evidence that supports their central idea

**Closing and Homework**

**Borrowed Line Free Write**

1. Have students read [Poetry written by children and adults in Japanese Internment Camps](#).
2. Have students 'borrow' a line/phrase/word and respond to it in a timed FreeWrite (3 -5 minutes is ideal).
3. Encourage students to share aloud.

**Homework: Reading and Writing Task**

1. Have students read the personal narrative, [The No-No Boys and Me](#).

2. Students should compose and submit:
  - a. 1 declarative statement that captures the theme of the narrative.
  - b. 1 piece of textual evidence that supports the theme statement.

**Homework: Dialectical Journal**

Students should reflect on today's reading in their dialectical journals.

**Lesson 4****Essential Questions**

How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change?

How can we harness media to share knowledge, specifically that which contributes to the greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

**Warm-up****Media Viewing**

1. Introduce this clip of [Patrisse Cullors Shares the History of the Protest Chant Inspired by Assata Shakur | FINDING JUSTICE](#) (4:45) by sharing the following summary found beneath the video:

*Watch as activist Patrisse Cullors shares the history of a well-known protest chant derived from an Assata Shakur quote.*

2. Instruct students to write down the words or phrases that come to mind as they watch the video.
3. Encourage students to share their reflections with the class.

**Teacher-led Reading**

1. Introduce the poem, [Affirmation by Assata Shakur](#) and read it aloud for students.



2. Students should share one word/ phrase they remember from 'Affirmation'

### Focus text(s) / resource(s) for today's lesson

[Affirmation by Assata Shakur \(Poem\)](#)

[This Is What US Protests Looked Like In The '60s](#) (Photographs)

["The Assassination of Fred Hampton: How the FBI and Chicago Police Murdered a Black Panther"](#) (Media)

["The First Rainbow Coalition"](#) (Documentary)

### Lesson / Activities

#### Image Study

1. Introduce the *Buzzfeed* article, "[This Is What US Protests Looked Like In The '60s:](#)"
2. Instruct students to review the images independently.
3. Instruct students to write down the words or phrases that come to mind as they view each image.
4. When sufficient time has passed, ask students to share one word or phrase from an image that most resonated with them.

#### Composing a research question

##### 3&3

1. Introduce the following sources about Fred Hampton and the Coalition Rainbow:
  - a. ["The Assassination of Fred Hampton: How the FBI and Chicago Police Murdered a Black Panther"](#)
  - b. [The First Rainbow Coalition](#) (56 minutes) *Educator note: My class screened about half this film in class and I assigned the rest for homework.*
2. After viewing the film and reading the article, have students complete a 3&3 composition:
  - a. Construct 3 sentences detailing facts learned while viewing the media
  - b. Compose 3 research questions sparked while viewing media

#### Expository Paragraph

1. Share the following instructions with students:
  - a. Select one of the research questions you've composed

- b. Type this question at the top of your document
- c. Find three (3) internet sources that provide relevant information
- d. Copy & Paste the web addresses (links) to your document
- e. While reading through the internet sources, select 6 pieces of textual evidence (2 from each source) that point you toward an answer
- f. Place each piece of textual evidence under the appropriate link
- g. Each piece of textual evidence should be 2-5 sentences
- h. Using 3-6 pieces of textual evidence, compose an expository paragraph that answers your selected research question

### Homework

#### Dialectical Journal

Students should reflect on today's reading in their dialectical journals.

## Lesson 5

### Essential Questions

How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change?

How can we harness media to share knowledge, specifically that which contributes to the greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

### Warm-up

#### Image Study

1. Introduce [Historical Photos from the 1968 East L.A. Student Walkouts](#) from *United Way Los Angeles* by sharing this excerpt from the text:

*The following photos, capturing the 1968 East L.A. School Walkouts, come from the historical La Raza collection via the [UCLA Chicano Studies Research Center](#). [This] collection of photos [captures] the spirit, people, and events [that] surrounded the walkouts.*

2. Instruct students to write down the words or phrases that come to mind as they view each image.
3. When sufficient time has passed, invite students to choose an image that resonated with them and share the associated word or phrase.
4. Share a summary that describes the LA Walkouts to students.

