



**A CLASS ACTION:
THE GRASSROOTS STRUGGLE FOR
SCHOOL DESEGREGATION IN CALIFORNIA**

LESSON PLANS

Fourth Grade

Previsit and Postvisit Lessons

Lesson Plans about the Exhibit
at the
Santa Ana Old County Courthouse, Santa Ana, CA
September 2011– June 2012

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Santa Ana Old County Courthouse, Santa Ana, CA
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MUSEUM ETIQUETTE

Before visiting the exhibit, please read and discuss these expectations with your students.

- Walk, don't run.
- Talk, don't yell. There are government offices in the building and people are working.
- Listen carefully to the tour guide or docent.
- Raise hands to speak.
- Stay with your group.
- Unless the tour guide indicates that an artifact may be handled, look with your eyes, not with your hands.
- To ensure that no one is hurt, there is no pushing or shoving.
- Turn off cellphones.
- Ask docent or museum staff for permission before taking any pictures.
- Be curious and ask questions!



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LESSON 1 BEING LEFT OUT

Previsit Lesson

Students will:

1. Identify an experience of exclusion and be able to describe it.
2. Discuss how it feels to be left out and describe what they have seen others do to help in this situation.
3. Discuss ways in which students can help others become part of the group.
4. Create a cartoon or skit to illustrate a situation.

California English-Language Arts Common Core Standards addressed:

Vocabulary Acquisition and Use

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.

Speaking and Listening: Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes, speak clearly at an understandable pace.

Text Types and Purposes

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials:

Cartoon template, colored pencils, markers, paper to sketch cartoon



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Lesson 1: Being Left Out (continued)

1. Ask students: Have you ever felt left out? How did it feel? If students have difficulty articulating feeling words, you may want to read some words from the list below. Continue and ask: Did someone help you to be included? How? Share your story with a partner.

Angry	Foolish	Lonely	Sad
Annoyed	Frustrated	Low	Scared
Anxious	Frightened	Mad	Silly
Astounded	Glad	Mean	Sneaky
Bored	Guilty	Miserable	Startled
Brave	Happy	Nervous	Stupid
Cheated	Helpful	Overwhelmed	Tense
Confused	Helpless	Panicked	Terrible
Cruel	Homesick	Petrified	Tired
Different	Horrible	Picked on	Upset
Disturbed	Hurt	Pleased	Violent
Exhausted	Ignored	Proud	Worried
Fearful	Jealous	Rejected	
Frantic	Left out	Restless	

Source: Mary K. Cihak and Barbara J. Heron, (1980) *Games Children Should Play*. Santa Monica, CA: Goodyear Publishing Company, Inc.

2. Ask students to think of a time when they saw someone excluded from an activity or group. Ask: How do you think that person felt? What did the excluded person do? (walked away, asked for a reason why they were left out, etc.) Did someone intervene to help include this person in the group or activity? If so, what did they do?
3. Ask students: Have you ever helped to include someone in a group or activity? Share your story with a partner or class.
4. Working in small groups, ask students to create a cartoon that illustrates this experience. Alternatively, students can write a skit to act out for the class. Share cartoons and/or skits.



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LESSON 2 THE STORY BEHIND THE EXHIBIT

Previsit Lesson

Students will:

1. Learn about the *Mendez et al. v. Westminster et al.* lawsuit and how many families challenged the segregation of the public schools in California.
2. Practice perspective taking as they articulate their feelings about the story.
3. Retell the story in their own words.

California English-Language Arts Common Core Standards addressed:

Speaking and Listening: Comprehension and Collaboration

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

California History-Social Science Standards addressed:

- Describe the history and development of California's public education systems, including universities and community colleges.
- Describe the components of California's governance structure (e.g. cities and towns, Indian rancherias and reservations, counties, school district).

Materials:

Internet access to website with ABC's *Vista L.A.* video clip (5:55 min.):

<http://abclocal.go.com/kabc/video?id=7154744>, paper, and pencil



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Lesson 2: The Story behind the Exhibit (continued)

Before Watching the Video

1. Prepare students for the exhibit field trip by sharing the story below about the five families who brought a lawsuit to end segregated schools in California. Then watch the video. The story in the video clip is told by one family's perspective, Mr. Mendez's daughter, Sylvia Mendez, and his granddaughter, Mistella. Emphasize that even though the video presents the story of the class action lawsuit from only one family's perspective, the lawsuit was the result of a community coming together to fight an injustice.

