

California's Diversity: Past and Present

Lessons for the Fair Education Act of 2011

Lesson 4: California Heroes Presentation

Overview

In this lesson, students synthesize information they have learned about California's diverse cultural history into a presentation on someone they consider a hero from the state. First, they briefly review some of the names they have learned in previous lessons on diversity and civil rights in California. Then they engage in a research and role-play activity on someone from California whom they consider to be a hero.

Time

One to two class periods.

Objectives

Students will be able to:

- Create a presentation on a notable person from California's history.
- Enact their presentation in the role of the notable person.
- Outline and organize a bibliography.

Compliance With the Fair Education Act

This lesson is designed to comply with requirements under California Senate Bill 48 ("SB 48"), signed into law as the Fair Education Act in 2011. The act amended California Education Code Section 51204.5 to read as follows:

Instruction in social sciences shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.

The act also amended California Education Code Section 60040 to direct governing boards to "include only instructional materials which, in their determination, accurately portray the cultural and racial diversity of our society...."

Common Core State Standards Addressed

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

WHST.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Materials and Preparation

- Handout A: Who Is Your California Hero? (one for each student)
- Handout B: List of Notable People From California's History (one for each student)
- Handout C: Create a Bibliography (one for each student)

Procedure

A. Research Activity: Who is Your California Hero?

1. Focus Discussion. Ask students: In what ways have we seen conflicts over civil rights take place in California?

Look for: Examples from Lessons 1-3, such as racial conflicts (e.g., the Mendez Case and Byron Rumford), women's conflicts (e.g., Clara Shortridge Foltz), LGBT conflicts (e.g., Harvey Milk), and religious conflicts (e.g., Rajinder Singh).

Tell students that since they have now seen a variety of conflicts over civil rights, they seen the importance that individuals can have in resolving these conflicts. They will learn more about important individuals through an interactive research project.

2. Distribute the **Handout A: Who is Your California Hero?** and **Handout B: List of Notable People From California's History**. Assign or have students select a hero to role play. Review the instructions with students. Check for understanding on the instructions and examples. Remind them that they must research and think about the following:

- The historical setting in which the hero lived.
- The hero's contribution to California's history, diversity, or civil rights.
- Important challenges the hero had to face.
- The hero's character, actions, and values or principles, especially those expressed in personal writings and speeches.

3. Distribute the **Handout C: Create a Bibliography** handout. Explain that all good historians cite the sources for all of their important statements, and that they will need to do the same. Explain that a bibliography is a list of sources, and review the instructions for creating a bibliography.

4. Allow time for students to research and prepare their presentations. If students are working in pairs, they should plan to introduce the hero to the class by creating an interview format for their role play. One student will play the role of the hero, and the other will play the role of interviewer. They should both do the research and know the answers to the questions. During the forum, one student will participate as the hero and the other as the interviewer.

B. Individual or Paired Activity — Presentation

1. Call upon an individual or pair to present. Remind students that their Presentation should be no longer than three minutes.

2. Consider having the rest of the class write a question for the heroes while the next individual or pair prepares to “take the stage.” Some of these questions could be given to the students who portrayed the hero to select from to answer in a written assignment. The questions themselves could be used as a demonstration of students’ ability to frame relevant questions that can be answered by historical study and research.

C. Debriefing

Debrief the activity by engaging students in a discussion using questions such as:

- Which heroes did you gain new respect for? Why?
- What was the most difficult part of the role play?
- What new knowledge did you gain about the heroes?
- What was the most important or valuable information source you used in your research? Why?
- Is there anything about the hero you studied that you did not know and wish you would have known before the presentations today? Was there any part of the hero’s life you wish you would have learned about in your research, but didn’t?

Who is Your California Hero?

Imagine you could become a hero from California's history. A hero is someone who has contributed to the culture, politics, history, or economy of the state in a unique way. A hero can also be someone who has fought for civil rights in the state or nation.

Who would you want to be? What would you be like? You are going to get the chance to choose someone you consider a hero and play the role of that person in class.

You are going to prepare for a **Three-Minute Presentation**. This will be your chance to become the historic hero and introduce yourself to the rest of the class. The class should learn about your life during this presentation.

Follow these steps to prepare:

Step 1. Choose a hero you will portray.

Step 2. Research your hero to learn:

- The historical setting (what life was like at the time the hero lived).
- The hero's contributions to California's culture, politics, history, or economy.
- Important challenges (problems, obstacles, enemies) the hero had to face.
- The hero's character, style, actions, and values or principles, especially those expressed in personal writings and speeches.

Step 3. Create a bibliography.

All good historians keep track of their information sources. You will need to create a bibliography showing the sources you used in your research. (Turn this in when you give your hero's presentation.) See the handout **Create a Bibliography** for details on creating the bibliography.

Step 4. Prepare your Three-Minute Presentation.

Using your research as a guide, create a three-minute presentation to introduce your hero to the class. You may memorize your part or use notes. (If you use notes, only glance at them. Try to keep eye contact with the audience.)

Your presentation should help the audience understand:

- Where and how you (the hero) grew up.
- Challenges you faced.
- Why you are remembered today. What made you important.
- Important contributions you made.

Telling the Story

It is important to use different information sources in your research. What one person says about the hero, another may disagree with. Good historical research is balanced and based on the most factual information the historian can find. Historians value sources that were written at the time and place they are studying. They also use the hero's actual words from speeches, letters, and other documents to tell the story accurately.

