**LESSON PLAN TEMPLATE**

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Lesson Title:

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| Who is Rigoberta Menchú? Guatemalan activist. |

Grade Level(s) and Subject:

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| 9th - 12th Graders - High School |

State Curricular Standards: A list of standards (with codes) that are satisfied/addressed by the lesson plan.

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| High School Modern World History:  <https://www.ksde.org/LinkClick.aspx?fileticket=0z8C6ecCgHI%3d&tabid=472&portalid=0&mid=1587>  Social, Emotional, and Character Social Standards:[https://www.ksde.org/Portals/0/CSAS/Content%20Area%20%28A-E%29/Elementary%20K-6/Social%20Development%20Standards.pdf](https://www.ksde.org/Portals/0/CSAS/Content%2520Area%2520%2528A-E%2529/Elementary%2520K-6/Social%2520Development%2520Standards.pdf) |

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| * Students will work with vocabulary words related to * Students will learn and understand about an activist * Students will understand theLatin America county * Students will develop cultural awareness |

Curriculum Goals and Objectives: In 3-4 lines, explain, in concrete and specific terms, what students will gain from your lesson plan.

Multicultural Goals: Please check or highlight one or more.

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Developing Multiple Historical Perspective

**Developing Cultural Consciousness**

Increasing Intercultural Competence

**Combating Racism, Prejudice, and Discrimination**

Developing Awareness of the State of the Planet and Global Dynamics

**Developing Social Action Skills**

Time (days/weeks) Required:

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| 5 days - 35 min class |

Required Materials / Supplies:

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| Computer to research and write, projector to show the video. |

Vocabulary: Please define vocabulary words; put foreign words in italics.

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| Native Language :  K’iche'  **K'iche' language**, formerly spelled Quiché, member of the K'ichean (Quichean) subgroup of the **Mayan** family of languages, spoken in the western highlands of central Guatemala by nearly one million people.   * ***Here is an opportunity for Emily to make a video with a song where the students can listen to a native Quatemala language for the first time. Also learn a few words.***   **English Vocabulary:**   * Revolution * Ladino * Indigenous * Maya * Pacification * Human Rights * Land Dispossession * Agency |

