

Theme 20th Century Hispanic Education Issues
Experience East Los Angeles Blowouts - Media

Foundations:

1. Make every minute of contact time matter
2. Empower students to guide themselves through determination, collaboration, and available tools
3. Create an environment of effort, production, and achievement
4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful
5. Democratize teaching, learning, and assessment

Problem-Statement

Why did Hispanics call for equity in education during the second half of the 20th century and what were the results of their self-advocacy?

Objectives

1. Create their own note-taking system based on media
2. Apply understanding to synthesize plausible answers
3. Recognize at least 3 cause-and-effect relationships
- 4.
- 5.

Suggested Introduction/Engagement Approaches:

1. Brief overview to equity in education
2. Brief overview of Brown vs. Board of Education
3. Compare African-American and Hispanic issues in Ed.
- 4.
- 5.

Optimal Environment Suggestions:

1. Students watch video together
2. Students share notes and answers
3. Students score one another
- 4.
- 5.

Problem-Solving Examples

1. Critical Thinking: Ask Questions
2. Communication: Discuss
3. Collaboration: Compare notes
4. Creativity: Own note-taking system

Growth Mindset Skill Rating (Use these ratings to encourage students what they might experience as they try to overcome)

1	2	3	4	5
<i>Effort</i>	<i>Commitment</i>	<i>Resilience</i>	<i>Wherewithal</i>	<i>Perseverance</i>

Qualitative Assessment Strategies

1. Topics of Discussion
2. Attentiveness to Video

Quantitative Assessment Strategies

4. Score on questions
5. Score on notes

Big Three Extensions:

1. Watch HBO special "Walkout" – create own notes
2. Research Sal Castro
3. Research Lemon Grove Incident

Abbreviated Common Core Anchor Standards:

English Language

1. Demonstrate command of grammar within the English language.
2. Demonstrate command of punctuation, capitalization, and spelling within the English language.
3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening.
4. Using multiple strategies, determine the meaning of unknown words.
5. Determine nuances of words or phrases when used in non-explicit ways.
6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own.

Writing

1. Write a source-based argument with logic, reason, and supporting evidence.
2. Write a highly organized informative essay on complex ideas.
3. Write a well-structured, well-chosen narrative about imaginary or real events.
4. Produce clear, organized, and purposeful piece of writing for a specific audience.
5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing.
6. Use technology to assist with the writing process, including collaboration.
7. Engage in inquiry based research projects for various amounts of time.
8. Gather a variety of sources and apply measures of analysis to determine bias and reliability
9. Draw appropriate evidence from literary or print sources to support analysis
10. Write routinely in various formats for short or long times, formatting correctly, for various audiences.

Speaking & Listening

1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.
2. Integrate and evaluate diverse modes of media for speaking and listening application.
3. Evaluate speaker's point of view, reasoning, and evidence
4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence.
5. Create impactful visual aids to assist with presentations.
6. Adapt text to different situations and purposes, showing command of the English language.

Reading

1. Read for meaning and to make inferences. Find citations to support analysis.
2. Find central ideas or themes, summarize them, and find supporting details.
3. Analyze development of individuals, events, or ideas interact over time
4. Analyze words and word tone to determine meaning and tone.
5. Analyze purpose and interconnectedness of the text.
6. Assess impact of point of view
7. Integrate and evaluate different media formats.
8. Analyze arguments and determine logic and reasoning
9. Analyze different texts about the same topic.
- 9.1. Read at appropriate and challenging level.

Challenge Adjust

Less Challenging	Planned Lesson	More Challenging
Fill out cause and effects together		One group identify cause, the other effect, discuss
Pause video to discuss content		Assign number of questions to answer
Limit the number of the questions		Take two days and on second day have students discuss answers

Name: _____ Date: _____

Listening Notes: East Los Angeles Blowouts

Objective: To display an understanding of the cultural experience of Hispanics in East Los Angeles during the 1960s with notes, questions, and synthesis/reflection responses.

Evidence: (This Sheet)

1. Front - Completely full of notes and questions
2. Back - At least three questions answered fill the space

Inquiry: Using the provided keywords, build authentic Level 2 and/or Level 3 questions below (1 points per question):

Notes: Things you find interesting, things you want to know more about, people, events, ideas, dates, and statistics, you can draw relevant pictures:

SCORE IF FILLED WITH RELEVANT IDEAS

5.0	<i>Completely Full</i>	3.0	<i>Not Quite Half Full</i>
4.5	<i>Mostly Full</i>	2.5	<i>You Wrote Something</i>
4.0	<i>Over Half Full</i>	0.0	<i>No Data</i>
3.5	<i>About Half Full</i>		

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"Constructing Meaning, Learning Power"
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 Twitter: @mymindmypower

Level 2 Common Keywords

Level 3 Common Keywords

Compare
 Contrast
 Classify/Organize
 Explain Why
 Analyze
 Assumptions
 Inferences

Evaluate
 Judge
 If... Then...
 Predict
 Imagine
 Hypothesize
 In your opinion...

