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Latine Desegregation Lesson Exemplar (Grades 8-12)

Considering your Positionality: Have you considered your own positionality (lens)? How have you considered bias and gaps in your knowledge? What are they and how will you address them before implementing this lesson? What gaps in understanding or information might you have related to the upcoming lesson? Use this space to reflect and self-examine.

Use this space to answer the above questions about positionality

Lesson Objective(s) & Resources: State your objectives clearly, ensuring you have considered all aspects of the un/HUSH framework. What resources or materials do you need to implement the lesson?

Objectives

- Understand the history of Latina/o/e school desegregation/activism (1930s–1970s).
- Put in conversation this history with related social and political events that speak to history of Latina/o/e communities:
 - Treaty of Guadalupe Hidalgo (1848) Chinese Exclusion Act (1882), Immigration Act of 1917, WWI, Immigration and Nationality Act (1952), Immigration and Nationality Act (1965), Jones Act of 1917 (Puerto Rico),
 - Great Depression, New Deal, Bracero Program, Civil Rights Movement

Resources — Students

- Documentary: [The Lemon Grove Incident](#)
- Documentary: [VOCES American Historia: The Untold History of Latinos, Episode 3](#)
- Primary Sources: [Latina/o/e Studies Resource Guide](#) ; [Young Lords Newspapers](#) ; [Various Resources on Latine Studies](#)
- Library of Congress Materials: [Bracero Program](#)

Resources — Teachers

- Books: [Puerto Rican Chicago: Schooling the City, 1940-1977](#); [Why They Hate Us](#)
- Article: [The Status of the Historiography of Chicana/o Education in the 21st Century](#)
- Documentary: [Harvest of Empire](#)

Anticipatory Set: How are you going to engage your students...review prior knowledge...introduce your topic...organize your lesson for students... help make content relevant?

Ask students to recall previous lessons about Latina/o/e communities:

- What is the difference between a migrant and immigrant?
- What do you know about different Latina/o/e populations? (Cubans, Mexicans, Puerto Ricans, etc.)
- How is the Monroe Doctrine connected to Latina/o/e history
- Why do states in the Southwest stem from Spanish words?

Elevating Histories: How does your lesson elevate histories, stories, and marginalized histories?

This lesson elevates histories of various Latina/o/e population, and speaks to the struggle for schooling equity. It also speaks to the history of social movements for Latina/o/e communities. It allows students to see Latina/o/e communities within U.S. history.

Representation & Perspective Taking: How does the content meet the needs of all students? Does your lesson provide opportunities for perspective taking and allow students to see themselves?

Evidence shows that learning about race, ethnicity, and gender has positive impacts on all learners. It allows students to see Latina/os as part of our larger communities by seeing them across history. It helps students unpack misunderstandings and misreadings on the population. This lesson allows Latina/os humanity to be respected and understood by students, or for students from Latina/o/e communities to see themselves within the curriculum. This lesson allows teachers to build a more inclusive curriculum.. In our facilitated conversations and planned activities (i.e., Zine making), students will have opportunities to collaboratively or privately share their perspectives.

Engagement: How does the lesson provide multiple pathways for students to learn the material? For example, will you offer opportunities for small group learning, discussion, focused practice with precise feedback, or independent work?

Yes! Students will work together in groups of 2-3 to build a Zine that speaks to topic assigned to them. While it is important to understand these historical events in U.S. history, it is crucial that students do not feel compelling to “out” themselves or others. As such, there must be multiple forms of engagement with these materials. Students will have opportunities to share their perspectives privately via journaling (written or recorded). We will also use cost-effective e-technologies (i.e., [Mentimeter](#)) so students can anonymously share their un/learnings about these events with questions I will pose. We will also engage in small- and large-group discussions, where students will be encouraged—but not forced—to synthesize their un/learnings with their peers.

Students will enhance their research skills by using primary sources (via digital archival materials)materials

Expression: How will students demonstrate what they have learned? The creation of many paths is important, as is creativity. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment, etc. are some examples of the varied demonstration of learning.

Students will demonstrate their learning in several ways. Informally (but collectively), they will use mentimeter to identify key historical events across U.S. history and link them to Latina/o/e communities. Students will also submit a primary source analysis:

Primary Source Analysis

Students will write a 2-page analysis of a primary source, selected from a list of digital archives provided by the teacher or one I approve beforehand. Students should provide a brief summary of the source, incorporate unit theme, and devote time discussing author biases and the importance of such a source to the history of Latina/os in the United States. The assignment ultimately serves to introduce students to critically thinking about primary source research and builds into the final unit project. The primary sources will be incorporated into the final Zine the student(s) will build.

At the end of this unit, students will then build on these efforts to create a synthesis project about the history of Latina/o/e school activism and desegregation. Via Zine project students will explain *two* of the major historical events that occurred and how it potential impacted the education of Latina/o/e communities—as if they were teaching the lesson to someone with little-to-no knowledge about these histories.

Zine Project



Visuals help us learn. As part of your unit grade, you will create a two-three page spread (pdf, ppt, canva.) in groups of 2-3, that offers a visual summary of your topic and engagement with primary sources. Use text from the class, your own creative interpretation, art/photo, music, etc. I will combine all of the pages together and create a class Zine. You will present on your pages.

During this unit, as a class we will use primary sources, films, and visuals to understand the history of Latine communities.

Topics to be explore:

- What is the history of Southwestern part of the United States? (Think Treaty of Guadalupe Hidalgo of 1848, Manifest Destiny, U.S/ Mexico War)
- How are Puerto Ricans U.S. citizens? (Spanish American War, Treay of Paris of 1898, Jones Act, Operation Bootstrap)
- What is the significance of Mendez v. Westminster?
- How did Latina/o/e populations experience the Civil Rights movement? (School walkouts, Labor Strikes)

Things to consider:

How do the readings help you think critically of ideas of social movements?

How are communities and populations in constant movement?

How do we read Latina/o/e history as U.S. history?

Zines can be created with:

<https://issuu.com/>