



Emma S. Barrientos
 Mexican American
 Cultural Center



LILA BENSON
 LATIN AMERICAN STUDIES AND COLLECTIONS

ACTIVITY TITLE: *Dr. George I. Sanchez: History of Mexican Americans and their Struggle for Educational Equality.*

Activity Description	<p>Activity Description: Students will learn about the work and life of educational scholar and activist, Dr. George I. Sanchez. Topics for critical exploration include Sanchez's educational research, legal assistance, Mexican American organizations, Bilingual Education, Pan-Americanism, and Chicano Civil Rights. Students will complete artistic final projects that focus on one of these topics.</p> <p>Artistic Medium(s): Students will make either a hand drawn zine or a digital zine based on the students' preference and availability of materials and technology.</p>
	<p>4 Guiding Questions for the Session: Who was Dr. George I. Sanchez? Why was he an import figure for understanding contemporary education for Mexican Americans? What were the struggles that Mexican American students faced in the 20th century? Are these issues still relevant today? How can we use art to address social issues?</p>
	<p>The ESB-MACC; How does this curriculum address the ESB-MACC and the Education Department's mission? This curriculum focuses on Mexican American education struggles and on the work of Mexican American educational researcher Dr. George I. Sanchez. The lessons connect the historical experiences of Mexican Americans in education to contemporary issues faced by the same group today in public educational systems.</p>
	<p>In what ways does this curriculum incorporate the six learning principles? (Actively built/constructed, Experiential, Reflective, Evolving, Collaborative, Problem-Solving)</p> <p>Students will gain knowledge about Mexican American educational struggles and reflect on their own schooling experiences. Students will collaborate and problem solve while creating their own zines. Students will reflect on their own educational experiences and how they connect historical social movements in education.</p>
	<p>What Core Content Areas connect to your lessons?</p> <p>Reading/ELA: Students will read and analyze the speeches of Dr. George I. Sanchez, along with various supporting documents and books. Students will</p>

	<p>create their own zine.</p> <p>Social Studies: Students will learn about the educational struggles of Mexican Americans in the United States as well as institutional issues of public schooling.</p> <p>TEKS: What are the some state standards that this activity addresses?</p> <ul style="list-style-type: none"> • English Language Arts and Reading • Social Studies • Technology Applications • Fine Arts 	
	<p>Lesson Objectives:</p>	
	<p>Lesson 1: Overview of Sanchez' educational research and activism. Introduction to final Zine project.</p>	<p>Lesson 4: Instructor will read kids book: <i>Separate is Never Equal</i> by Duncan Tonatiuh. Students will split into groups and read and discuss Sanchez' Speeches. Students will share answers to discussion questions with larger group.</p>
	<p>Lesson 2: Students will learn about educational struggles facing Mexican Americans and lead group discussion connecting historical issues to contemporary ones.</p>	<p>Lesson 5: Students will learn about Sanchez' involvement in student organizations at the University of Texas. Students will break-off into groups to discuss why activism in education was so important.</p>
	<p>Lesson 3: Students will finish watching <i>The Lemon Grove Incident</i> and engage in discussion about issues raised by film. Instructor will introduce students to the art medium of zines.</p>	<p>Lesson 6,7,8: Completion of and final group share of zines.</p>
	<p>Culminating Activity: The culminating activity is the creation of a digital or paper zine about a topic related to Dr. George I. Sanchez' work.</p>	
<p>Materials & Resources</p>	<p>Materials: Computer/projector with Internet hook-up. Paper, pens, and pencils. Book: <i>Separate is Never Equal</i> by Duncan Tonatiuh.</p>	<p>Unit Resources/Partnership: Teachers can partner with local activists, community members, and Mexican American organization to find guest speakers for the class.</p>

<p>School Day & Family Connection</p>	<p>School Day Connection: This lesson discusses the history of public education in the U.S. and provides a critical look at contemporary schooling to inspire students to be active participants in their own education.</p>	<p>Family Connections: Students will have homework assignments that can be used to engage with their own family members experiences in school.</p>
<p>Reflections</p>	<p>Activity Reflections: Please fill out after the last lesson of this activity/unit.</p> <p><i>What are some modifications you made along the way? How did you know students learned? How did you know parents/families learned or were engaged? How would you assess student/parent/family impact on the community or results of this (service-learning) activity? What are some things you would do differently?</i></p> <p><i>Student Voice: It is important to get student reflections and ask them about their thoughts. Ask your students: What things did they like/dislike? How would they change this activity (to make it better)? What are possibilities for this activity to extend it? How can parents/families be brought into it more?</i></p>	