1. _____

2. _____

3. _____

4. _____

5. _____

Cause: _____	EAST LOS ANGELES WALKOUT	Effect: _____
Cause: _____		Effect: _____
Cause: _____		Effect: _____
Cause: _____		Effect: _____
Cause: _____		Effect: _____

Analysis/Reflection Questions

Directions: Using the information from the film and your experience and knowledge, answer at least three of the questions with sufficient detail and descriptiveness (fill the space):

1. Of all the reasons mentioned or implied, what do you think was the most significant cause of the 1968 East Los Angeles Blowout?

Answer: _____

2. If you were observing the 1968 Walkouts what word would you use to describe how the participants felt: scared, indifferent, proud, or hopeful? Explain.

Answer: _____

3. Who do you think is to blame for the escalation of the walkout from protest to fear; the students, the parents, the police, the Brown Berets, the administration or someone else? Explain your answer.

Answer: _____

4. The source you watched was a documentary, but, if it were a narrative, what do you think would have been the climax?

Answer: _____

5. Most school children know celebrities, sports stars, and singers, but why do you think very few have heard of Sal Castro?

Answer: _____

6. Some people think students might protest school to simply avoid going to school; in your opinion, what must occur for the process of education to be disrupted for a purposeful reason?

Answer: _____

Theme 20th Century Hispanic Education Issues
Experience East Los Angeles Blowouts - Reading

Foundations:

1. Make every minute of contact time matter
2. Empower students to guide themselves through determination, collaboration, and available tools
3. Create an environment of effort, production, and achievement
4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful
5. Democratize teaching, learning, and assessment

Problem-Statement

Why did Hispanics call for equity in education during the second half of the 20th century and what were the results of their self-advocacy?

Objectives

1. Read and reread the article for understanding
2. Think about the article as it is read to them
3. Apply information from the article to practice CT
4. Apply information to show levels of understanding
- 5.

Suggested Introduction/Engagement Approaches:

1. Brief overview to equity in education
2. Brief overview of Brown vs. Board of Education
3. Compare African-American and Hispanic issues in Ed.
4. General explanation of cause and effects of protests
5. History of major protests

Optimal Environment Suggestions:

1. Students read article to themselves
2. Students listen and think as the article is read aloud
3. Students complete questions individually
4. Students discuss answers and build mutual understanding
- 5.

Problem-Solving Examples

1. Critical Thinking: Synthesis Questions
2. Communication: Read article
3. Collaboration: Discuss individual understandings
4. Creativity:

Growth Mindset Skill Rating (Use these ratings to encourage students what they might experience as they try to overcome)

1	2	3	4	5
Effort	Commitment	Resilience	Wherewithal	Perseverance

Qualitative Assessment Strategies

1. Concentration on reading
2. Eagerness to talk

Quantitative Assessment Strategies

4. Completion of assignment
5. Depth of understanding

Big Three Extensions:

1. Watch movie "Stand and Deliver"
2. Research Jamie Escalante
3. Reflect on equity on their school

Abbreviated Common Core Anchor Standards:

English Language

1. Demonstrate command of grammar within the English language.
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5. Determine nuances of words or phrases when used in non-explicit ways.
6. Continously improve range of academic and domain-specific use, which includes gatehring new vocabulary and word recognition phrases on one's own.

Writing

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2. Write a highly organized informative essay on complex ideas.
3. Write a well-structured, well-chosen narrative about imaginary or real events.
4. Produce clear, organized, and purposeful piece of writing for a specific audience.
5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing.
6. Use technology to assist with the writing process, including collaboration.
7. Engage in inquiry based research projects for various amounts of time.
- 8 Gather of variety of sources and apply measures of analysis to determine bias and reliability
9. Draw appropriate evidence from literary or print sources to support analysis
10. Write routinely in various formats for short or long times, formatting correctly, for various audiences.

Speaking & Listening

1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.
2. Integrate and evaluate diverse modes of media for speaking and listening application.
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Reading

1. Read for meaning and to make inferences. Find citations to support analysis.
2. Find central ideas or themes, summarize them, and find supporting details.
3. Analyze development of individuals, events, or ideas interact over time
4. Analyze words and word tone to determine meaning and tone.
5. Analyze purpose and interconnectedness of the text.
6. Assess impact of point of view
7. Integrate and evaluate different media formats.
8. Analyze arguments and determine logic and reasoning
9. Analyze different texts about the same topic.
- 9.1. Read at appropriate and challenging level.