### Focus text(s) / resource(s) for today's lesson

[Historical Photos from the 1968 East L.A. Student Walkouts](#)

[The Black Panthers: Ten Point Program](#)

[Brown Beret Ten-Point Program \(1968\)](#)

[13 Point Program and Platform of the Young Lords Party](#)

[11 Point Program of the Young Patriots](#)

[1968 East L.A. Student Walkout Demands](#)

[The Red Nation 10 Point Program](#)

### Lesson / Activities

#### Reading

1. Introduce manifestos to students and the role that it plays in declaring “demands” for change.
2. Have students read the following texts :
  - [The Black Panthers: Ten Point Program](#)
  - [Brown Beret Ten-Point Program \(1968\)](#)
  - [13 Point Program and Platform of the Young Lords Party](#)
  - [11 Point Program of the Young Patriots](#)
  - [1968 East L.A. Student Walkout Demands](#)
  - [The Red Nation 10 Point Program](#)

*Educator note: We read 2-3 of these texts as a whole group. Then I assigned different students “1 point” in advance of the read-aloud so they could practice. Remaining texts were read for homework. I recommend having small groups read and discuss the remaining manifestos in preparation for writing on their own.*

3. In between readings, students will discuss the following questions:
  - a. What are the similarities between the demands outlined in these documents?
  - b. What are some differences you notice between the demands outlined in these

documents?

- c. What are some similarities between the platforms being used by different parties?
- d. What are some differences between the platforms being used by different parties?

**Writing Task: Student Demands**

1. In small groups or individually, have students compile a list of demands.
2. Students should identify an institution they are addressing. Suggestions include:
  - a. Their school
  - b. Local government
  - c. Criminal justice system
3. Encourage students to follow the general structure of texts we've read.

**Closing and Homework****Whole Class Presentations**

Have individuals or groups present their student demands.

**Homework: Dialectical Journal**

Students should reflect on today's reading in their dialectical journals.

**Lesson 6****Essential Questions**

How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change??

How can we harness media to share knowledge, specifically that which contributes to the greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

**Warm-up**

**Image Study**

1. Introduce “[What integration after Brown v. Board of Education looked like](#)” to students.
2. Instruct students to review the collection of images independently.
3. Instruct students to write down the words or phrases that come to mind as they view each image.
4. When sufficient time has passed, request volunteers to share an image that resonated with them and the word or phrase they posted.

**Focus text(s) / resource(s) for today’s lesson**

[What integration after Brown v. Board of Education looked like \(Images\)](#)

[Sylvia Mendez - 2018 National Hispanic Hero Award \(Media\)](#)

[Linda Brown on becoming 'the symbol of Brown vs. Board of Ed \(Media\)](#)

**Lesson / Activities**
**Media Viewing**

1. Introduce and screen the following videos:
  - [Sylvia Mendez - 2018 National Hispanic Hero Award \(9:50\)](#)
  - [Linda Brown on becoming 'the symbol of Brown vs. Board of Ed \(2:51\)](#)
  - [What are Under-Reported Stories? \(3:27\)](#)
2. Instruct students to write down the words or phrases that come to mind as they watch the videos.
3. Encourage students to share their reflections with the class.
4. Use their reflections as a springboard for class conversation.

**Guided Reading**

1. Introduce the article, “[Why aren't more people talking about Latinos killed by police?](#)”
2. Read the article as a class.
3. Have students discuss the following questions:
  - a. What is the central idea of the article?
  - b. In what way is this topic an underreported story?
  - c. What facts or details stood out to you?
  - d. What questions does this article raise for you?

**Class Conversation**

1. As some or all of the following questions to guide the discussion
  - a. Why do some stories go untold/underreported?
  - b. Who decides which stories get told?
  - c. What are some stories you'd like to hear about more?
  - d. How has media, in all its forms, opened the doors to more stories?
  - e. Are there drawbacks to this coverage?

