|  |
| --- |
| **Grade Level**/6th |

|  |
| --- |
| **Essential Question:**  How was the Latino community in Colorado active in the U.S. Civil Rights Movement?  **Supporting Questions:**   1. Why did West High School students choose to protest their school? 2. Why were Latino communities boycotting? 3. Why is art (of various forms) impactful? 4. How was art used to voice the discontent of the Latino community? |

|  |  |
| --- | --- |
| **Source 1**  Excerpt “2”: From *Yo Soy Joaquin* by Rodolfo “Corky” Gonzales.  In a country that has wiped out  All my history,  Stifled all my pride,  In a country that has placed a  Different weight of indignity upon my age-old burdened back.  Inferiority is the new load . . . .  They frowned upon our way of life  and took what they could use.  Our art, our literature, our music, they ignored–  [Purple highlighted excerpt from Material 6](http://www.cde.state.co.us/node/36166) | **Source 2**  [West High School March 1969 – “Blow Out”](https://www.youtube.com/watch?v=yJqByLcDBLg) (YouTube Video) |
| **Source 3**  Westside Recorder: A newsletter dedicated to community life in the Auraria neighborhood prior to the construction of the Auraria campus    [The West Side Recorder. Vol. 5 Issue 9. March 1969](https://digital.auraria.edu/work/ns/da6413b7-44c2-49b8-ac45-86c6096a42f8/reader/a8140785-438b-4112-b0aa-91ef3356fc94) | **Source 4**  Newspaper Article entitled “Chicano Students Demands at West High (on pg. 4)  http://digital.denverlibrary.org/utils/ajaxhelper/?CISOROOT=p15330coll6&CISOPTR=1378&action=2&DMSCALE=5&DMWIDTH=297&DMHEIGHT=421&DMX=0&DMY=0&DMTEXT=student%20demands&DMROTATE=0  [West Side Recorder, Vol. 5, Issue 9, March 1, 1969](https://www.coloradohistoricnewspapers.org/?a=d&d=WSR19690301-01.2.32&e=-------en-20--1--img-txIN%7ctxCO%7ctxTA--------0------) |
| **Source 5**  A newspaper with a group of people  AI-generated content may be incorrect.  [La Voz *Bilingual*. El Chicano Movimiento series. Part II of V](https://latinohistoryproject.org/item/west-high-school-walkout-of-1969-huelga-de-west-high-school-en-1969-2015/) | **Source 6**  Excerpt 3: From *Yo Soy Joaquin*  by Rodolfo “Corky” Gonzales  Here I stand,  Poor in money,  Arrogant with pride,  Bold with machismo,  Rich in courage  And  Wealthy in spirit and faith.  My knees are caked with mud.  My hands calloused from the hoe.  I have made the Anglo rich,  Yet  Equality is but a word–  [Red highlighted excerpt from Material 6](http://www.cde.state.co.us/node/36166) |

|  |  |
| --- | --- |
| **Source 7**    [Photo 1: Grape Boycott at Safeway Store](https://latinohistoryproject.org/item/grape-boycott-at-safeway-store-1970s/) | **Source 8**    [Photo 2: Chester Ruiz Negotiates with Police at Picket Line](https://digital.auraria.edu/work/ns/6616551e-63d4-49aa-b519-e256e7dcbe1c) |
| **Source 9**    [Photo 3: Picketing Super Serve Drugs](https://latinohistoryproject.org/item/picketing-super-serve-drugs-1975/) | **Source 10**    [Photo 4: Impersonating Zeezo the Clown](https://latinohistoryproject.org/item/zeezo-the-clown-pickets-safeway-on-behalf-of-the-ufwa/) |