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Curriculum Title: *Dr. George I. Sanchez: History of Mexican Americans and their Struggle for Educational Equality.*

Lesson: One

Ages/Group: 9-12

<p>GOALS/OBJECTIVES</p>	<p>Students will learn about the life and work of Dr. George I. Sanchez through digital resources. Instructor will provide overview of Sanchez' educational research and activism. Students will receive brief overview of final Zine project—a handmade magazine/comic.</p>
<p>How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)</p>	<p>Students will learn about Mexican American educational researcher and activist George I. Sanchez. This extends the students knowledge about Mexican Americans in education and creates avenues for students to critically engage and evaluate historical and contemporary issues in education for minoritized groups in the US.</p>

AGENDA

TIME

<p><u>Check-In/Opening Ritual:</u> Students will check-in with what they want to do as a career and how they will get there.</p>	<p>5</p>
<p><u>Warm-Up/Introductory Activity:</u> One-minute group drawings—each person will begin a drawing of their choice. Students will exchange drawings and add something to the scene.</p>	<p>10</p>
<p><u>Core Activity:</u> Students will learn about the live and work of George I. Sanchez through digital images and LLILAS-Benson summary. Instructor will provide overview of Sanchez' educational research and activism. Students will receive brief overview of final Zine project.</p> <p>Resources Texas Archival Resources Online: Biographical Note of George I. Sanchez Biographical Images of Sanchez UT Briscoe Center Study of the Spanish-Speaking People of Texas: Russell Lee Photography</p> <p><u>Homework:</u> Listen to Onda Latina: "Quality Education for Chicanos" and take notes.</p>	<p>40</p>

<u>Check-Out/Closing Ritual:</u> What is one thing that you learned today? What questions do you have?	5
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PLANNING	REFLECTION
<u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet connection.	<u>Challenges/Successes/Notes for Coordinator</u>



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Lesson: Two

Ages/Group: 9-12

<p>GOALS/OBJECTIVES</p>	<p>Students will learn of the historical and contemporary educational struggles in Texas and California for Mexican Americans. Students will educational issues through group discussion.</p>
<p>How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)</p>	<p>Students will learn about Mexican American educational researcher and activist George I. Sanchez. This extends the students knowledge about Mexican Americans in education and creates avenues for students to critically engage and evaluate historical and contemporary issues in education for minoritized groups in the US. Students will reflect on their own schooling experiences.</p>

AGENDA

TIME

<p><u>Check-In/Opening Ritual:</u> Students will check in with one thing they dislike or that is challenging about school.</p>	<p>5</p>
<p><u>Warm-Up/Introductory Activity:</u> Student led discussion about Onda Latina episode they watched for homework.</p>	<p>10</p>
<p><u>Core Activity:</u> Students will watch videos focused on educational struggles in Texas and California for Mexican Americans. Students will critically engage with educational issues through group discussion.</p> <p>Resources KLRU AUSTIN REVEALED: El Despertador: Chicano Civil Rights "Education" KPBS The Lemon Grove Incident (First Half) https://video.kpbs.org/video/the-lemon-grove-incident-gcrfxv/</p> <p><u>Homework:</u> Review Educational Equity, Politics & Policy in Texas and bring in one article to discuss from blog.</p>	<p>40</p>
<p><u>Check-Out/Closing Ritual:</u> What is one thing that you learned today? What questions do you have?</p>	<p>5</p>

PLANNING

REFLECTION

Special Supplies Needed/Things to Prepare Ahead of Time: Computer/projector with Internet connection.

Challenges/Successes/Notes for Coordinator:



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Lesson: Three

Ages/Group: 9-12

<p>GOALS/OBJECTIVES</p>	<p>Students will increase their knowledge about educational struggles in Texas and California for Mexican Americans. Students will critically engage with educational issues through group discussion. Students will learn about the uses of zines and the basics of how to make them.</p>
<p>How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)</p>	<p>Students will learn about Mexican American educational researcher and activist Dr. George I. Sanchez. This extends the students knowledge about Mexican Americans in education and creates avenues for students to critically engage and evaluate historical and contemporary issues in education for minoritized groups in the US. Students will learn about zines and how they can be alternative sites and formats of knowledge production.</p>