Challenge Adjust

Less Challenging	Planned Lesson	More Challenging
Assist students with vocab or allow device research		Assign students sections and summarize/discuss
Limit the number of answers to complete		Have students present answers and then write their own
Award 50 percent for reading		Do not read to students

Read this article and complete the activities below:

Woo. E. (1988) "'60s Blowouts': Leaders of Latino school protest see little change." Los Angeles Times. Accessed February 2, 2018. Available: http://articles.latimes.com/1988-03-07/local/me-488_1_lincoln-high-school-graduate

PR: Do you think leaders and participants of the East Los Angeles Walkouts would be more critical of the schools or the students in today's public education system? Explain.

I think the leaders and participants of the East Los Angeles Blowouts would be

more critical of _____ because _____

Headline to the end of "Full Circle"

Vocabulary: Find each word, do your best to put it into context to match with the best definition/synonyms, use a dictionary or electronic device if permitted:

- | | |
|------------------------|---|
| 1. _____ Demanded | a. Mainly, mostly, largely (adv.) |
| 2. _____ Remedies | b. Plot, treachery, a plan to go against expected behaviors (n.) |
| 3. _____ Dilapidated | c. Insisted, Required, Wanted (v.) |
| 4. _____ Protest | d. To meet the basic standards (v.) |
| 5. _____ Predominantly | e. A statistic that indicates a failure to graduate, to end school early (n.) |
| 6. _____ Qualify | f. To prompt, to start (v.) |
| 7. _____ Conspiracy | g. Run-down, decrepit, shabby (adj.) |
| 8. _____ Dropout | h. Obstructed, slowed down (v.) |
| 9. _____ Instigate | i. Solutions, Answers (n.) |
| 10. _____ Hampered | j. Complaint, rally, strike (n.) |

11. From the first line, "On March 6, 1968..." to the end of the section entitled "Full Circle" several different causes of the East Los Angeles Blowouts were mentioned, what do you think are the top three causes mentioned:

* _____

* _____

* _____

Reflect on the one's you listed and circle which one you think is most significant.

12. I circled the one I did on number 11 because _____

and another line from the article that supports this state, " _____

_____."

13. Some people argue that the East Los Angeles Walkouts did achieve the goal of creating more equity in education, cite a line between the first paragraph and the end of "Full Circle" that best supports this conclusion.

The line, " _____

_____," best supports the conclusion

that the Walkouts were successful because _____

14. Using the same answer structure as Number 13, answer the following:

Some people argue that the East Los Angeles Walkouts did not achieve their goal of creating more equity in education, which line from the article adds strength to this conclusion?

15. Out of all the sections between the Introduction and "Full Circle" which one do you find the most interesting? Explain your answer:

“Bitter Memory” to “Make a Dent”

Vocabulary: Find each word, do your best to put it into context to match with the best definition/synonyms, use a dictionary or electronic device if permitted:

- | | |
|---------------------|---|
| 16. ___ Bitterness | a. Resentment, anger, hostility (n.) |
| 17. ___ Advise | b. What a person does as an occupation to make money over the course of their life (n.) |
| 18. ___ Career | c. Criminal, negligent, failing (adj.) |
| 19. ___ Enroll | d. Register, join, plan to attend (v.) |
| 20. ___ Mutual | e. Complaint, grievance, objection (n.) |
| 21. ___ Inspire | f. Genuine, sincere, real (adj.) |
| 22. ___ Alternative | g. Motivate, encouraged to feel something positive (v.) |
| 23. ___ Delinquent | h. Joint, shared, cooperative (adj.) |
| 24. ___ Gripe | i. Counsel, guide, recommend (v.) |
| 25. ___ Legitimate | j. Replacement, substitute, something else (n.) |

26. The following are all listed as real concerns that are attributed to causing the walkout, rank each one on the following scale based on their importance:

1	2	3	4	5
<i>Legitimate</i>	<i>Overly Legitimate</i>	<i>Seriously Legitimate</i>	<i>Very Legitimate</i>	<i>Most Legitimate</i>

_____ Esparza remembers with bitterness a high school counselor who advised him to apply to a junior college instead of a university

_____ the principal telling a student body assembly that he expected half the students to drop out.

_____ Teachers seemed to make only the minimum of effort, restrooms were never open, and when it rained, students "either didn't eat or we had to stand in the rain" because the lunch area was uncovered,

_____ 20 years ago, he would say it was "like American education forgot the Latino kid."

_____ "We visited Fairfax High School, which was brand new at the time. I remember being amazed by their buildings--they were so nice. And they had brand new books.

