



Emma S. Barrientos
 Mexican American
 Cultural Center



L L I L A S B E N S O N
 LATIN AMERICAN STUDIES AND COLLECTIONS

ACTIVITY TITLE: American Activism: The Economy Furniture Strike

<p>Activity Description</p>	<p>Activity Description: Students will be learning about US social movements through the Economy Furniture strike in Austin, Texas. Students will critically engage with movement materials and create their own campaigns for social issues that they are interested in.</p> <p>Artistic Medium(s): Students will create campaign materials for the social movement of their choice, which may include but are not limited to posters, buttons, pamphlets, and protest signs.</p>
	<p>4 Guiding Questions for the Session: What is the role of social movements in the United States? What was the Economy Furniture Strike and why is important for understanding class and labor in the United States? How do social movements mobilize support for their projects?</p>
	<p>The ESB-MACC; How does this curriculum address the ESB-MACC and the Education Department's mission?: This curriculum helps to promote the cultural and political histories of Mexican Americans in Austin and the United States.</p>
	<p>In what ways does this curriculum incorporate the six learning principles? (Actively built/constructed, Experiential, Reflective, Evolving, Collaborative, Problem-Solving): Students will engage with the history of activism in the US and reflect on their potential roles in addressing contemporary issues. Students will construct their own political campaigns, which support their exploration of social issues.</p>
	<p>What Core Content Areas connect to your lessons?</p> <p>Reading/ELA: Students will review and critically analyze newspaper articles, legal documents, and political campaign items from the Economy Furniture Strike.</p> <p>Math: Students will research and compare statistics about their specific social issue.</p> <p>Social Studies: Students will learn about Mexican Americans and their participation in US social movements.</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 • Fine Arts • Mathematics 	
	<p>Lesson Objectives</p>	
	<p>Lesson 1: Introduction to Economy Furniture Strike. Instructor will review selected legal documents surrounding case. Students will watch and discuss documentary film about strike.</p>	<p>Lesson 4: Continue discussion of women in labor movements. Students will begin watching <i>Dolores</i>.</p>
	<p>Lesson 2: Students will raise and discuss questions from Economy Furniture Strike video. Students will watch Austin Revealed documentary clip and discuss this along with photo gallery images of strike.</p>	<p>Lesson 5: Students will continue watching Dolores and have a brief discussion about issues with their campaign.</p>
	<p>Lesson 3: Students will discuss gender roles in campaign and how movements and archives may have gendered focus. Students will learn the parts of a campaign and split into groups to create their own focused on selected social issue.</p>	<p>Lessons 6-8: Students will work on final projects.</p>
	<p>Culminating Activity: Students will create and share a political campaign based on the social issue of their choice.</p>	
<p>Materials & Resources</p>	<p>Materials: Computer/projector with Internet hook-up. Art making supplies-poster board, button maker, as needed/requested by students for campaign. etc.</p>	<p>Unit Resources/Partnerships: Instructors can partner with local activist organizations or community elders to bring in guest speakers to talk about political issues and social movements in the United States.</p>
<p>School Day & Family Connection</p>	<p>School Day Connection: Students will run their campaign in school to raise awareness about their issues.</p>	<p>Family Connections: Students will have homework that may spark discussions about social movements with their families.</p>

Reflections	<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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Teaching Artist/Instructor _____ Date(s) _____

Curriculum Title: *Activism in America: The Economy Furniture Strike*

Lesson: One

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about the Economy Furniture Strike in Austin, Texas and labor movements in the United States.
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)	In this lesson, students will learn about social movements in the United States through the Economy Furniture Strike. Students will learn about the legal battles that strikers engaged in with their employers. Students will evaluate their own knowledge about labor rights in the United States.

AGENDA

TIME

AGENDA	TIME
<u>Check-In/Opening Ritual:</u> Students will take turns answering the question: What is a social movement?	5
<u>Warm-Up/Introductory Activity:</u> 20 Second Objects: Students will work together to make the shapes of inanimate objects with their bodies in 15 seconds. Example: Work together to create an airplane, a cell phone etc. Select four or five objects to make with varying degrees of difficulty.	5
<p><u>Core Activity:</u> Students will learn about the Economy Furniture Strike in Austin, Texas. Instructor use selected legal documents surrounding case and documentary film about strike to support lesson.</p> <p>Resources: Economy legal documents slide show. ACC The Economy Furniture Strike http://www.austincc.edu/cppps/economyfstrike/index.html TSHA Economy Furniture Company Strike Texas Archival Resources Online Economy Furniture Company Strike Collection</p> <p><u>Homework:</u> Students will finish the film at home and come up with a question about it for the next day's class.</p>	45