|  |  |
| --- | --- |
| **Source 11**    [Photo 5: UFW Members and Supporters March Down Broadway in Denver](https://digital.auraria.edu/work/ns/fcc69f41-3cbf-46a7-a888-0db7e901e57c) | **Source 12**    [President Obama’s Presidential Proclamation of Cesar Chavez Day](https://obamawhitehouse.archives.gov/the-press-office/2015/03/30/presidential-proclamation-cesar-chavez-day-2015) |
| **Source 13**    “Yo no le tengo miedo a nada,” UFW meeting hall, 1966. Rolas de Aztlan (Songs of the Chicano Movement): Smithsonian 2005, Folkways Recording. [Accessed via Youtube:](https://www.youtube.com/watch?v=W5y5w71WP0Y) | **Source 14**    [“Yo No Le Tengo Miedo a Nada” Lyrics (Spanish & English).](https://folkways-media.si.edu/docs/folkways/artwork/SFW40516.pdf)  Refer to page 12 in this document for the lyrics that match the recording shared in Source 13. |
| **Source 15**    [“Aztlan,” by Emilio Aguayo (1971)](http://depts.washington.edu/civilr/images/mecha/mural/Aguayo_mural_ECC_EricHamilton_photo.jpg) | **Source 16**    [“Untitled” by Antonio Bernal (1968)](http://c292912.r12.cf1.rackcdn.com/28cc0adf59a111c5306d60b4745c962b_shrunk.JPG) |
| **Source 17**    [“The Master Plan (Detail)” by Aranda Guillermo (1973)](https://calisphere.org/item/ark:/13030/hb6199p38x/) | **Source 18**  An excerpt from *Yo Soy Joaquin*  by Randolph “Corky” Gonzales  They frowned upon our way of life  and took what they could use.  Our art, our literature, our music, they ignored–  so they left the real things of value  and grabbed at their own destruction  by their greed and avarice.  They overlooked that cleansing fountain of  nature and brotherhood  which is Joaquín.  The art of our great señores,  Diego Rivera,  Siqueiros,  Orozco, is but another act of revolution for  the salvation of mankind.  Mariachi music, the heart and soul  of the people of the earth,  the life of the child,  and the happiness of love.  The corridos tell the tales  of life and death,  of tradition,  legends old and new, of joy  of passion and sorrow of the people–who I am.  [Orange highlighted excerpt from Material 6](http://www.cde.state.co.us/node/36166) |

|  |
| --- |
| **Background Knowledge/Contextual Paragraph for Teachers:** Technically the definition of a Chicano, or Chicanos, carries many different connotations. In this primary source set we focus on the origin of the term Chicano to identify what it means and when it was created. During the American Civil Rights Movement, citizens and immigrants of Latin American descent in the United States, united as Chicanos under the intention of civil rights activism. The Chicano Movement was organized by millions of people spread throughout the country with different lives, origins, and beliefs who agreed that the civil right of people with Latin American descent needed to be improved.  Denver, Colorado, was a central location where the Chicano Movement was highly active and organized. Rodolfo “Corky” Gonzales, leader of the Crusade for Justice, was further known as the leader of the Chicano Movement in Denver and vied for the position to lead the entire national movement. He and other community organizers of the Chicano Movement in Denver were most active in the neighborhood surrounding West High School on the west side of 12th and Speer. These community leaders represented Denver’s Chicano population and the Chicano movement in politics and the media, and lead and organized protests throughout Colorado.  Chicano workers from farming communities united together under Cesar Chavez and Dolores Huerta to form the United Farm Workers. Through boycotts and strikes in Colorado and around the country they gained rights and improved conditions for farm workers around the United States.  [PBS video about the Chicano Movement](http://video.rmpbs.org/video/1601225755) |

|  |
| --- |
| **Building Background Knowledge for the Student**   1. To bring up and build upon students’ background knowledge of the Civil Rights Movement (CRM) lead a classroom discussion with these or similar questions:  * What do you know about the civil rights movement? * What did they do? * Where did they live/protest? * Who did they represent, or fight for?   2. Following the class discussion, ask them who represented Hispanics, or Latinos? Explain that you have a poem, entitled *Yo Soy Joaquin* which was written by a Hispanic activist named Rodolfo “Corky” Gonzales.  3. Read excerpt 1 of *Yo Soy Joaquin*, (see below):  Yo soy Joaquín,  perdido en un mundo de confusión:  I am Joaquín, lost in a world of confusion,  caught up in the whirl of a gringo society,  confused by the rules, scorned by attitudes,  suppressed by manipulation, and destroyed by modern society.  My fathers have lost the economic battle  and won the struggle of cultural survival.  And now! I must choose between the paradox of  victory of the spirit, despite physical hunger,  or to exist in the grasp of American social neurosis,  sterilization of the soul and a full stomach.  Yes, I have come a long way to nowhere,  unwillingly dragged by that monstrous, technical,  industrial giant called Progress and Anglo success....  I look at myself.  I watch my brothers.  I shed tears of sorrow. I sow seeds of hate.  I withdraw to the safety within the circle of life --  MY OWN PEOPLE  [Blue highlighted excerpt from Material 6](http://www.cde.state.co.us/node/36166)   1. Determine how you will instruct vocabulary. It can either be front-loaded before reading the excerpt, or instructed after the reading depending on your own vocabulary culture. 2. Using the excerpt of the poem, divide the students into groups and assign each group one line. Tell them the whole group needs to create a way to act (physically represent) their line. Model what one line might look like. Model how you might analyze a descriptive word to think about visually representing it. Give them 15-20 minutes to plan their acting with multiple check-in points along the way. 3. Then have the groups form a circle for the whole class, but sequence the groups such that if the poem is read aloud, the focus of the acting passes around the circle. 4. Read the poem out loud and let the groups act out their line, perhaps pointing at each group whose line is currently being read. |