I ranked the one I did as number one because _____

I ranked the one I did as number five because _____

27. In the section, “Bitter Memory” why do you think the author highlights Gamboa and Esparza as Walkout participants and leaders?
- | | |
|---|---|
| a. To create a personable link with walkout figures | c. To create a better narrative for the walkout story |
| b. To indicate that if a system is designed to make students fail that it isn't hard to find examples of when it worked | d. To show that some of the leaders of the participants of the walkouts did things not expected of them |
28. What assumptions can you make about Harry Gamboa based on the section “Bitter Memory”?
- | | |
|----------------------------------|------------------------|
| a. He was a bad person | c. He earned mostly Ds |
| b. He proved his principal right | d. He didn't graduate |
29. In the section, “Create Positive Image,” what kind of art can you assume that Harry Gamboa is involved in?
- | | |
|-------------------|-----------------|
| a. Visual Art | c. Liberal Arts |
| b. Performing Art | d. Street Art |
30. Why do you think the authors say that Paula Crisostomo was an “unlikely rabble-rouser” in the section “Create Positive Image”?
- | | |
|-----------------------|----------------------------------|
| a. She was a girl | c. She was a teacher |
| b. She was an athlete | d. She was in student government |
31. In the section “Amazed by their Buildings” Paula Crisostomo states, “We were fortunate to have grown-ups who were willing to give us guidance. That doesn't happen much anymore...” to whom is she referring?
- | | |
|----------------|-------------------|
| a. Role-models | c. Teachers |
| b. Idols | d. Administrators |
32. What word best summarizes the phrase “educational neglect” as stated by Sal Castro in the section “Amazed by their Buildings”.
- | | |
|----------------|---------------|
| a. Abandonment | c. Punishment |
| b. Disrepair | d. Isolation |
33. What do you think the phrase “Make a dent” mean as used in the section of the same name?
- | | |
|----------------------|-----------------------|
| a. Have an impact | c. Prove a hypothesis |
| b. Force a collision | d. Be the solution |
34. What assumptions can you make about Sal Castro’s office based on what is written in the section “Make a Dent”?
- | | |
|------------------------------------|-----------------------|
| a. It is by the principal’s office | c. It is tidy |
| b. It is in the basement | d. It is disorganized |
35. Take a look at the last sentence of the paragraph, based on the tone of the paragraph, what do you think the phrase *persona non grata* means?
- | | |
|--------------------------------|---|
| a. A person who is unwelcome | c. A person who only looks out for themselves |
| b. A person who is not trusted | d. A person who forgets to say thank you |
36. Which WAS NOT an effect on Sal Castro as a result of the Walkout?
- | |
|---|
| a. He was approached about the inequity between Lincoln and Fairfax |
| b. He lost his job at Lincoln High School |
| c. He faced jail time after being accused of being the mastermind |
| d. He bounced from building to building and position to position |
| e. He became an unwelcome person in parts of the school district |

37. Using an approved research device, create a historical profile for Sal Castro

Who: Sal Castro	What:
When:	Where:
Why is Sal Castro Important to Equity for Hispanic Education	
1. _____	
2. _____	
3. _____	

“Sat in a Corner” to “They Don’t Care”

Vocabulary: Find each word, do your best to put it into context to match with the best definition/synonyms, use a dictionary or electronic device if permitted:

- 38. ____ Ethnic a. Rally, assemble, activate (v.)
- 39. ____ Stigma b. Cultural, traditional, racial, and/or national (adj.)
- 40. ____ Acknowledge c. Of or relating to classes taken and/or grades earned (n.)
- 41. ____ Heritage d. Shame, humiliation, disgrace (n.)
- 42. ____ Mobilize e. Progress, advance, to complete school (v.)
- 43. ____ Attrition f. Knowledge, understanding (n.)
- 44. ____ Progress g. Improvement, advancement (n.)
- 45. ____ Academics h. Cultural legacy (n.)
- 46. ____ Graduate i. Warn down, stopped (n.)
- 47. ____ Awareness j. Recognize, Salute (v.)

MY MIND MY POWER, LLC
Empowering Minds
Inspiring Power
Creating Success

48. The following are all listed as outcomes of the walkout, rank each one on the following scale based on their significance

1	2	3	4	5
<i>Significant</i>	<i>Overly Significant</i>	<i>Seriously Significant</i>	<i>Very Significant</i>	<i>Most Significant</i>

____ And he noted that there are "a lot of brown faces" in district administrative posts who were not there 20 years ago.