AGENDA

TIME

<p><u>Check-In/Opening Ritual:</u> Students will check in with their favorite thing they like about school.</p>	<p>5</p>
<p><u>Warm-Up/Introductory Activity:</u> Students will present one topic they learned about in homework assignment to read article from Educational Equity, Politics & Policy in Texas blog.</p>	<p>10</p>
<p><u>Core Activity:</u> Students will begin watching <i>The Lemon Grove Incident</i> and engage in-group discussion about issues raised by film. Instructor will introduce students to zines through digital videos and instructor's example. Resources: KPBS The Lemon Grove Incident (First Half) https://video.kpbs.org/video/the-lemon-grove-incident-gcrfxv/ YouTube How to Zines Creative Bloq The beginner's guide to making your own zines https://www.creativebloq.com/print-design/make-your-own-zines-11410390 <u>Homework:</u> Remezcla 4 Zines Centering Latino Narratives You Should Be Reading Remezcla This Massive Zine Collection Is a History of Latin American Counterculture</p>	<p>40</p>

<p><u>Check-Out/Closing Ritual:</u> What is one thing that you learned today? What questions do you have?</p>	<p>5</p>
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<p>PLANNING</p>	<p>REFLECTION</p>
<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet connection. Sample zine made by instructor about educational topic.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>



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Lesson: Four

Ages/Group 9-12

GOALS/OBJECTIVES	Instructor will read kids book: <i>Separate is Never Equal</i> by Duncan Tonatiuh. Students groups will read and discuss Sanchez' Speeches.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will learn about Mexican American educational researcher and activist Dr. George I. Sanchez. This extends the students knowledge about Mexican Americans in education and creates avenues for students to critically engage and evaluate historical and contemporary issues in education for minoritized groups in the US. Students will learn about zines and how they can be alternative sites and formats of knowledge production.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Standing in a circle, students will share one thing they like about the classmate to their right.	5
<u>Warm-Up/Introductory Activity:</u> Student –led discussion about REMEZCLA articles that students read for homework.	10
<p><u>Core Activity:</u> Instructor will read kids book: <i>Separate is Never Equal</i> by Duncan Tonatiuh. Students will split into groups and each will get a copy of George I. Sanchez' Speeches. Students will share answers to discussion questions within their groups and present back to the larger group their answers.</p> <p>Discussion Questions: What is the subject of Sanchez' speech? What is the thesis argument or question? What type of speech is Sanchez giving? Informative? Persuasive? How does Sanchez support his argument? Anecdotes? Facts? Research?</p> <p>Resources Sanchez Speeches</p> <p><u>Homework:</u> Begin Text for Zine</p>	40

<p><u>Check-Out/Closing Ritual:</u> What is one thing that you learned today? What questions do you have?</p>	<p>5</p>
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<p>PLANNING</p>	<p>REFLECTION</p>
<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet connection. Children's book, <i>Separate Is Never Equal</i>.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>



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Lesson: Five

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about Sanchez' involvement in student organizations at the University of Texas and discuss why activism in education is important. Students will continue to work on zines.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will learn about Mexican American educational researcher and activist Dr. George I. Sanchez. This extends the students knowledge about Mexican Americans in education and creates avenues for students to critically engage and evaluate historical and contemporary issues in education for minoritized groups in the US.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Student's will check-in by sharing one thing they like to do outside of school. Instructor will ask if these activities could be implemented in school.	5
<u>Warm-Up/Introductory Activity:</u> Students will share their topics for their zines and ask classmates for help on anything they may be stuck on.	10
<u>Core Activity:</u> Instructor will teach students about Sanchez' involvement in student organizations at the University of Texas and will lead discussion about the relevance of activism in education. Resources Mexican-American Students' Ten Proposals & MASO Newsletter Onda Latina A History Of Chicano Scholarship And Chicano Studies <u>Homework:</u> Finish text for zine and select images for zine.	40
<u>Check-Out/Closing Ritual:</u> What is one thing that you learned today? What questions do you have?	5

PLANNING

REFLECTION

Special Supplies Needed/Things to Prepare Ahead of Time: *Computer/projector with Internet connection. Zine supplies.*

Challenges/Successes/Notes for Coordinator:



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Lesson: Six-Eight

Ages/Group: 9-12

GOALS/OBJECTIVES	In these days students will complete their final projects and review any previous activities they may have missed. Students will continue to reflect on what they have learned about educational struggles for Mexican Americans.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students' final projects will promote alternative sites and formats of knowledge production. Students will engage with one another as they share their final projects.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students give updates on projects.	10
<u>Warm-Up/Introductory Activity:</u> Students will share what how they would like to see schooling change in the future.	
<u>Core Activity:</u> Students work on the final projects.	45
<u>Check-Out/Closing Ritual</u> What is one thing that you learned from class today? Are their questions about the class or assignments? What additional materials or advice do you need to finish your project?	5

PLANNING

REFLECTION

Special Supplies Needed/Things to Prepare Ahead of Time: Computer/projector with Internet connection. Zine supplies

Challenges/Successes/Notes for Coordinator