|  |
| --- |
| **STRATEGY INSTRUCTION:**  **Sources 1-18:**   * **Historical Method**   + Using the [Chicano Movement Overview Sheet (Material 1)](http://www.cde.state.co.us/node/36160) have students develop a hypothesis for the inquiry question, “How was the Latino community in Colorado active in the U.S. civil rights movement?”     - After completing work through Sources 1-5 complete sheet.     - After completing work through Sources 6-13 complete sheet.     - After completing work through Sources 14-18 complete sheet.     - Before beginning assessment have students write their final hypothesis on this sheet.   ***SOURCE 1:***   * **Poem Discussion**    + Lead a discussion about protests and walkouts. Read the excerpt from *Yo Soy Joaquin* (Source 1) to the students. Explain that the poem expresses many of the sentiments of Chicano protestors at the time. Then lead into the lesson by briefly explaining the West High Walkout of 1969 and why students at West High School staged a walkout.   ***SOURCES 2-5:***   * **Station Rotation**    + Provide each of the sources (Sources 2-5) in a Google Classroom folder or document. Group students in heterogeneous pairs--intended to provide necessary supports for each other--and share the [Station Rotation worksheet (Material 2)](http://www.cde.state.co.us/node/36162) with each student. Each pair will go through each of station and use this document to record their thinking, creating and revising hypotheses about historical accounts as they make their way through the materials.   ***SOURCE 6:***   * **Poem Discussion**    + Students will independently read a short excerpt of the poem *Yo Soy Joaquin* (Source 6) in preparation for a small group discussion. Guided discussion questions can be used, such as: What could machismo mean? What do you imagine this person (perspective in the poem) to look like? What could he or she do for a living (job)? What is the struggle here? Why is equality only a word?   ***SOURCES 7-11:***   * **Photo Analysis**    + A power-point presentation with the primary source pictures (Sources 7-11) can be created and used in this next section of the lesson. Students will be asked to take a minute to look at each picture and take quick notes about what they notice. Using the [Photo Analysis Sheet (Material 3)](http://www.cde.state.co.us/node/36163) have students analyze each photo.   ***SOURCE 12:***   * **Shared Reading & Discussion**    + For the last portion of the lesson the students will participate in a shared read of President Obama’s Presidential Proclamation of Cesar Chavez Day (Source 12). The teacher will read the proclamation and students will underline, annotate, and make connections as it is read. Remind students that this will be their closing section before making their final hypothesis and to look for anything that could help gain more insight. After the reading, have students discuss what they noticed in the proclamation and how their thinking may have changed or stayed the same. Have students write their final hypothesis to conclude the lesson.   ***SOURCES 13-14:***   * **Close Listen/Read**   + Post the lyrics for “*Yo No Le Tengo Miedo a Nada*” (Source 13) and play the song (Source 15). Print the lyrics for each student prior to beginning. Ask students to listen and read closely.   + Participate in collaborative discussion; the goal is to build curiosity and get them thinking about the power of art, specifically for the Chicano Movement. Once the students are in a circle, ask them to turn to a neighbor and tell them what stuck out to them from the song or what connections they made.   + Begin the discussion by asking: What makes this song impactful?     - Question Guide:  1. Is there a song that you’ve heard that gets you emotional? 2. What might be powerful about song? 3. What about other forms of art? 4. What is the purpose of doing art? 5. How could art be powerful? 6. What does the music we listened to have to do with the Chicano Movement? 7. Why do you think art was so important in the movement? 8. What other art could be used to get a point across? Generate a list of other art forms on a chart (be sure to include newspapers and literature if students do not).   ***SOURCES 15-17:***   * **See-Think-Wonder Parallel Rotation**   + Evaluate murals using the [Murals Worksheet (Material 5)](http://www.cde.state.co.us/node/36165). Ask “What is a mural?” Set up 6 stations total: on one side of the room, set up three different stations with one mural at each (three total), on the other side of the room, do the same. This is to create smaller groups for discussion and viewing purposes. Place students at their stations (ex. 30 students=5 at each table). Allow for 15 minutes at each station: the first few minutes should be dedicated to silently viewing and noticing.   + Once at their station, let them jot down a list of what they see (individually), and then open up the group to a discussion about: what do they think & what do they wonder. Have students use the graphic organizer (Material 5) to guide their thinking. After 15 minutes at the first station, ask the students to rotate & repeat.   ***SOURCE 18:***   * **Relevant Translation**   + Access the poem section from “*Yo Soy Joaquin*” (Source 19) through a buddy read.   + The teams will work to decode their portion by translating it into a phrase that would make it easier for the whole class to understand. There may be need for dictionaries or computer research. Since there will be multiple pairs assigned to one portion, allow the groups to combine and compare before they share. Ask them to choose one translation to share. Once the students are finished, ask them to line up in the poem order and read their translated portions out loud to the class.   + The teacher should read the original poem excerpt. Again, ask the students to read theirs once more out loud and in order.   + Afterwards, enter into an independent writing time where students will be able to reflect on the power of art for difference making, specifically within the Chicano Movement. The students may choose how they would like to reflect, as long as it incorporates writing (e.g., creative writing, poem, song, description of a mural they would paint, etc.). |