____ But the walkouts changed the expectations of teachers. We re-evaluated ourselves,

____ Almost twice as many Lincoln students took advanced placement (AP) examinations for college credit last year as in 1986

____ almost half of Lincoln's 1986 graduating class went on to a two- or four-year college.

____ Of the seven students around the table, three said they will be the first in their families to attend college.

I ranked the one I did as number one because _____

I ranked the one I did as number five because _____

49. From “Sat in a Corner” to “They Don’t Care” several different counter arguments to the effectiveness of the East Los Angeles Walkouts success are listed, these are arguments or statements that say the Walkouts did not have a significant effect, what are the top three counter arguments you read:

* _____

* _____

* _____

Reflect on the one’s you listed and circle which one you think is most significant.

50. I circled the one I did on number 11 because _____

and another line from the article that supports this state, “ _____

_____.”

51. Based on the following scale, how effective were the East Los Angeles Walkouts in creating educational equity for Hispanics in the United States?

1	2	3	4	5
<i>Not Very Effective</i>	<i>Not Effective</i>	<i>Unsure</i>	<i>Effective</i>	<i>Very Effective</i>

I rated the East Los Angeles a _____ in effectiveness because _____

the strongest excerpt to support my analysis is, “ _____

_____.”

In my own words, I think this line is saying _____

All things considered the East Los Angeles Walkouts _____

Read this article and complete the activities below:

Woo. E. (1988) "'60s Blowouts': Leaders of Latino school protest see little change." Los Angeles Times. Accessed February 2, 2018. Available: http://articles.latimes.com/1988-03-07/local/me-488_1_lincoln-high-school-graduate

PR: Do you think leaders and participants of the East Los Angeles Walkouts would be more critical of the schools or the students in today's public education system? Explain.

I think the leaders and participants of the East Los Angeles Blowouts would be

more critical of _____ because _____

Headline to the end of "Full Circle"

Vocabulary: Find each word, do your best to put it into context to match with the best definition/synonyms, use a dictionary or electronic device if permitted:

- | | |
|---------------------------|---|
| 1. <u>C</u> Demanded | a. Mainly, mostly, largely (adv.) |
| 2. <u>I</u> Remedies | b. Plot, treachery, a plan to go against expected behaviors (n.) |
| 3. <u>G</u> Dilapidated | c. Insisted, Required, Wanted (v.) |
| 4. <u>J</u> Protest | d. To meet the basic standards (v.) |
| 5. <u>A</u> Predominantly | e. A statistic that indicates a failure to graduate, to end school early (n.) |
| 6. <u>D</u> Qualify | f. To prompt, to start (v.) |
| 7. <u>B</u> Conspiracy | g. Run-down, decrepit, shabby (adj.) |
| 8. <u>A</u> Dropout | h. Obstructed, slowed down (v.) |
| 9. <u>F</u> Instigate | i. Solutions, Answers (n.) |
| 10. <u>G</u> Hampered | j. Complaint, rally, strike (n.) |

11. From the first line, "On March 6, 1968..." to the end of the section entitled "Full Circle" several different causes of the East Los Angeles Blowouts were mentioned, what do you think are the top three causes mentioned:

* _____

* _____

* _____

Reflect on the one's you listed and circle which one you think is most significant.

12. I circled the one I did on number 11 because _____

and another line from the article that supports this state, "_____

_____."

13. Some people argue that the East Los Angeles Walkouts did achieve the goal of creating more equity in education, cite a line between the first paragraph and the end of "Full Circle" that best supports this conclusion.

The line, "_____

_____", best supports the conclusion that the Walkouts were successful because _____

14. Using the same answer structure as Number 13, answer the following:

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15. Out of all the sections between the Introduction and "Full Circle" which one do you find the most interesting? Explain your answer:

“Bitter Memory” to “Make a Dent”

Vocabulary: Find each word, do your best to put it into context to match with the best definition/synonyms, use a dictionary or electronic device if permitted:

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|--------------------------|---|
| 16. A Bitterness | a. Resentment, anger, hostility (n.) |
| 17. I Advise | b. What a person does as an occupation to make money over the course of their life (n.) |
| 18. B Career | c. Criminal, negligent, failing (adj.) |
| 19. D Enroll | d. Register, join, plan to attend (v.) |
| 20. H Mutual | e. Complaint, grievance, objection (n.) |
| 21. G Inspire | f. Genuine, sincere, real (adj.) |
| 22. J Alternative | g. Motivate, encouraged to feel something positive (v.) |
| 23. C Delinquent | h. Joint, shared, cooperative (adj.) |
| 24. E Gripe | i. Counsel, guide, recommend (v.) |
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1	2	3	4	5
Legitimate	Overly Legitimate	Seriously Legitimate	Very Legitimate	Most Legitimate

