
Sample Lesson 2: Social Movements and Student Civic Engagement

Theme: Social Movements and Equity

Disciplinary Area: General Ethnic Studies

Ethnic Studies Values and Principles Alignment: 2, 5, 6

Standards Alignment:

CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking 1; Historical Interpretation 1, 3, 4

CA CCSS for ELA/Literacy: RH.9–10.1, 2, 3, 8; WHST.9–10.1, 2, 4, 7

CA ELD Standards: ELD.PI.9–10.1, 2, 6a, 6c, 11

LESSON PURPOSE AND OVERVIEW:

This primary source analysis assignment turns students into researchers, while simultaneously allowing them to orient themselves with the history of the Ethnic Studies Movement and contemporary social movements.

The purpose of the lesson is for students to learn, analyze, and discuss current social movements happening both in the United States and abroad. By learning about past and present social movements, students will learn firsthand how communities of color have resisted and fought for their human rights and self-determination.

Key Terms and Concepts: social movement, Third World Liberation Front, solidarity

Lesson Objectives (Students will be able to ...):

- Conduct a primary source analysis in relation to social movements and the development of ethnic studies
- Consider how social movements emerge, understand tactics employed, and identify their overall contributions/impact to society
- Engage in critical analysis, learn to decipher credible and noncredible sources, further develop public speaking skills, and work collaboratively

Essential Questions:

1. What causes social movements?
2. What strategies and tactics are most effective within social movements? What gives rise to the proposals and demands of social movements?

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3. What impact have past and present social movements had on society? Why might people have different responses to social movements? What social movements exist today?

Lesson Steps/Activities:

1. Begin the lesson by defining what social movements are and how they start. Introduce the history of the Ethnic Studies Movement and the Third World Liberation Front (TWLF) strike to students. Include in the introduction or overview pictures and brief video clips of San Francisco State College students protesting. Throughout the overview, highlight that the Ethnic Studies Movement was successful due to unity and solidarity building, as well as to drawing on momentum from other movements that were happening simultaneously, such as Black Power, American Indian, anti-war, Asian American, Chicano, United Farm Workers, and Women's Liberation movements. Acknowledge the pros and cons of any movement discussed.

Making Connections to the *History-Social Science Framework*:

Chapter 16 of the framework includes an extensive section on the Civil Rights Movement and other movements that fought for social change (beginning on page 414). As part of their research for this ethnic studies lesson, teachers may also ask students to reflect upon past movements and how these modern-day social movements build upon the accomplishments and limitations of those who came before.

2. Divide students into pairs, providing each group with two primary source documents, including:
 - a. The original demands of the TWLF
 - b. Student proposals for Black, Asian American, Chicano, and Native American studies
 - c. Images from the strike
 - d. Speeches and correspondence written by San Francisco State College administrators concerning the TWLF strike
 - e. Student and Black Panther Party newspaper clippings featuring articles about the TWLF strike

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3. Introduce each of the materials, providing a small amount of context and a brief overview of what is a primary source. Instruct each pair to read each document carefully, conduct additional research to better contextualize and situate the source within the history of this period, and complete a primary source analysis worksheet for each source (see below).
 4. Provide students with class time to work on this assignment. They should also have an opportunity to work on the assignment as homework.
 5. After completing the primary source worksheet each group is paired with another group, where they share their primary source analyses with each other. The groups are also tasked with finding themes, commonalities, connections, or discrepancies or conflicts between their four sources while exploring their perspectives and points of view.
 6. Ask each group to write on a large piece of paper or poster board what they believe were the key tactics/strategies, vision, and goals of the TWLF movement based on their research findings. They can also decorate the poster board with pictures, a copy of their primary source, and other materials.
 7. While still in groups of four, assign each group a contemporary social movement. Alternatively, students can work with the teacher to select the movement that they wish to research.
 8. Let each group of four know that they are now responsible for completing the two previous assignments (primary source analysis and poster board) with their new social movement. Students are to identify two primary sources on the movement, conduct research (including a review of secondary sources like credible news articles, scholarly research, interviews, informational videos, etc.), and complete the primary source analysis worksheet. They are also to complete a poster board displaying the goals, vision, and tactics/strategies of their assigned contemporary social movement.
 9. At the end of the unit, each group presents their poster board and social movement to their peers. After all group presentations have been completed, students will have an opportunity to have a class discussion around the impact of social movements. The class will ultimately return back to the original guiding questions for the lesson.

Source Analysis Worksheet

What Kind of Source? (Circle All that Apply.)

Letter

Chart

Photo

Legal document (city ordinance, legislation, etc.)

Newspaper article

Diary

Speech

Oral history interview

Photograph

Artistic piece (poem, song, poster, etc.)

Press release

Event flyer

Report

Identification document

Other:

Describe your source. (Is it handwritten or typed? In color or black and white? Who is the author or creator? How long is it? What do you see?)

Identifying the Source

1. Is it a primary or secondary source?
2. Who wrote/created the source?
3. Who is the audience?
4. When and where is it from?

Making Sense of the Source

1. What is the purpose of the source?
2. What was happening at the time in history when this source was created? Provide historical context.
3. What did you learn from this source?
4. What other documents or historical evidence will you use to gain a deeper understanding of this event or topic?
5. What does this source tell you about the Ethnic Studies Movement and Third World Liberation Front strike?
6. How does this source relate to current movements for equity?

Assessment, Application, Action, and Reflection:

- Peer assessments are used to help students refine their primary source worksheets and poster boards prior to presenting them to the class. The teacher should visit the groups and provide constructive feedback to students who are having difficulty with the assignment.
- During the student presentations, the teacher can evaluate the students' presentation skills in the context of the grade-level expectations in the CA CCSS for ELA/Literacy, especially the standards for Speaking and Listening.
- Teachers can use the completed poster boards and the final discussion session to determine how effectively the students have absorbed the key concepts and connections from the lesson.

Materials and Resources:

- For Primary Sources on the Third World Liberation Front:
 - University of California, Berkeley Third World Liberation Front Archive (includes oral histories, bibliography of sources, access to dissertations on the topic, primary sources and archived materials, etc.): <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link4>
- For Information on Contemporary Social Movements:
 - #BlackLivesMatter/The Movement for Black Lives
- The Standing Rock Movement:
 - National Geographic Article, "These Are the Defiant 'Water Protectors' of Standing Rock": <https://www.cde.ca.gov/ci/cr/cf/ch4.asp#link5>