*Educator note: Give students time to read and think through the questions in advance. You can hold this conversation via digital discussion board like jamboard if you are teaching virtually*

### Writing Task

1. Drawing from today's reading and a brief internet search, have students select and research one story of a Latinx victim of police violence.
2. Students will write an explanatory paragraph detailing the circumstances. Their explanatory paragraph **MUST** include the following:
  - a. 2 pieces of textual evidence
  - b. The use of at least one narrative element. Examples include but is not limited to:
    - i. Setting
    - ii. Plot
    - iii. Character
    - iv. Conflict
    - v. Style
    - vi. Imagery
    - vii. Dialogue

### Homework

### Dialectical Journal

Students should reflect on today's reading in their dialectical journals.

## Lesson 7

### Essential Questions

How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change?

How can we harness media to share knowledge, specifically that which contributes to the

greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

### Warm-up

#### FreeWrite

1. Students will place the prompt below at the top of their documents
2. Students write freely for 3 minutes in response

Prompt--

*Anyone who feels that we can live without being concerned about other individuals and other nations is sleeping through a revolution...What we are facing today is the fact that through our scientific and technological genius we've made of this world a neighborhood. And now through our moral and ethical commitment we must make of it a brotherhood. We must all learn to live together as brothers - or we will all perish together as fools. This is the great issue facing us today...for how can one avoid being depressed when he sees with his own eyes evidence of millions of people going to bed hungry? How can one avoid being depressed when he sees with his own eyes millions of people sleeping on the sidewalks at night; no beds to sleep in; no houses to go into...All I'm saying is simply this: that all mankind is tied together; all life is interrelated, and we are all caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. For some strange reason I can never be what I ought to be until you are what you ought to be. And you can never be what you ought to be until I am what I ought to be - this is the interrelated structure of reality.*

[Excerpt from "Remaining Awake Through a Great Revolution" by Dr. Martin Luther King, Jr. | Oberlin College, 1965](#)

### Focus text(s) / resource(s) for today's lesson

["Remaining Awake Through a Great Revolution" by Dr. Martin Luther King, Jr. \(Oberlin College, 1965\)](#)

[How to End Racism | Dolores Huerta | TEDxOakland \(Media\)](#)

[Lessons of Dr. Martin Luther King, Jr. by Cesar Chavez \(Speech\)](#)

### Lesson / Activities

#### Media Viewing

1. Screen [How to End Racism | Dolores Huerta | TEDxOakland](#) (6:31)
2. During the presentation of media, students will
  - a. Construct 3 sentences detailing facts
  - b. Compose 3 research questions inspired by the content

**Guided Reading and Annotation**

1. Introduce [Lessons of Dr. Martin Luther King, Jr. by Cesar Chavez](#) to students. Share a copy of the article for student annotation.
2. Conduct a guided reading of the article.
3. Encourage students to annotate as they participate.
4. Ask students to share their responses to the following questions:
  - a. What words or phrases stand out to you?
  - b. How does Chavez describe Dr. King?
  - c. What are Dr. King's lessons and how does Chavez connect them to the rights of workers?

**Reading and Writing Task**

1. Students should compose and submit a Statement of Theme, 1 declarative statement that captures the theme of the narrative. The statement should include:
  - a. 1 declarative statement that captures the theme of EACH speech.
  - b. 3 pieces of textual evidence that supports the theme statement for EACH speech.

**Homework****Dialectical Journal**

Students should reflect on today's reading in their dialectical journals.

**Lesson 8****Essential Questions**

How can a range of texts (informational/literary, historic/contemporary) serve as learning tools for social change?



How can we harness media to share knowledge, specifically that which contributes to the greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

### Warm-up

#### Media Viewing

1. Screen the Spoken Word of Elizabeth Acevedo:

[Elizabeth Acevedo - "Afro-Latina"](#)

[Elizabeth Acevedo "Hair" - ALL DEF POETRY | All Def Poetry](#)

[Pages Matam, Elizabeth Acevedo & G. Yamazawa - "Unforgettable"](#)

[I use my poetry to confront the violence against women | Elizabeth Acevedo | TEDxMidAtlanticSalon](#)

[Elizabeth Acevedo on Writing Afro-Latinx Stories](#)

[Elizabeth Acevedo at The Summit on Inequality & Opportunity](#)