In March 1945, five fathers in Orange County, California brought a class action lawsuit against four school districts on behalf of their own children and 5,000 other children who were forced to attend segregated "Mexican schools."ⁱ Along with friends and other community members, the Mendez, Guzman, Palomino, Estrada, and Ramirez families believed this was unfair and wanted their children to attend the same school as all the other children in the neighborhood.

Of the 19 segregated elementary schools, most of the Mexican American children attended schools that were inferior to the "American schools." Many of the buildings were dilapidated and dangerous, with classrooms that were stuffy and dimly lit. The textbooks were worn and outdated. The teachers and principals received less pay than those at the "American schools".

Between the 1910s and the 1940s, thousands of Mexican American children passed through these segregated schools, but only a small fraction continued on to high school. They were expected instead to join the ranks of California's agricultural and domestic workers. Unlike in the "American schools," the children learned how to clean, sew, cook, and work in the fields. These were tasks that were important for the jobs typically held by Spanish speakers, but these students and their parents dreamed of something better.ⁱⁱ

*The families and the community knew their rights. Both California state law and the 14th Amendment to the U.S. Constitution required states to treat all residents equally. Mexican American children were not being treated equally. The five families won their lawsuit, which led not only to the closure of "Mexican schools" but also brought attention to and helped lead to the end of segregated schools for Asian American and Native American children throughout the state. This lawsuit inspired efforts to end segregated schools in other states and paved the way for the landmark U.S. Supreme Court ruling in *Brown v. Board of Education* in 1954.ⁱⁱⁱ*

ⁱ Rast, Ray, et al. *A Class Action: The Grassroots Struggle for School Desegregation in California*, Exhibit Prospectus, June 2010, p.2.

ⁱⁱ *Ibid*, p. 2.

ⁱⁱⁱ *Ibid*, pp 2-3.



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Lesson 2: The Story behind the Exhibit (continued)

2. As the students watch the video, ask them to focus on this question: If you were Sylvia or her brother, Gonzalo, how would you feel if you were not allowed to go to the ‘white’ school because of how you looked?

After Watching the Video

3. Have students work in pairs, taking turns responding to the question above. Additionally, you may want to ask students the following questions either aloud or create a handout for students to respond in writing.
 - What did Mr. Mendez decide to do when he heard that his children were turned away from school? (go and talk to the school board or school district leaders)
 - After the school board said they would not change their decision about the children attending the “white” schools, what did Mr. Mendez and the other four families decide to do? (file a lawsuit and go to court)
 - Why do you think the families came together to fight this injustice?
 - Do you think one family could have fought this injustice alone? Why or why not?
 - What did the children learn in the “Mexican schools”? (cooking, sewing, cleaning, working in the fields)
 - If a student wanted to become a doctor, teacher, lawyer or engineer, what do you think he or she would need to learn to go on to college? Do you think the student would have learned those things in this “Mexican School”? Why or why not?
 - Why do you think it’s important for the families to tell their story?
4. Have students retell the story to a partner. To prepare, have them divide a piece of paper into three parts. Label the top of column 1: beginning, column 2: middle, and column 3: end. Have each student draw or write about the story in three parts. Then using their papers, have students tell the story to a partner in their own words.



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LESSON 3 WORD STUDY MATCHUP

Previsit Lesson

Students will:

1. Use word cards with a partner to guess about the meaning of vocabulary words used in ABC's *Vista L.A.* video.
2. Rewatch the video to listen for the vocabulary words and try to decipher their meaning in context.
3. After viewing the video a second time, revisit their guesses with their partner and rearrange their cards to match words or phrases and their meaning.

California English-Language Arts Common Core Standards addressed:

Craft and Structure

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade four topic or subject area.

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

Materials:

Internet access to website with ABC's *Vista L.A.* video clip (5.55 min.):

<http://abclocal.go.com/kabc/video?id=7154744>, word study cards, word study quiz, students' story notes from Lesson 2



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Lesson 3: Word Study Matchup (continued)

Before Rewatching the Video

1. Explain that the accurate title of the class action lawsuit is ***Mendez et al. v. Westminster et al.*** The “*et al.*” is an abbreviation of “and others.” The Mendez family was one of five families who filed the lawsuit. The “*v.*” is an abbreviation of *versus* when used in a title of a lawsuit. Westminster School District was one of several school districts that were defendants, thus the use of “*et al.*”
2. Assign each student a partner and use one set of word cards (words and definitions). Have students cut up the word cards. Then the partners make guesses about the meaning of the words by matching the word card with its meaning card.
3. Watch the video again, asking students to listen for the vocabulary words or phrases. You may want to stop the video when you hear one of the vocabulary words to give students time to process and discuss the word used in context.