_____ Esparza remembers with bitterness a high school counselor who advised him to apply to a junior college instead of a university

_____ the principal telling a student body assembly that he expected half the students to drop out.

_____ Teachers seemed to make only the minimum of effort, restrooms were never open, and when it rained, students "either didn't eat or we had to stand in the rain" because the lunch area was uncovered,

_____ 20 years ago, he would say it was "like American education forgot the Latino kid."

_____ "We visited Fairfax High School, which was brand new at the time. I remember being amazed by their buildings--they were so nice. And they had brand new books.

I ranked the one I did as number one because _____

I ranked the one I did as number five because _____

- In the section, “Bitter Memory” why do you think the author highlights Gamboa and Esparza as Walkout participants and leaders?
 - To create a personable link with walkout figures
 - To indicate that if a system is designed to make students fail that it isn't hard to find examples of when it worked
 - To create a better narrative for the walkout story
 - To show that some of the leaders of the participants of the walkouts did things not expected of them
- What assumptions can you make about Harry Gamboa based on the section “Bitter Memory”?
 - He was a bad person
 - He proved his principal right
 - He earned mostly Ds
 - He didn't graduate
- In the section, “Create Positive Image,” what kind of art can you assume that Harry Gamboa is involved in?
 - Visual Art
 - Performing Art
 - Liberal Arts
 - Street Art
- Why do you think the authors say that Paula Crisostomo was an “unlikely rabble-rouser” in the section “Create Positive Image”?
 - She was a girl
 - She was an athlete
 - She was a teacher
 - She was in student government
- In the section “Amazed by their Buildings” Paula Crisostomo states, “We were fortunate to have grown-ups who were willing to give us guidance. That doesn't happen much anymore...” to whom is she referring?
 - Role-models
 - Idols
 - Teachers
 - Administrators
- What word best summarizes the phrase “educational neglect” as stated by Sal Castro in the section “Amazed by their Buildings”?
 - Abandonment
 - Disrepair
 - Punishment
 - Isolation
- What do you think the phrase “Make a dent” mean as used in the section of the same name?
 - Have an impact
 - Force a collision
 - Prove a hypothesis
 - Be the solution
- What assumptions can you make about Sal Castro’s office based on what is written in the section “Make a Dent”?
 - It is by the principal’s office
 - It is in the basement
 - It is tidy
 - It is disorganized
- Take a look at the last sentence of the paragraph, based on the tone of the paragraph, what do you think the phrase *persona non grata* means?
 - A person who is unwelcome
 - A person who is not trusted
 - A person who only looks out for themselves
 - A person who forgets to say thank you
- Which WAS NOT an effect on Sal Castro as a result of the Walkout?
 - He was approached about the inequity between Lincoln and Fairfax
 - He lost his job at Lincoln High School
 - He faced jail time after being accused of being the mastermind
 - He bounced from building to building and position to position
 - He became an unwelcome person in parts of the school district

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Who: Sal Castro	What:
When:	Where:
Why is Sal Castro Important to Equity for Hispanic Education?	
1. _____	

2. _____	

3. _____	

“Sat in a Corner” to “They Don’t Care”

Vocabulary: Find each word, do your best to put it into context to match with the best definition/synonyms, use a dictionary or electronic device if permitted:

- 38. B Ethnic a. Rally, assemble, activate (v.)
- 39. D Stigma b. Cultural, traditional, racial, and/or national (adj.)
- 40. J Acknowledge c. Of or relating to classes taken and/or grades earned (n.)
- 41. H Heritage d. Shame, humiliation, disgrace (n.)
- 42. A Mobilize e. Progress, advance, to complete school (v.)
- 43. I Attrition f. Knowledge, understanding (n.)
- 44. G Progress g. Improvement, advancement (n.)
- 45. C Academics h. Cultural legacy (n.)
- 46. E Graduate i. Warn down, stopped (n.)
- 47. F Awareness j. Recognize, Salute (v.)

48. The following are all listed as outcomes of the walkout, rank each one on the following scale based on their significance

1	2	3	4	5
<i>Significant</i>	<i>Overly Significant</i>	<i>Seriously Significant</i>	<i>Very Significant</i>	<i>Most Significant</i>

_____ And he noted that there are "a lot of brown faces" in district administrative posts who were not there 20 years ago.