2. During the presentation of media, students will
  - a. Construct 3 sentences detailing facts
  - b. Compose 3 research questions inspired by the content

### Focus text(s) / resource(s) for today's lesson

[The Spoken Word of Elizabeth Acevedo](#)

[They Believe We're Criminals': Black Puerto Ricans Say They're a Police Target](#)

[Afro-Mexicans Fight for Visibility and Recognition](#)

[Afro-Colombians Search for Solutions](#)

### Lesson / Activities

#### Reading and Writing Task

1. Invite students to choose any of the following informational texts to read independently or in small groups:
  - ['They Believe We're Criminals': Black Puerto Ricans Say They're a Police Target](#)

- [Afro-Mexicans Fight for Visibility and Recognition](#)
- [Afro-Colombians Search for Solutions](#)

2. Students will compose a central idea statement. Their statement should include:
  - a. A statement (1 - 3 sentences) that describes the central idea of the article.
  - b. 3 pieces of Textual Evidence in support of their Central Idea

**Extension Task: The African Presence in Latin America**

On the multimedia platform of their choice (e.g. Microsoft Sway, Google Slides), students will curate a collection of images (e.g. people, landscape, monuments, cuisine) highlighting the African presence in Latin America

**Homework**
**Dialectical Journal**

Students should reflect on today's reading in their dialectical journals.

**Lesson 9**
**Essential Questions**

How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change?

How can we harness media to share knowledge, specifically that which contributes to the greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

**Warm-up**
**Media Viewing**

1. Screen

[What Would Be Possible? \(1:58\)](#)

[American Experience | The Exchange Student: A Short Film from Freedom Riders \(4:56\)](#)

[The Kent State Shootings, Explained | History \(5:32\)](#)

2. During the presentation of media, students will
  - a. Construct 3 sentences detailing facts
  - b. Compose 3 research questions inspired by the content

### Focus text(s) / resource(s) for today's lesson

[Justice for One is Not Justice for All | by Tim Wise | Age of Awareness | Apr. 2021 \(Op-Ed\)](#)  
[The Young Patriots Organization: Power to the People \(Organizational Website\)](#)  
[Young Patriots: Confederate Flag and Panther Pride, \(Independent Newsletter Article, 1970\)](#)  
[Whiteness, White Privilege, and White Anti-Racism – Racial Justice Rising \(List of Resources\)](#)  
[Facing Our Unhealed Past: A Mass Slavery Apology](#)

### Lesson / Activities

#### Dialectical Journal

\*\*Educator note: As you near the unit's end, encourage students to work more independently. Thus, for highly capable students, ALL Focus Texts should be explored and annotated in the Dialectical Journal; AT LEAST 2 sources should be explored from the Racial Justice Rising List of Resources. With that understanding, instructors should assign texts and required Dialectical Journal entries with an eye toward maximizing individual student growth potential.

### Homework

#### Dialectical Journal

Students should continue reflecting on today's reading in their dialectical journals.

## Lesson 10

### Essential Questions

How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change?

How can we harness media to share knowledge, specifically that which contributes to the

greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

**Warm-up**

**Preparing for Class Image Study - Educator Notes**

1. Compile notable images using the following google searches:

- [Image Search: Dakota Access Pipeline Protest](#)
- [Image Search: Occupation of Alcatraz](#)
- [Image Search: Wounded Knee | 1890](#)
- [Image Search: Wounded Knee | 1973](#)
- [Image Search: Native American Boarding Schools](#)
- [Image Search: Activism in Sports](#)

2. Prepared to give historic and contemporary context while exploring the images

**Image Study**

1. Introduce a curated collection of images from both of the searches above.
2. Instruct students to review both collections independently
3. Instruct students to write down the words or phrases that come to mind as they view each image.
4. When sufficient time has passed, ask students to place one word or phrase from their *Image Study* into the chat. If you are in person, you can post photos around the room and ask students to write their words or phrases on post-its.
5. Request volunteers to share an image that resonated with them and the word or phrase

\*\*Instructors should compile notable images prior to instruction

\*\*Instructors should be prepared to give historic and contemporary context while exploring the images

**Focus text(s) / resource(s) for today's lesson**

[Image Search: Dakota Access Pipeline Protest](#)

