

Community-Based Learning Lesson Plan Builder

Planning Components:

Title of Lesson:	Our Stories: Understanding Identity, Community, and Social Change Through Ethnic Studies
Grade level(s):	High School
Duration:	<p>1. How much time are we asking students to commit to this topic? <i>18-24 instructional hours over 6-8 weeks</i></p> <p>2. How much time should staff allocate to support this work? <i>4-6 additional planning hours for lesson planning and partner coordination</i></p> <p>3. What are the phases of the project mapped out?</p> <ul style="list-style-type: none"> • <i>Phase 1: Problem Posing & Engagement (Week 1)</i> • <i>Phase 2: Discussion & Exploration (Weeks 2–3)</i> • <i>Phase 3: Critical Inquiry & Explanation (Weeks 3–4)</i> • <i>Phase 4: Elaboration (Weeks 4–6)</i> • <i>Phase 5: Journey Checks & Formative Assessment (Week 6)</i> • <i>Phase 6: Taking Action & Evaluation -Weeks 7-8</i>
Essential Question:	How have the diverse communities of Riverside County shaped our past, present, and future?
Objectives:	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze the historical contributions of Indigenous, African American, Latino, Asian American, Pacific Islander, Middle Eastern/North African, and immigrant communities within Riverside County. • Evaluate multiple perspectives using primary and secondary historical sources. • Conduct oral history interviews using ethical research practices. • Analyze patterns of inclusion, exclusion, resistance, and civic engagement. • Develop culturally responsive communication skills. • Produce a community-based project that preserves local history or addresses a contemporary community issue. • Reflect on their own identities while examining systems of power, privilege, and resilience.
Project Brief:	Every neighborhood has stories that shape the people who live there, but many of these stories are rarely told in classrooms. Students will become community historians, researchers, and advocates by documenting the lived experiences of Riverside County residents. Through interviews, archival research, and

	<p>collaboration with local organizations, students will explore how diverse communities have contributed to the region while identifying ways to preserve and celebrate these histories. Students will use their research to create products that educate the public and strengthen community connections.</p>
<p>End Products and Sharing Points:</p>	<p>What will the project produce, and who will students want to share it with?</p> <p><u>Students may create:</u></p> <ul style="list-style-type: none"> • Oral History Podcast Series • Community Story Map • Museum-style Exhibit • Documentary Video • Digital Archive • Public Art Proposal • Community Walking Tour • Interactive Website • Youth Symposium Presentation • QR Code Historical Trail <p><u>Products will be shared with:</u></p> <ul style="list-style-type: none"> • Families and caregivers • Riverside County Office of Education staff • Local libraries and staff • Historical societies • Tribal representatives • Community organizations • School Boards • City Councils • Community museums • Local media
<p>Driving Standards:</p>	<p>California Content Standards: California English Language Development [ELD] Standards: California Standards for the Teaching Profession [CSTPs] California Ethnic Studies Model Curriculum: Students will: <ul style="list-style-type: none"> • Develop identity, empathy, and belonging. • Examine systems of power and inequity. • Analyze community resistance and social movements. • Engage in civic action. • Build cross-cultural understanding. California History-Social Science Framework: <ul style="list-style-type: none"> • Historical Thinking • Civic Engagement • Source Evaluation • Historical Argumentation California ELA Standards: <ul style="list-style-type: none"> • RI.9-10.1 • RI.11-12.6 • W.9-10.7 • W.11-12.8 • SL.9-10.1 • SL.11-12.4 California ELD Standards: Collaborative discussions, interpretation of complex texts, academic writing, and presentations.</p>

Student and Community Components:

Who are my students?	<p><i>What are my students' strengths, identities, and lived experiences?</i></p> <p>Students come to school with a variety of family histories, multilingual abilities, community knowledge, diverse cultural traditions, strong digital literacy, and lived experiences that touch a variety of concepts.</p>
What partners and/or resources are current assets to support this?	<p><i>What organizations, leaders, local knowledge, and financial resources should be considered?</i></p>
How are partners going to be involved in this project?	<p><i>Are there primary or tertiary members of the project?</i></p> <p>Partners may involve family, friends, caregivers, and staff. Additional partners could include the following:</p> <ul style="list-style-type: none"> • Riverside African American Historical Society • UC Riverside Ethnic Studies Department • Riverside County Office of Education
What learning will occur as a result of partner involvement?	<p>Students will learn:</p> <ul style="list-style-type: none"> • The process of collecting oral histories and alternative oral history collection methods • Ethical interviewing practices • Community research practices • Archival practices • Public histories in their community • Cross-cultural communication • About careers that use these tools and skills
How does this learning reciprocate into the community?	<p>This project challenges the belief that history only exists in textbooks. Instead, students recognize:</p> <ul style="list-style-type: none"> • History lives within families. • Every community contributes. • Young people can preserve history. • Local voices deserve recognition.
What type of disruption might this project create?	<p>This might disrupt the typical timeline of an inquiry-based project based on student research and data collection methods. This may disrupt a classroom, which typically only focuses on book learning methods.</p>