_____ But the walkouts changed the expectations of teachers. We re-evaluated ourselves,

_____ Almost twice as many Lincoln students took advanced placement (AP) examinations for college credit last year as in 1986

_____ almost half of Lincoln's 1986 graduating class went on to a two- or four-year college.

_____ Of the seven students around the table, three said they will be the first in their families to attend college.

I ranked the one I did as number one because _____

I ranked the one I did as number five because _____

49. From “Sat in a Corner” to “They Don’t Care” several different counter arguments to the effectiveness of the East Los Angeles Walkouts success are listed, these are arguments or statements that say the Walkouts did not have a significant effect, what are the top three counter arguments you read:

* _____

* _____

* _____

Reflect on the one’s you listed and circle which one you think is most significant.

50. I circled the one I did on number 11 because _____

and another line from the article that supports this state, “ _____

51. Based on the following scale, how effective were the East Los Angeles Walkouts in creating educational equity for Hispanics in the United States?

1	2	3	4	5
<i>Not Very Effective</i>	<i>Not Effective</i>	<i>Unsure</i>	<i>Effective</i>	<i>Very Effective</i>

I rated the East Los Angeles a _____ in effectiveness because _____

the strongest excerpt to support my analysis is, “ _____

In my own words, I think this line is saying _____

All things considered the East Los Angeles Walkouts _____

Theme 20th Century Hispanic Education Issues
Experience East Los Angeles Blowouts - Research

Foundations:

1. Make every minute of contact time matter
2. Empower students to guide themselves through determination, collaboration, and available tools
3. Create an environment of effort, production, and achievement
4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful
5. Democratize teaching, learning, and assessment

Problem-Statement

Why did Hispanics call for equity in education during the second half of the 20th century and what were the results of their self-advocacy?

Objectives

1. Devise strategy to efficiently research relevant terms
2. Analyze to identify connectivity of terms
3. Determine which term is the most important
- 4.
- 5.

Suggested Introduction/Engagement Approaches:

1. Give timeline of major events in Hispanic Education
2. Give timeline of major events in educational equity
3. Show brief video clip of Hispanic Education leader
4. Review *Brown v. Board of Education (1953)*
- 5.

Optimal Environment Suggestions:

1. Students devise unique strategy to research efficiently
2. Students discuss their research findings
3. Students discuss interconnectivity of topics
4. Students write their own introduction
5. Students peer assess one another's introduction

Problem-Solving Examples

1. Critical Thinking: Inquiry-based research
2. Communication: Write introduction
3. Collaboration: Discuss and Assess
4. Creativity: Devise unique research strategy

Growth Mindset Skill Rating (Use these ratings to encourage students what they might experience as they try to overcome)

	1	2	3	4	5
<i>Effort</i>					
<i>Commitment</i>					
<i>Resilience</i>					
<i>Wherewithal</i>					
<i>Perseverance</i>					

Qualitative Assessment Strategies

1. Time on task
2. Authenticity of research techniques

Quantitative Assessment Strategies

4. Completeness of profiles
5. "Whys" identified

Big Three Extensions:

1. Read a short story by Victor Villasenor
2. Read poems by Ana Castillo
3. Read literature of Don Miguel Ruiz Jr.

Abbreviated Common Core Anchor Standards:

English Language

1. Demonstrate command of grammar within the English language.
2. Demonstrate command of punctuation, capitalization, and spelling within the English language.
3. Apply knowledge of the English language to understand how the English language functions in different contexts, in particular in meaning and style and to better understand when reading or listening.
4. Using multiple strategies, determine the meaning of unknown words.
5. Determine nuances of words or phrases when used in non-explicit ways.
6. Continuously improve range of academic and domain-specific use, which includes gathering new vocabulary and word recognition phrases on one's own.

Writing

1. Write a source-based argument with logic, reason, and supporting evidence.
2. Write a highly organized informative essay on complex ideas.
3. Write a well-structured, well-chosen narrative about imaginary or real events.
4. Produce clear, organized, and purposeful piece of writing for a specific audience.
5. Engage in a pre-selected or self-created writing process that yields an effective piece of writing.
6. Use technology to assist with the writing process, including collaboration.
7. Engage in inquiry based research projects for various amounts of time.
8. Gather a variety of sources and apply measures of analysis to determine bias and reliability
9. Draw appropriate evidence from literary or print sources to support analysis
10. Write routinely in various formats for short or long times, formatting correctly, for various audiences.

Speaking & Listening

1. Prepare for and participate in academically relevant discussions using appropriate modes of conversations.
2. Integrate and evaluate diverse modes of media for speaking and listening application.
3. Evaluate speaker's point of view, reasoning, and evidence
4. Create a well-organized and clear presentation of ideas, reasoning, logic, and evidence.
5. Create impactful visual aids to assist with presentations.
6. Adapt text to different situations and purposes, showing command of the English language.