After Watching the Video

4. With their partners, students can rearrange their word cards to make any changes to their answers.
5. If desired, assess individual learning by using the word study quiz provided.
Answers: 1. F, 2. D, 3. J, 4. H, 5. A, 6. B, 7. K, 8. L, 9. I, 10. E, 11. C, 12. G.

Retell the Story

6. Students can go back to their notes about the beginning, middle, and end of the story to add any new words that they now know. They can retell their story using the new words that they learned.

To be used with Lesson 3, Word Study Matchup

Legacy	School Board
Integrated School	Class Action Lawsuit
Injustice	<i>Brown v. Board of Education</i>
<i>Mendez et al. v. Westminster et al.</i>	Separate Is Not Equal
To Segregate	Mission
Court of Appeals	Legislation
Et al.	

To be used with Lesson 3, Word Study Matchup

<p>A lawsuit brought by one or more individuals for a large group of others who have the same complaint about a wrong done to them</p>	<p>Anything that is passed from ancestors or someone who came before</p>
<p>California lawsuit filed by five families against several school districts that ended separate schools for Mexican American, African American, and Asian American students</p>	<p>A law made by a body of government</p>
<p>A task or duty done with strong belief</p>	<p>The court's decision about separate schools for students of a different race, ethnicity, or culture</p>
<p>To separate or place apart from the majority of a group or people; isolate</p>	<p>A lack of fairness, an act that is not just, not legal; a wrong</p>
<p>A state or federal court that listens to retrials to decide if the lower court rulings are correct</p>	<p>A local group of individuals who are responsible for setting rules and budgets for a school system</p>
<p>A school where students of all races and cultures are brought together and learn together</p>	<p>Name of the U.S. Supreme Court lawsuit that ended segregation and opened public schools to all students across America</p>
<p>A Latin abbreviation meaning "and others" used to show that there are more names</p>	

To be used with Lesson 3, Word Study Matchup

Word Study Matchup Quiz

Name _____ Date _____

Directions: Write the letter of the meaning that matches the word.

- | | |
|---|---|
| 1. _____ Legacy | A. A lawsuit brought by one or more individuals for a large group of others who have the same complaint about a wrong done to them |
| 2. _____ Integrated School | B. The name of the California lawsuit that was filed by five families against several school districts; it ended separate schools for Mexican American, African American, and Asian American students |
| 3. _____ School Board | C. A task or duty done with strong belief |
| 4. _____ Injustice | D. A school where students of all races and cultures are brought together and learn together |
| 5. _____ Class Action Lawsuit | E. A state or federal court that listens to retrials to decide of the lower court rulings are correct or not |
| 6. _____ Mendez et al. v Westminster et al. | F. Anything that is passed from ancestors or someone who came before |
| 7. _____ Brown v. Board of Education | G. A law made by a body of government |
| 8. _____ To Segregate | H. A lack of fairness, an act that is not just, not legal; a wrong |
| 9. _____ Separate is not Equal | I. The court's decision about separate schools for students of a different race, ethnicity, or culture |
| 10. _____ Court of Appeals | J. A local group of individuals who are responsible for setting rules and budgets for a school system |
| 11. _____ Mission | K. The name of the U.S. Supreme Court lawsuit that ended segregation and opened public schools to all students across America |
| 12. _____ Legislation | L. To separate or place apart from the majority of a group or people; isolate |



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LESSON 4 A 1940s TIMELINE

Previsit Lesson

Students will:

1. Read and interpret a timeline of events in the 1940s
2. Learn key historical and cultural ideas about this time period
3. Conduct further research on questions related to events in the timeline

California History-Social Science Standards addressed:

Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

- Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles).
- Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
- Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.

California English-Language Arts Common Core Standards addressed:

Reading Standards for Informational Text: Integration of Knowledge and Ideas

- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing: Research to Build and Present Knowledge

- Conduct short research projects that build knowledge through investigation of different aspects of a topic.