Lesson Components:

Problem-Posing and Engagement	<p><i>What problem will the students investigate? How will students use their voices and experiences to investigate and improve their community?</i></p> <p>Students investigate: <i>Whose stories are missing from Riverside County's public history?</i></p> <ul style="list-style-type: none"> • Identity Maps • Community Asset Mapping • Historical Image Analysis • Gallery Walk • Riverside County Timeline Investigation • Local landmark inquiry <p>Students reflect: "What stories do I already know?" "What stories have I never heard?"</p>
Discussion and Exploration	<p><i>How will students engage in dialogue about this problem? What methods of investigation will students use to gather information?</i></p> <p>Mini-lessons include:</p> <ul style="list-style-type: none"> • Personal history • Culture • Community • Historical data collection methods • Representation in history • Local demographics • Indigenous land acknowledgments <p>Students investigate through:</p> <ul style="list-style-type: none"> • Community interviews • Local newspapers • Census data • Museum archives • Family artifacts • Historical photographs
Critical Inquiry and Explanation	<p><i>In what ways will students learn about interpreting, evaluating, analyzing, and synthesizing both qualitative and quantitative data? What ways of knowing (content and skills needed by students to successfully complete research and products) will need to occur for inquiry to be successful?</i></p> <p>Students ask:</p> <ul style="list-style-type: none"> • Why are some histories preserved? • Who decides what becomes history? • How do different groups experience Riverside differently? • What experience patterns appear across communities? <p>Students analyze:</p> <ul style="list-style-type: none"> • Primary documents • Oral histories • Government records • Maps • Newspaper articles • Photographs • Demographic data

Elaboration	<p>How will students communicate their findings, engage in discussion about their results, and develop key components for action?</p> <p>Students create:</p> <ul style="list-style-type: none"> • Documentary films • Podcasts • Public exhibits • Story maps • Historical walking tours • Museum displays • Digital archives <p>Students receive feedback from:</p> <ul style="list-style-type: none"> • Peers • Community mentors • Historians • Families
Journey Checks and Formative Assessments	<p>What metrics will be used to measure progress during the project stages? What metrics will measure the impact of the action of this project?</p> <p>Assessment includes:</p> <ul style="list-style-type: none"> • Interview protocols and notes • Research notes • Reflection journals • Source analysis • Peer critiques • Presentation rehearsals • Exit tickets <p>Reflection questions:</p> <ul style="list-style-type: none"> • What surprised me? • What challenged my thinking? • How has my understanding changed? • What responsibility do I have moving forward?
Taking Action and Evaluation	<p>What will success look and feel like for this project? What will success look like in the action phase for the community?</p> <p>Students confidently presenting authentic community histories to public audiences.</p> <ul style="list-style-type: none"> • Students submit or present final submissions of current community histories. Formats include video, audio, photovoice, written, and experimental mediums. • Students leave understanding that history is something they help preserve—not just something they study.

Scaffolding and Foundational Components:

What considerations and scaffolds will be created or introduced for students to be successful in all lesson components?

Multilingual Learners	<p><i>Instructors can:</i></p> <ul style="list-style-type: none"> • Pre-teach academic vocabulary • Provide simple and complex sentence frames • Provide or co-construct bilingual interview guides • Provide or co-construct home-language interviews
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	<ul style="list-style-type: none"> • Provide students with visual organizers • Provide translation supports where necessary • Provide access to multilingual presentations from community members where applicable and available
Refugee and Immigrant Populations	<ul style="list-style-type: none"> • Provide flexible interview choices • Use trauma-informed practices when discussing family, friends, and caregivers • Provide consistent community mentors with lived experiences • Provide multiple means, methods, and entry points for participation • Provide family engagement opportunities where applicable
Students with Disabilities	<ul style="list-style-type: none"> • Use Universal Design for Learning pedagogy • Flexible product choices • Audio and video recording options • Speech-to-text and text-to-speech tools • Structured and consistent group roles • Accessible community exploration experiences
Social Emotional Learning	<ul style="list-style-type: none"> • Belonging • Empathy • Perspective taking • Civic responsibility • Collaboration • Student voice • Reflection
Tribal Communities	<p>Center Indigenous perspectives throughout the project by:</p> <ul style="list-style-type: none"> • Acknowledging that Riverside County exists on the ancestral homelands of multiple Tribal Nations, including the Cahuilla and Tongva tribes. • Collaborating with local Tribal representatives whenever possible. • Teaching that Indigenous history is living history rather than something confined to the past. • Examining stewardship, reciprocity, sovereignty, and relationships to land and water as foundational concepts. • Encouraging respectful engagement with local Tribal histories without asking Indigenous students to represent or speak for all Native peoples.
Other Project Considerations	