Consider...

- Using quotes from speeches or writings.
- Describing what you looked like.
- Using visuals to make your presentation more informative or interesting. (Pictures of your home or family, of a historical event you participated in, etc.)

[CRF's Research Links](http://www.crf-usa.org/research-links/links.html)

www.crf-usa.org/research-links/links.html

List of Notable People From California's History

You may choose someone from this list or find a name on your own.

Ansel Adams (photographer)	Archy Lee (historic litigant)
Luis Walter Alvarez (physicist)	William Leidesdorff (businessman)
Albert Armendariz (lawyer)	Jack London (author)
Gertrude Atherton (writer)	Theodore Harold Maiman (inventor)
Judy Baca (artist)	David Marcus (attorney)
David Belasco (playwright and director)	Aimee Semple McPherson (evangelist)
Shirley Temple Black (actress)	Harvey Milk (politician and LGBT activist)
Robert Bower (physicist)	Armando Torres Morales (psychiatrist)
Dave Brubeck (jazz musician)	Emma Nevada (operatic soprano)
Octavia E. Butler (science fiction writer)	Richard M. Nixon (U.S. president)
César Chávez (labor and peace activist)	Isamu Noguchi (artist/architect)
Julia Child (chef)	Nam June Paik (video artist)
Frederick G. Cottrell (chemist)	Harry Partch (composer)
James deAnda (federal judge)	Linus Pauling (scientist)
Marshall Diaz (activist)	Mary Ellen Pleasant (businesswoman)
Joe DiMaggio (baseball player)	Ronald Reagan (U.S. president)
Walt Disney (animator)	Sally K. Ride (astronaut)
Isadora Duncan (dancer)	W. Byron Rumford (politician)
Clara Shortridge Foltz (attorney)	William Saroyan (author)
John C. Frémont (explorer)	John Serrano, Jr. (historic litigant)
Robert Frost (poet)	Lincoln Steffens (reporter)
Charles P. Ginsburg (inventor)	John Steinbeck (author)
Reuben Lucius "Rube" Goldberg (cartoonist)	Mariano Guadalupe Vallejo (military commander and rancher)
Richard Pancho Gonzales (tennis player)	Earl Warren (U.S. chief justice)
Rodolfo Gonzales (boxer)	Yick Wo (historic litigant)
Vincent Anthony "Vince" Guaraldi (jazz musician)	Beatrice Wood (sculptor)
Lou Harrison (composer)	
Sidney Howard (playwright and screenwriter)	
June Jordan (poet and civil rights activist)	
Younghill Kang (author)	
Fred T. Korematsu (activist)	

Create a Bibliography

Where did you get your information? This is a question that historians must answer. Since you will be acting as a historian on your project, keep track of your sources and create a bibliography. A bibliography is a list of the sources you used.

The sources may be books, periodicals (magazines and newspapers), Internet sites, films or videos, digital sources and CD-ROMs, and other materials.

It is important to use a variety of sources when you research. One source may say something that another source disagrees with. Historians are like detectives. They have to search for clues that lead them to the truth. Historians also have to pay attention to the kind of sources they use. They have to ask questions like:

- Is this source based on fact or fiction?
- Is the person who said this qualified?
- Do other historians seem to agree with what this source says?

You will only need to include the sources you actually used in your bibliography. Sources that turned out not to be useful, you do not have to include.

To create a bibliography, do the following:

1. List every source as you do your project.
2. When you finish, type or carefully write your bibliography. The title should be "California Hero Project Bibliography." List your sources by category. For example, books, Internet sites, etc. Use the form shown below for each category.
3. Put the items in alphabetical order by author's last name. (If you don't know the name of the author, put it in alphabetical order by its title.)

Books

You need (1) the name of the author or editor or group that wrote the book, (2) its title, (3) city of publication, (4) publisher's name, and (5) date of publication.

Example:

Foner, Eric, *Story of American Freedom*, New York, W.W. Norton & Company, 1998.

Periodicals

You need the (1) name of the author, (2) title of the article, (3) name of the periodical, (4) date of the periodical, (5) volume number of the periodical (if it has one), and (6) the pages the article is on.

Examples:

Martz, Carlton, "John Adams and the Boston Massacre Trials," *Bill of Rights in Action*, Winter 1999, Volume 16, No. 1, pp. 1-4.

Tamaki, Julie, "Saving Japanese American History," *Los Angeles Times*, Nov. 11, 2002, pp. B1 and B6.

Internet Sites

If available, you need the (1) name of the author, (2) title of the work or the title shown at the top of your browser, (3) date the work was created, (4) name of the individual or group that owns the web site, (5) date you viewed the site, and (6) URL.

Example:

Martz, Carl, "FDR Tries to 'Pack' the Supreme Court," July 2000, Constitutional Rights Foundation, viewed Nov. 18, 2002, http://www.crf-usa.org/bria/bria10_4.html.

Films and Videos

You need the (1) title of the work, (2) name of the distributor, and (3) date it was made.

Example:

Eyes on the Prize, PBS Films, 1987.

Digital Sources and CD-ROMs

You need the (1) name of the author or group that created the work, (2) title of the work, (3) title of the source or CD-ROM, and (4) date it was published.

Example:

Constitutional Rights Foundation, "Coming to California," *MyTown*, 2011.