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Lesson 4: A 1940s Timeline (continued)

Speaking and Listening: Comprehension and Collaboration

- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Materials:

Handout, Internet access, history-social studies textbook

1. Use the timeline handout provided and instruct students to read the timeline and answer the questions. Students then can share responses with a partner.
Answers: (1) 1941, four years. (2) They were taken from their homes and sent to internment camps. The U.S. went to war against Japan and some people saw Americans of Japanese descent as the enemy too. (3) The Bracero program was created to bring Mexican citizens to the United States to work on farms planting and harvesting produce. (4) Computers. (5) Accept any reasonable answer, for example: the numbers of cars was growing and the highways needed improvement; because of the population growth more driver vehicle fees were collected and the state was given more control to create a freeway system.
2. Students can use the Internet to learn more about the events described in the timeline. Here are some sample questions to research:
 - What event triggered the United States to enter the war?
 - Name all the nations that the United States fought against in World War II.
 - How many cars were in California in 1947? How many cars are there in California today?
 - What was life like in the 1940s for the Mexicans who worked on California farms?
 - Why was Chuck Yeager's accomplishment important for the space program?
 - What is the Manzanar Relocation Center?

Some examples of additional topics for research:

the citrus industry, life of migrant workers, growing up in the 1940s, famous children's radio programs of the 1940s



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Lesson 4: A 1940s Timeline (continued)

3. Using the Social Studies Text

Divide students into groups and assign each group a reading in your social studies book about events in the 1940s. After reading their respective sections, each group can present a summary to the class of the information covered.

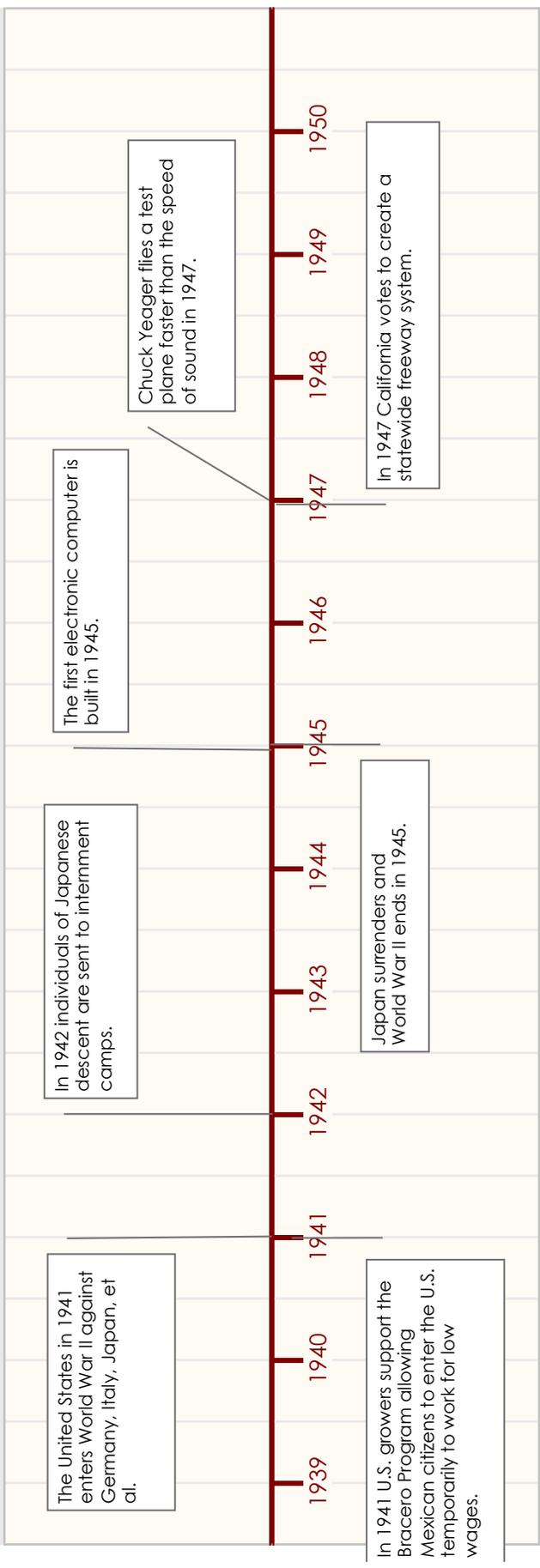
California Social Studies Texts

Use your California history-social studies texts to learn more about the events described in the timeline. The following are page numbers of aligned content from two of the most popular texts used for California history.