[Image Search: Occupation of Alcatraz](#)

[Image Search: Wounded Knee | 1890](#)

[Image Search: Wounded Knee | 1973](#)

[Image Search: Native American Boarding Schools](#)

[Image Search: Activism in Sports](#)

[Proud To Be \(Mascots\) \(Media\)](#)

[Racist 'Redskins' Name: How NFL Team's Overdue Change Finally Happened](#) (Informational Text)

[Colin Kaepernick | Amnesty International Ambassador of Conscience](#) (Media)

[Colin Kaepernick | Amnesty International Ambassador of Conscience](#) (Speech)

### Lesson / Activities

#### Media Viewing

1. Screen the following videos:
  - [Proud To Be \(Mascots\) \(2:00\)](#)
  - [Colin Kaepernick | Amnesty International Ambassador of Conscience \(7:08\)](#)
2. During the presentation of media, students will
  - a. Construct 3 sentences detailing facts
  - b. Compose 3 research questions inspired by the content

#### Guided Reading and Annotation

1. Introduce the following texts to students:
  - [Racist 'Redskins' Name: How NFL Team's Overdue Change Finally Happened](#)
  - [Police Killings Against Native Americans Are Off the Charts and Off the Radar](#)
2. Share a copy of the article for student annotation.
3. Conduct a guided reading of the article.
5. Encourage students to annotate as they participate.

#### Writing Task

Students will compose a reflective paragraph responding to the following questions:

1. Should Indigenous people be made into mascots?
2. Is there space in sports for social justice?

### Homework

#### Dialectical Journal

Students should reflect on today's reading in their dialectical journals.

<b>Lesson 11</b>
<b>Essential Questions</b>
<p>How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change?</p> <p>How can we harness media to share knowledge, specifically that which contributes to the greater global good?</p> <p>What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?</p>
<b>Warm-up</b>
<p><b>Direct Instruction</b> Instructors should give an overview of Expository Writing.</p> <p><a href="#">Share Expository Essay exemplars with students</a></p> <p>Instructors should guide students through the <a href="#">Expository Essay Outline</a>.</p> <p><i>Educator Note: As students begin the Expository Writing process, instructors should build upon their prior writing knowledge and skills. Thus, the timeline required for students to complete this task is partly dependent upon their preparedness.</i></p>
<b>Focus text(s) / resource(s) for today's lesson</b>
<ul style="list-style-type: none"> <li>• <a href="#">The Protest Photos You Don't See</a></li> <li>• <a href="#">Initiating the Dialogue: How 'Letters for Black Lives' Sparked Conversations About Asian American Identity</a></li> <li>• <a href="#">What are Under-Reported Stories?</a></li> <li>• <a href="#">'They Believe We're Criminals': Black Puerto Ricans Say They're a Police Target</a></li> <li>• <a href="#">Afro-Mexicans Fight for Visibility and Recognition</a></li> <li>• <a href="#">Afro-Colombians Search for Solutions</a></li> </ul>

- [Why Do We Call Asian Americans The Model Minority? \(Media\)](#)
- [#StopAsianHate \(Social Media\)](#)
- [Image Search: Japanese Internment](#)
- [Image Search: Children in cages at the U.S./Mexico border](#)
- [1943 U.S. government-produced film "Japanese Relocation" addresses relocation camps \(Media\)](#)
- [Racism and America's Concentration Camps | Mas Hashimoto | TEDxMeritAcademy \(Media\)](#)
- [Life In A US Japanese American Internment Camp \(Media\)](#)
- [Video from the Topaz, Utah, Japanese internment camp during WWII \(Media\)](#)
- [The no-no boys and me \(Personal Narrative\)](#)
- [Poetry written by children and adults in Japanese Internment Camps](#)
- [Revolutionary Friendship of Malcolm X and Yuri Kochiyama \(Informative Text\)](#)
- [Affirmation by Assata Shakur \(Poem\)](#)
- [This Is What US Protests Looked Like In The '60s \(Photographs\)](#)
- ["The Assassination of Fred Hampton: How the FBI and Chicago Police Murdered a Black Panther" \(Media\)](#)
- ["The First Rainbow Coalition" \(Documentary\)](#)
- [Historical Photos from the 1968 East L.A. Student Walkouts](#)
- [The Black Panthers: Ten Point Program](#)
- [Brown Beret Ten-Point Program \(1968\)](#)
- [13 Point Program and Platform of the Young Lords Party](#)
- [11 Point Program of the Young Patriots](#)
- [1968 East L.A. Student Walkout Demands](#)
- [The Red Nation 10 Point Program](#)
- [What integration after Brown v. Board of Education looked like \(Images\)](#)
- [Sylvia Mendez - 2018 National Hispanic Hero Award \(Media\)](#)
- [Linda Brown on becoming 'the symbol of Brown vs. Board of Ed \(Media\)](#)
- ["Remaining Awake Through a Great Revolution" by Dr. Martin Luther King, Jr. \(Oberlin](#)