Reading

1. Read for meaning and to make inferences. Find citations to support analysis.
2. Find central ideas or themes, summarize them, and find supporting details.
3. Analyze development of individuals, events, or ideas interact over time
4. Analyze words and word tone to determine meaning and tone.
5. Analyze purpose and interconnectedness of the text.
6. Assess impact of point of view
7. Integrate and evaluate different media formats.
8. Analyze arguments and determine logic and reasoning
9. Analyze different texts about the same topic.
- 9.1. Read at appropriate and challenging level.

Challenge Adjust

Less Challenging	Planned Lesson	More Challenging
Do research in large or small groups		Students alternate whys and discuss
Give students one or two whys		Students select one and present to the class
Pre-write the whys and have students match		Expand into full essay

HISPANIC ED EQUITY RESEARCH FOCUS

SUGGESTED APPROACH TO RESEARCH:

1. Complete the remaining boxes for each of the provided terms
2. Focus on explaining "Why" the term is important to Mexican-American equity in education

Number: _____

WHO:	WHAT: <i>Lemon Grove Incident</i>
WHEN:	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO:	WHAT: <i>Bracero Programs</i>
WHEN:	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO:	WHAT: <i>Zoot Suit Riots</i>
WHEN:	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO:	WHAT: <i>American GI Forum</i>
WHEN:	WHERE: <i>United States</i>
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO:	WHAT: <i>Mendez v. Westminster</i>
WHEN: <i>1946</i>	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO:	WHAT: <i>Coral Way Bilingual K-8 Center</i>
WHEN:	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

HISPANIC ED EQUITY RESEARCH FOCUS

SUGGESTED APPROACH TO RESEARCH:

1. Complete the remaining boxes for each of the provided terms
2. Focus on explaining "Why" the term is important to Mexican-American equity in education

Number: _____

WHO: <i>Cesar Chavez</i>	WHAT:
WHEN:	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO: <i>Delores Huerta</i>	WHAT:
WHEN:	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO:	WHAT: <i>East LA Blowouts</i>
WHEN:	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO:	WHAT: <i>Lau v. Nichols</i>
WHEN: <i>1974</i>	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO: <i>Lauro Cavazos</i>	WHAT:
WHEN:	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Number: _____

WHO:	WHAT: <i>Jamie Escalante</i>
WHEN:	WHERE:
WHY IS IMPORTANT TO EQUITY FOR MEXICAN-AMERICANS IN EDUCATION:	
1. _____	

2. _____	

3. _____	

Theme 20th Century Hispanic Education Issues
Experience East Los Angeles Blowouts – Visual Art

Foundations:

1. Make every minute of contact time matter
2. Empower students to guide themselves through determination, collaboration, and available tools
3. Create an environment of effort, production, and achievement
4. Recognize that not every learning experience or outcome can be planned but they all can be meaningful
5. Democratize teaching, learning, and assessment

Problem-Statement

Why did Hispanics call for equity in education during the second half of the 20th century and what were the results of their self-advocacy?

Objectives

1. Devise strategy to explore Chicano Park murals
2. Build personal understanding of murals
3. Determine personal meaning of murals' purpose
4. Personalize murals for ideas for authentic murals
- 5.

Suggested Introduction/Engagement Approaches:

1. Explain the different forms of art
2. Discuss why art is used as a form of expression
3. Show pieces of art that have meaning to the teacher
4. Show examples of Pop Art
5. Gi

Optimal Environment Suggestions:

1. Students devise approach to explore Chicano Park
2. Students discuss their reactions to murals
3. Students discuss their interpretations of art
4. Give out mural drawing worksheet after exploration
5. Give time to discuss art designs with others

Problem-Solving Examples

1. Critical Thinking: Reflect on thoughts about art
2. Communication: Read and research art pieces
3. Collaboration: Discuss reactions to art
4. Creativity: Create artistic impression of self

Growth Mindset Skill Rating (Use these ratings to encourage students what they might experience as they try to overcome)

1	2	3	4	5
Effort	Commitment	Resilience	Wherewithal	Perseverance

Qualitative Assessment Strategies

1. Time on task
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Quantitative Assessment Strategies

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6. Assess impact of point of view
7. Integrate and evaluate different media formats.
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- 9.1. Read at appropriate and challenging level.

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Give students one or two whys		Students select one and present to the class
Pre-write the whys and have students match		Expand into full essay

Like Chicano Park does for Latinos who painted there, several words and images represent me and my culture, these are some of them...