|  |
| --- |
| **Strategy Instruction Differentiation:**  The texts can be further modified for students who need more literacy support; vocabulary should be instructed based on your student’s needs. |

|  |
| --- |
| **Poem Reading:**   * Students will choral read the final stanza from *Yo Soy Joaquin* by Rodolfo “Corky” Gonzales.   I am the masses of my people and  I refuse to be absorbed.  I am Joaquín.  The odds are great  But my spirit is strong,  My faith unbreakable,  My blood is pure.  I am Aztec prince and Christian Christ.  I SHALL ENDURE!  I WILL ENDURE!  [Green highlighted excerpt from Material 6](http://www.cde.state.co.us/node/36166)  **Answer Focus Question:**   * Students will use the results from each section that have been recorded on their [Chicano Movement Overview Sheet (Material 1)](http://www.cde.state.co.us/node/36160) to answer the initial focus question (must include something from each section covered in the unit).   **RAFT Writing:**   * Students will complete a final writing project using the RAFT (Role, Audience, Format, & Topic) structure. Students will write from the perspective of a person in the Chicano Movement. Each student will write a letter explaining the struggles, important events, and their personal involvement in the movement. The audience can include choices such as: family member in Mexico, to a newspaper, or to a politician. Letters will be written and then shared with small groups. |

|  |
| --- |
| **Assessment:**  Answer Inquiry Question & RAFT Writing (see above)   * Have students review their work with the primary sources and then answer the overall inquiry question using the [Chicano Movement Overview Sheet (Material 1)](http://www.cde.state.co.us/node/36160). * Have students write a letter from the perspective of a person in the Chicano Movement. Students have a choice to write a letter to a family member in Mexico, to a newspaper, or to a politician. Students must include struggles, important events, and their role in the movement. |

|  |
| --- |
| **Colorado Academic Social Studies Standards:**   * SS6.S1.GLE2.EOa: Explain how people, cultures, and ideas interact and are interconnected in the Western Hemisphere and how they have impacted modern times. For example: The “Great Dying” of Indigenous Peoples in the Americas and its consequences; rapid deforestation of the Amazon; anti-colonial and nationalist movements, the Columbian Exchange, and revolutions in energy. * SS6.S1.GLE1.EOb: Analyze multiple primary and secondary sources while formulating historical questions about the Western Hemisphere. For example: Oral histories, art, artifacts, eyewitness accounts, letters, and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts. * SS6.S4.GLE1.EOb: Explain how political ideas of significant people and groups interact, are interconnected, and influence nations and regions in the Western Hemisphere, both in the past and today * SS6.S4.GLE1.EOc: Identify how different systems of government relate to their citizens in the Western Hemisphere and how systems of government create advantages for some of their citizens and disadvantages for others. |

|  |
| --- |
| **Colorado Reading & Writing Standards:**   * RWC10-GR.6-S.2-GLE.2-EO.c.ii: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (CCSS: RI.6.8) * RWC10-GR.6-S.1-GLE.1-EO.d:Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. (CCSS: SL.6.1) * RWC10-GR.6-S.4-GLE.2-EO.a: Accurately identify own assumptions, as well as those of others * RWC10-GR.6-S.4-GLE.3-EO.b: Take control over their thinking to determine when thinking should be questioned and when it should be accepted. (intellectual autonomy) |