Reflections: California a Changing State, (2007) Harcourt Publishers
World War II, pp. 378-383; Relocation of Japanese, pp.384-385;
Bracero Program, p.381; Changes After World War II, pp. 392-397.

California, (2007) Houghton Mifflin
World War II, pp.320-321; Internment Camps, pp. 326-329; Peacetime Industries,
pp.332-333; Bracero Program, p.335.

A 1940s Timeline



1. What year did World War II start? _____ How many years did World War II last? _____

2. Describe what happened to Japanese families living in California during World War II.

What event do you think triggered the decision to do this?

3. Why was the Bracero program created? _____

4. What development came first—computers or freeways? _____

5. Why do you think lawmakers decide that freeways were needed in California? _____



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LESSON 5 SCHOOL DAYS

Postvisit Lesson

Students will:

1. Reflect on the difference and similarities between ‘American’ and ‘Mexican’ schools.
2. Discuss the equality of the two types of schools.
3. Reflect on the deeper question: can separate ever be equal?

California History-Social Science Standards addressed:

- Describe the history and development of California’s public education systems, including universities and community colleges.
- Describe the components of California’s governance structure (e.g. cities and towns, Indian rancherias and reservations, counties, school district)

Materials:

Paper and pencils

1. Draw the table below on the board with the labels “American schools” and “Mexican schools” at the top of columns 2 and 3. You may want students to create the table as well. Ask students to share what they remembered from the exhibit about the “American schools” and the “Mexican schools.” As the students remember what they saw, heard and read in the exhibit, have them identify and write different categories of their responses in the first column such as: students who attended, playground, what was studied, buildings, teacher salary, books, etc. This information can be placed into the table using words and/or pictures.



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Lesson 5: School Days (continued)

	“American Schools”	“Mexican Schools”
Books		
Playground		
Teacher Salary		
What They Studied		
Building		
Students		

2. Referring to the table, have students make statements about the differences and similarities of the two types of schools. Ask the students, which type of school would you like to attend? Why?
3. Then ask the students: what if the schools were exactly the same? Do you still think it would be fair to separate the students based on the language they spoke, the way they lived, or any other differences? Why or why not?



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LESSON 6 REFLECT, WRITE, AND DRAW

Postvisit Lesson

Students will:

1. Recall what they saw at the exhibit.
2. Identify and draw an artifact or item from the exhibit that impressed them and explain its meaning.
3. Create a postcard about the museum exhibit.

California English-Language Arts Common Core Standards addressed:

Text Types and Purposes

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Production and Distribution of Writing

- Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

California History-Social Science Standards addressed:

- Describe the history and development of California's public education systems, including universities and community colleges.
- Describe the components of California's governance structure, e.g., cities and towns, Indian rancherias and reservations, counties, school district.



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Lesson 6: Reflect, Write, and Draw (continued)

Materials:

Butcher paper, markers, 5x7 blank index cards or pieces of card stock, colored pencils, crayons, pens

1. After visiting the exhibit, have students share what they saw and why it impressed them. Have them mention the objects they saw and what each exhibit section meant. Record their responses on the butcher paper.
2. Ask students to design a postcard about the exhibit by drawing something from the exhibit and providing a written description of what their drawing represents. Have students to share and explain their drawings.
3. Instruct students to address the postcard to a friend. In the message section of the postcard, each student will write a note to his/her friend encouraging the friend to visit the exhibit.
4. We encourage you to contribute your students completed postcards to the exhibit. Please send the cards to:

Marshall Duell, Director of Operations, the Old Santa Ana Courthouse Museum
211 W. Santa Ana Blvd.
Santa Ana, CA 92701



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LESSON 7 WHAT ARE YOUR DREAMS?

Postvisit Lesson

Students will:

1. Identify individuals who had a dream and worked to achieve it.
2. Reflect on the five families who had dreams of providing an excellent education for their children and identify obstacles, actions and helpers.
3. Identify their own dreams, taking notes about their ideas, identifying obstacles, actions, and helpers.
4. Write a narrative about their dream using their notes.

California English-Language Arts Common Core Standards addressed:

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant descriptive details to support main ideas or themes, speak clearly at an understandable pace.

