1. **Choosing the social issue**
   a. Students first need to brainstorm the various social issues that they studied in their Chicano Studies class. Students will brainstorm in groups of 4-5 students.

   b. Once students have brainstormed on a butcher paper, they will create a gallery walk with their ideas.

   c. The teacher will create a survey and ask students to choose the topics which they wish to further research.

2. **Selecting the Groups**
   a. Group selection should not be based on friendships, but on topics of interest.

   b. There will be between 4-5 students in each group (depending on the number of students)

   c. Students will complete a questionnaire which determines if students are leaders, detail-oriented, effective communicators, note-takers - this will also determine the role and the groups.

3. **Begin the research**
   a. Action research means that you determine a specific recommendation based on the research you conduct.

   b. The first step is to identify the issue (students are reading less).

   c. Then research why this is detrimental and why it is important for you to remedy the situation. According to researchers, what do the subjects need to do?

   d. Third, create a proposal to solve the problem.

   e. Four create a survey, questionnaire or test to evaluate your subjects.

   f. Do the solution.

   g. Post-evaluation- which should be similar to the pre-evaluation- was your intervention successful?

4. **Research**: Look for current articles that discuss your issue and interventions that have been used. Each student must have one source which they use. Students will write a one and half page annotation based on this article (so it should be about 4 pages)

5. **Vision Statement**: Create a vision for your group- What is your group’s dream? Think big. What it should be: definition if your group, inspiring, and one sentence. Examples: Become the company most known for changing the worldwide poor image of Japanese electronics.

6. **Mission Statement**: Purpose of your group and project. Think, why are you doing this? (Examples: Coca Cola: To refresh the world…To inspire moments of optimism and happiness… To create value and make a difference. McDonald’s: To provide the fast food customer food prepared in the same high-quality manner world-wide that is tasty, reasonably-priced and delivered consistently in a low-key decor and friendly atmosphere.
7. **Research Questions:** what do you want to focus on?

8. **Annotated Bibliography:**
   
a. Students are not writing a research paper they are writing an annotated bibliography. Their document will have an Introduction,

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I. **Choosing the social issue (8/17-21)**
   
a. Students first need to brainstorm the various social issues that they studied in their Chicano Studies class. Students will brainstorm in groups of 4-5 students. *(8/17/2015)*

   Once students have brainstormed on a butcher paper, they will create a gallery walk with their ideas.

b. Students will brainstorm various types of projects and gallery walk. *(8/18)*

c. The teacher will create a survey and ask students to choose the topics which they wish to further research. *(8/19)* I Am Poem: Review Joaquin poem and begin Cultural I Am Poem due 8/21 1st draft

d. Review surveys and begin groups **Selecting the Groups (8/20)**

(1) Group selection should not be based on friendships, but on topics of interest. (2.)There will be between 4-5 students in each group (depending on the number of students) (3.)Students will complete a questionnaire which determines if students are leaders, detail–oriented, effective communicators, note-takers- this will also determine the role and the groups.

e. *(8/21/15):* Finalizing the topic, research questions, and possible solution (advocacy) to the problem. Assign roles, responsibility and begin research.

II. **What is action research? (8/24/-8/28) Using a sample in the classroom as a model.**

a. Begin with research questions

b. Read and evaluate the research. Make sure to do some background on the author (qualifications and expertise). Look at the validity of the research. How does the author support his position? (logic, pathos, ethos)

c. Chart the methods that the author uses and its validity.
d. How does this information help you in your research and project?

e. Work day (each student turns in one page analysis of research (what does the research prove? how will you use this research?)

III. Work on vision, mission, and begin *And the Earth did not...* 8/31-9/3/15

a. Using the research, create your vision statement (samples)

b. Using the research, create your mission statement (samples)

c. Introduce the novel (historically, author, narration, topics)

d. Begin proposal for advocacy project

IV. 9/8-9/11

a. 9/8: novel focus

b. 9/9: work day

c. 9/10: novel

d. 9/11: work day (Proposal due)

V. 9/14-9/18

a. novel focus

b. work day research focus: pathos, ethos, logos (SOAPStone)

c. novel

d. work day research focus

e. novel

VI. 9/21-9/25 Grades due

a. novel

b. work day one page analysis of research due

c. novel

d. novel final day on novel.

e. work day Finalization of

VII. 9/29-10/2
Before/Beyond Border

I. Introduction

a. What can be considered the birth of Chicanos? Why would this be the birth what happened?

b. In the 1960’s many young Mexican-Americans began to learn about their Mexican ancestry, why do you think this was? What do you think happened during this time period that peaked their interest?

c. Why do you think it is important to go back as far a colonization to understand the importance of Chicanos?

II. Contact Zones (define what contact zones)

a. Intro and poem

III. Alvar Nunez Cabeza de Vaca “La Relacion (1542)

IV. Historia de la Nueva Mexico (1610)

V. Los Tejanos (1841-46)

VI. La cautiva Marcelina (¿

VII. El Corrido de Joaquin Murrieta

VIII. El Corrido de Gregorio Cortez (1901?)

IX. Birth Rites: Pochos, Pachucos, Chicanos (1910-1986)

September

Chicano (a) Issues/ Units

1. The Chicana (Like Water for Chocolate, “La Malinche”)

2. Education: segregation, Spanglish (articles)

3. Gentrification: (Chavez Ravine, Brooklyn, Boyle Heights, Mission District (“The Great Taco War”)


5. Language: (“Tamed Tongued”)


7. Culture Empowerment and Embedding: 

8. Immigration: (Tortilla Curtain)
Assignment Types:

- Warm-ups: quick writes and quizzes
- Journals
- Quote analysis
- Biography: Chicano Heroes: 3 pages- How did this person impact Chicanos and change society?
- Socratic Seminars

Work Days: Tuesday and Thursday

Writing Assignments:

- “I Am...” Poem
- Biography
- Social Issue Corrido
- Family Tradition
- Duality Short Story
- Research Paper
- Reflection