College, 1965)

- [How to End Racism | Dolores Huerta | TEDxOakland](#) (Media)
- [Lessons of Dr. Martin Luther King, Jr. by Cesar Chavez](#) (Speech)
- ['The Spoken Word of Elizabeth Acevedo](#)
- [They Believe We're Criminals': Black Puerto Ricans Say They're a Police Target](#)
- [Afro-Mexicans Fight for Visibility and Recognition](#)
- [Afro-Colombians Search for Solutions](#)
- [Justice for One is Not Justice for All | by Tim Wise | Age of Awareness | Apr. 2021](#)
- [The Young Patriots and the Fight for the Working Class in Uptown](#)
- [The Young Patriots Organization: Power to the People](#)
- [Young Patriots: Confederate Flag and Panther Pride](#), (Independent Newsletter Article, 1970)
- [What Would Be Possible?](#) (Media)
- [Whiteness, White Privilege, and White Anti-Racism – Racial Justice Rising](#) (List of Resources)
- [Facing Our Unhealed Past: A Mass Slavery Apology](#)
- [Proud To Be \(Mascots\)](#)
- [Colin Kaepernick | Amnesty International Ambassador of Conscience](#) (Media)
- [Racist 'Redskins' Name: How NFL Team's Overdue Change Finally Happened](#)
- [Police Killings Against Native Americans Are Off the Charts and Off the Radar](#)

### Lesson / Activities

#### **Writing Workshop** | Expository Essay

Using the Expository Essay [Outline](#) as a guide, the Writing Workshop process can be facilitated paragraph by paragraph. Toward that end, the sequential benchmarks and resources below may prove helpful--

#### Thesis Statement

- Expository Essay [Thesis Statement Formula](#)

#### Topic Sentence and Textual Evidence

- Expository [Essay Topic Sentence and Textual Evidence](#)



**Conclusion**

- Implore students to consider the significance of the topic beyond the assignment

*Educator Note--Throughout the Writing Workshop, encourage students to share their benchmarks (e.g. Thesis, Topic Sentence) and larger paragraphs (e.g. Introduction) with the whole group.*

**Homework**
**Dialectical Journal**

Students should reflect on today's reading in their dialectical journals.

**Expository Essay**

Students should continue to work on their expository essay.

**Lesson 12**
**Essential Questions**

How can a range of texts (informational/literary, historic/contemporary) serve as a vehicle and learning tool for social change??

How can we harness media to share knowledge, specifically that which contributes to the greater global good?

What is the history of cross-cultural solidarity, particularly in social justice movements? What are the current implications?

**Warm-up**
**Media Presentations**

Instructor should review the media presentation portion of the performance task:

1. Conduct a walkthrough of various digital presentation platforms (e.g. Microsoft Sway, Google Slides)
2. Review the [Digital Presentation Rubric](#)

**Focus text(s) / resource(s) for today's lesson**

Digital Presentation [Rubric](#)

<b>Lesson / Activities</b>
<b>Media Workshop</b> Students prepare their Digital Presentations on the platform of their choice (e.g. Microsoft Sway, Google Slides)
<b>Homework</b>
<b>Dialectical Journal</b> Students should reflect on today's reading in their dialectical journals.
<b>Media Presentation</b> Students should continue working on their digital presentations.