Production and Distribution of Writing

- Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Materials:

Paper for brainstorming, pencils



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Lesson 7: What Are Your Dreams? (continued)

1. Discuss individuals who had a dream and worked to achieve it. Some examples are provided.

Example: At age 5, Aaron Rodgers had a dream to play professional football and win a Super Bowl. The road to this victory was a long one. Aaron played football in high school and college. He entered the football draft in 2005. Many people said he would be selected in the first round. The San Francisco Forty-niners had first pick that year and Aaron hoped to be selected by them as he had grown up watching them play. They needed a quarterback, which was the position Aaron played. To his disappointment, the Forty-niners selected Alex Smith. Aaron waited until the 24th pick and was selected by the Green Bay Packers, who already had a strong quarterback in Brett Favre. Aaron knew this meant he would have to wait until Favre retired or was injured before he could play. He worked hard to improve his skills. In 2008 he had his chance to play and did well, passing for 4,000 yards. However, his team's record for the season was 6-11. In 2009, the team record was 11-5, and they made it to the playoffs, losing in the first round. The 2010 team struggled with injuries and almost missed the playoffs; however, they managed to win their last two games and made the playoffs. They advanced to the Super Bowl Game, which they won 21-16, and Aaron Rodgers was named MVP (Most Valuable Player). His dream came true!

Example: Hilda Solis was the third of seven children born to immigrant parents from Nicaragua and Mexico. Her father worked in a battery recycling plant and her mother worked on an assembly line for Mattel. Her parents advocated for workers' rights and improved working conditions. Hilda was raised in La Puente, California, and graduated from La Puente High School, where she saw a lack of support for students who wanted to attend college. A guidance counselor told her mother that Hilda was not college material and should become a secretary like her older sister. Fortunately, another guidance counselor encouraged Hilda to go to college and helped her fill out an application. Hilda was the first child in her family to attend college. She graduated with a bachelor of arts in political science and earned a master's of public administration degree from the University of Southern California.

Hilda was convinced that education was the way to improve one's life. Her dream was to assist disadvantaged youth to prepare for college and to support the rights of the working class. She also had a great respect for the environment and worked to safeguard



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Lesson 7: What Are Your Dreams? (continued)

natural resources. Her friends encouraged Hilda to run for public office, and she won several positions. Hilda is known for writing laws that allowed immigrants in the United States illegally to attend college as long as they reside in the state, banned smoking in the workplace, prevented domestic violence, and protected the environment. She became the first Hispanic woman to serve in the California Senate and the first woman to represent the San Gabriel Valley. She was the first woman to receive the “Profiles in Courage Award” by the John F. Kennedy Library Foundation for her work on environmental issues. In 2000, Hilda ran for the U.S. House of Representatives and was called “a warrior for working families.” She won the election. In 2008, President Obama selected her for the U.S. Secretary of Labor, the first Hispanic woman to hold this position. To this day, Hilda still follows her dream to help people go to college and make the workplace safe for workers.

2. Encourage students to mention other individuals who had a dream and worked to achieve it. What were the obstacles they faced in achieving this goal? What action did they take? Who assisted them in this matter?
3. The five families seen in this exhibit had dreams for their children to have an excellent education so that they would have many opportunities in life. They wanted their children to attend the “American schools” because they knew that the “Mexican schools” only prepared the students for work as manual laborers. When they attempted to register their children in the “American school,” they were told that their children had to be registered in the “Mexican school.” What did they do? Who assisted them?
4. Have the students take a few moments to reflect on their own dreams. Have them outline their dreams, how they plan to achieve them, the obstacles they may encounter, and the people who might help them. After the students have had time to complete this, have them pick a partner and share. If time allows, ask for volunteers who wish to share with the entire group. The amount of sharing may differ according to how comfortable the students feel about expressing these dreams.
5. Ask students to use their notes to create a narrative about achieving one of their dreams. They may want to use this phrase as the title, “I Have a Dream.”



A Class Action:

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September 2011–June 2012

LESSON 8 SEEING A NEED AND HELPING OTHERS

Postvisit Lesson

Students will:

1. Discuss what it means to serve and help others.
2. As a class, identify a service learning project and plan to complete it.

English-Language Arts Common Core Standards and Social Studies Standards addressed:

It will depend on the project. Learning can be linked to a variety of literacy and social studies goals.

Materials:

Giving It Back...Passing It On: Service Learning in Your Classroom. Download a free copy at <http://www.racebridgesforschools.com/wp/?p=289>

What Is Service Learning?