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| **Instructional Framework + Daily Plan** | |
| 5 Minutes | Opening: Explore what students know/Preview what they will learn.  **Engage students**  What does it mean to be an activist ?  Discuss with Class - Open dialogue  **Activist Definition:**  **:**one who advocates or practices [activism](https://www.merriam-webster.com/dictionary/activism) **:**a person who uses or supports strong actions (such as public protests) in support of or opposition to one side of a controversial issue  What do you think it takes to win a Nobel Prize for peace?  The Norwegian Nobel Committee has decided to award the Nobel Peace Prize for 1992 to Rigoberta Menchú from Guatemala, in recognition of her work for social justice and ethno-cultural reconciliation based on respect for the rights of indigenous peoples. |
| 20 min | **Whole Group:**  **Day 1:** Discuss about being an activist, do good for people and fight for your beliefs.  Students and teacher will go over Menchu’s biography.   * Who is Rigoberta Menchu? Biography. * Menchú gained international prominence in 1983 with her widely translated book *I, Rigoberta Menchú*, in which she tells the story of her impoverished youth and recounts in horrifying detail the torture-murders of her brother and mother. She received the Nobel Peace Prize in 1992 for her continuing efforts to achieve social [justice](https://www.britannica.com/topic/justice-social-concept) and mutual reconciliation in Guatemala; she used the prize money to found the Rigoberta Menchú Tum Foundation, an Indian [advocacy](https://www.merriam-webster.com/dictionary/advocacy) organization. In the late 1990s her autobiography became the centre of controversy after its [veracity](https://www.merriam-webster.com/dictionary/veracity) was questioned, most notably by David Stoll in *Rigoberta Menchú and the Story of All Poor Guatemalans* (1999). Despite [alleged](https://www.merriam-webster.com/dictionary/alleged) inaccuracies in her story, Menchú continued to earn praise for bringing international attention to the situation in Guatemala. In 2004 she accepted President Óscar Berger’s offer to help [implement](https://www.merriam-webster.com/dictionary/implement) the country’s peace accords. ( Source:<https://www.britannica.com/biography/Rigoberta-Menchu> )   Assignment: Research Activity   * Research about country Guatemala: Political, linguistic , ethnographic geography of Guatemala and the Guatemala Highlands * Bring to class 3 facts about one of these topics above.   **Day 2** : Watch the first part of the Movie:  ***Rigoberta Menchu- Daughter of the Maya***  **-**After watching part of the movie, brief class discussion.  **Day 3:** Watch Movie part 2  -Students will finish the movie and have a class discussion about positive and negative topics within the movie.  Big Question: What was it about Rigoberta Menchú, a Maya woman from the remote highlands of Guatemala, that generated so much controversy?  **Day 4 : Vocabulary time:** Getting ready for writing assignment  1- Native Maya language with help of KU professor (Emily Tummons)  2- Search and learn key vocabulary words:  *Revolution, Ladino, Indigenous, Maya Pacification, Human Rights, Land Dispossession, Agency* |
| **Small Group - 15 min**  Writing - this is part of the small group activity  **Day 5** In this age group there must be a few activists, and we will fi wish the whole week with a writing assignment.  Writing Assignment: Write an essay or report on what you are passionate about.  Use Persuasive strategy.  Use some of the vocabulary words we learned in this class.  2 page essay or report   * Are you an activist ? What are some of the things you are passionate about? * Like “Menchu” if you had to fight for your beliefs and also help your community , what are some of the things you would try to do? * Students are free to research about any issue in their community but also around the world. |
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| 5 Minutes | Closing: Revisit the Learning Targets  In this lesson some of the objectives are:  To analyze the impact of culture in our society as well as other societies.  Practice “perspective taking” as a strategy to increase acceptance of others  Demonstrate a growth mindset and willingness to integrate diverse points of view.  Analyze how culture impacts historical events.  Human Rights  Develop writing skills |

Instructional Framework + Daily Plan: Give as much detail as possible about the learning methods and activities.

Primary Source Bibliography: Please review definition at (<http://research.library.gsu.edu/primaryhistory>). Identify your source(s) so that others can find it such as websites with hyperlink or books with title, and publication date and (optional) link to on-line purchasing site.

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| Who is Rigoberta Menchu:  <https://www.britannica.com/biography/Rigoberta-Menchu>  <https://www.notablebiographies.com/Ma-Mo/Mench-Rigoberta.html#:~:text=Both%20her%20parents%20belonged%20to,Quich%C3%A9%20until%20she%20was%20nineteen>.  <https://www.nobelprize.org/prizes/peace/1992/tum/facts/>  Bibliography :  Brill, Marlene Targ. Journey for Peace: The Story of Rigoberta Menchú. New York: Dutton, 1996.  Menchú, Rigoberta. *Crossing Borders.*Edited by Ann Wright. London: Verso, 1998.  Menchú, Rigoberta, and Elizabeth Burgos. I, Rigoberta Menchú: An Indian Woman in Guatemala. London: Verso, 1984.  <https://prizedwriting.ucdavis.edu/sites/prizedwriting.ucdavis.edu/files/users/snielson/7%20-%20Phelps.pdf> |

Other Resources Used: What non-primary sources or other items did you use that added a deeper understanding of this lesson’s topic? You may also include resources that teachers might appreciate if they want more background information.

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| Documentary:  <https://www.youtube.com/watch?v=ru7Hy9FDQS4>  Receiving Nobel Prize  <https://www.youtube.com/watch?v=DyW7u6JSt6M>  Movie:  Rigoberta Menchu- Daughter of the Maya  <https://www.youtube.com/watch?v=m475g1FvrMs>  Activites about topic:  <activitieshttps://www.teacherspayteachers.com/Product/Lectura-y-Actividades-El-nahual-por-Rigoberta-Menchu-Guatemala-Mayas-4813596?st=40642dd71ffedb3e8d5a0a573a6aeaab> |