<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

GOALS/OBJECTIVES	Students will raise and discuss questions from the Economy Furniture Strike video. Students will watch Austin Revealed documentary clip and discuss this along with a photo gallery images of the Economy Furniture Strike.
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 5E's? (Engage, explore, explain, elaborate-extend, evaluate)	In this lesson, students will learn about social movements in the United States through the Economy Furniture Strike and a group discussion. Students will engage with historic photos and make critical observations about them. Students will explain their own views on the Economy Furniture Strike.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will check-in with how they are feeling by selecting an emoji to act out.	5
<u>Warm-Up/Introductory Activity:</u> Group discussion about ACC Economy Furniture Strike film.	10
<p><u>Core Activity:</u> Students will raise and discuss questions from <i>Economy Furniture Strike video</i>. Students will watch the Austin Revealed documentary clip and discuss it along with photo gallery images of Economy Furniture Strike.</p> <p>Resources: Photo gallery of strike.</p> <p><u>Homework:</u> Onda Latina: Students will listen to The Role Of Women In Chicano Labor History.</p>	45
<u>Check-Out/Closing Ritual:</u> What is one thing that you learned today? What questions do you have?	5

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Lesson: Three

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about gender roles in campaigns and how social movements and archives may have a gendered focus. Students will learn the parts of a campaign and split into groups to create their own campaigns focused on a social issue of their choice
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 5E's? (Engage, explore, explain, elaborate-extend, evaluate)	In this lesson, students will learn about social movements in the United States through the Economy Furniture Strike. Students will learn how social movements and archives address gendered and/are/can be gendered. Students will reflect on their own views of gender roles in society.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will check-in with their favorite commercials and reasons they like it. These observations will serve as inspiration for their social movement campaign materials.	5
<u>Warm-Up/Introductory Activity:</u> Student-led discussion about the Onda Latina episode from the homework assignment.	10
<p><u>Core Activity:</u> Instructor will talk through the images of the campaign again, focusing on gender and various campaign ephemera and tools. Students will discuss gender roles in campaign and how movements and archives may have gendered focuses. Students will discuss the parts of a campaign and split into groups to create their own focused on selected social issue.</p> <p>Resources: Photo gallery of the strike focusing on women and ephemera.</p> <p><u>Homework:</u> Begin researching social issue selected by group.</p>	40

<u>Check-Out/Closing Ritual:</u> What is one thing that you learned today? What questions do you have?	5
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Lesson: Four

Ages/Group: 9-12

GOALS/OBJECTIVES	Students and instructor will continue discussion of women in labor movements. Students will begin watching film, <i>Dolores</i> , and will meet with groups to discuss campaign.
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 5E's? (Engage, explore, explain, elaborate-extend, evaluate)	In this lesson, students will learn about social movements in the United States through the Economy Furniture Strike. Students will learn how social movements and archives address gendered and/are/can be gendered

AGENDA

TIME

AGENDA	TIME
<p><u>Check-In/Opening Ritual:</u> Students will share the topic of their campaigns and their individual roles in the group campaigns.</p>	5
<p><u>Warm-Up/Introductory Activity:</u> Students will play the game "This is not a..." In a circle, the instructor picks an object from the classroom to pass around. Students will say: "This is not a (insert object name), this is a (students select a creative answer)." For example, "This is not an orange, it is a the remnant of a lava explosion." This game encourages quick thinking and creativity. Students may not say the same answer twice.</p>	5
<p><u>Core Activity:</u> Students and instructor will continue discussion of women in labor movements. Students will begin watching <i>Dolores</i>. Instructor will lead brief discussion of the first part of the film and compare it to the other films students have watched in the class.</p> <p>Resources Cesar Chávez speech during Economy Furniture Strike PBS Dolores https://www.doloresthemovie.com/</p> <p><u>Homework:</u> Students will work on their part of the campaign. Students will listen to Cesar Chávez speech during the Economy Furniture Strike. Cesar Chávez Speech</p>	45

<u>Check-Out/Closing Ritual:</u> What is one thing that you learned today? What questions do you have?	5
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Lesson: Five

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about the role of women in the United Farm Worker Movement and connect this back to local social movements. Students will work with their groups to create their social justice campaigns.
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 5E's? (Engage, explore, explain, elaborate-extend, evaluate)	In this lesson, students will learn about social movements in the United States through the Economy Furniture Strike and the United Farm Worker movement. Students will learn how social movements and archives address gender and/are/can be gendered. Students will explore their own knowledge of Mexican American Activism in the United States.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will check-in with their progress on their campaigns.	5
<u>Warm-Up/Introductory Activity:</u> Students will reflect on the Cesar Chavez speech they listened to for homework.	10
<p><u>Core Activity:</u> Students will continue watching <i>Dolores</i> and have a brief discussion about issues they maybe be having with their campaign. Students will continue working on their campaigns with their groups.</p> <p>Resources:</p> <p>PBS Dolores https://www.doloresmovie.com/</p> <p><u>Homework:</u> Students will work on campaign and review news articles on Economy Furniture Strike.</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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Lessons: Six to Eight

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will complete their final projects and review any previous activities they may have missed.
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 5E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students' final projects will focus on campaigns to address issues affecting local communities.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students give updates on projects.	10
<u>Warm-Up/Introductory Activity:</u>	0
<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 there 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:

Challenges/Successes/Notes for Coordinator:

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