Service learning is a process of student learning through active participation in an organized experience. Through this process, students acquire real-life knowledge about their community and practice skills related to service and reflection upon their performance, their role and their growth. Examples of service learning projects would be cleaning up a local park, regularly visiting patients who live in senior convalescent home, or becoming a peer tutor for other students.



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Lesson 8: Seeing a Need and Helping Others (continued)

Five Key Concepts

The guide, *Giving It Back...Passing It On: Service Learning in Your Classroom*, describes five key concepts about service learning. Consult the guide for more details for each step in the process.

1. Investigate and Research

Identify a topic or issue. It's best if students are guided to decide on the topic or issue of interest.

2. Identify a Community Partner

Seek a partner in the community who is addressing the same topic or issue of interest.

3. Plan and Prepare

Identify what your students need to know. Inviting your community partner into your classroom can help to provide the historical or theoretical background for the project.

4. Take Action

Structure your day, identify assessment tools for students to keep their own records about their experience, and make sure everyone is clear about their roles.

5. Reflect on the Experience

Structure private and public reflection using journals, writing prompts, class discussion. Identify how their learning and reflection link back to your curriculum goals.

6. Demonstrate Your Results and Celebrate

Decide how to share the students' accomplishments publicly. What seeds can be planted for future actions? Identify adjustments to the project for the future. Decide how to celebrate. Discuss ways for students to continue acts of service even after the project has been completed.



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INTERNET RESOURCES

For More Information

For Teachers

A Radio Broadcast (10:22 min.)

NPR Radio Broadcast: *Before 'Brown v. Board of Education:' In 1947 Orange County, Families Sued for Desegregation—and Won* by Claudio Sanchez. Examines the little-known *Mendez v. Westminster* school desegregation case. This California case won access for Mexican Americans to white schools in 1947 and helped set the stage seven years later for *Brown v. Board of Education*.

<http://www.npr.org/templates/story/story.php?storyId=1784243>

A Video: Summary of a Lecture (3 min.)

Philippa Strum, author of *Mendez v. Westminster: School Desegregation and Mexican-American Rights*, talks about her book in a Wilson Center interview clip.

http://www.youtube.com/watch?v=Q4YvP_4t4ww&feature=related

A Video: Full Lecture (52 min.)

Phillipa Strum, author of *Mendez v. Westminster: School Desegregation and Mexican-American Rights* gives a talk about her book (University Press of Kansas, 2010) on CSPAN.

<http://www.c-spanarchives.org/program/ID/232879>

A Background Article: School Segregation in California

“*Mendez v. Westminster: Paving the Way to School Desegregation.*” *Constitutional Rights Foundation Bill of Rights in Action*, Summer 2007 (Volume 23, No. 2).

<http://www.crf-usa.org/bill-of-rights-in-action/bria-23-2-c-mendez-v-westminster-paving-the-way-to-school-desegregation.html>

About the Mendez Family: Resources about the Court Case

<http://sylviamendezinthemendezvswestminster.com/index.html>



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Mendez v. Westminster, A Look at Our Latino Heritage (bibliography, interviews, newspaper articles)

<http://www.mendezvwestminster.com/>

Giving It Back: Service Learning in Your Classroom

Guidelines for a service learning project

A detailed lesson plan with five key steps for conducting a successful service-learning project. This resource supports the exhibits' postvisit lesson 8, "Seeing a Need and Helping Others."

<http://www.racebridgesforschools.com/wp/?p=289#more-289>

For Students

Mendez v. Westminster: Desegregating California's Schools

Video (8 min.) and background essay with questions

Teacher' Domain website.

<http://www.teachersdomain.org/resource/osio4.soc.ush.civil.mendez/>

Vista L.A.: Mendez Desegregation Case

Video for previsit lesson 2 (5:55 min.)

A segment from a Los Angeles-based television show telling the story of the court case from the perspective of Sylvia Mendez and her niece.

<http://abclocal.go.com/kabc/video?id=7154744>

Being Mexican-American: Caught Between Two Worlds–Nepantla

by Latina Storyteller Olga Loya.

Oral Stories in MP3 Format

Loya relates some of her life story and her attempts to reconcile the two worlds and realities of "American" and "Mexican American." Audio segments, story text, and classroom activities will engage students in exploring what it means to be fluent in more than one culture at a time.

<http://www.racebridgesforschools.com/wp/?p=161>