



Inquiry Question

How do community support groups honor our intersectional identity?

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Author

Maia Ruiz

maia.ruiz@lausd.net

Content Standards

CCHSS 11.10: Students analyze the development of federal civil rights and voting rights.

CCSS Standards

- CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- CCSS.ELA-Literacy.W.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.
- CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Ethnic Studies Principles

- **CULTIVATE** empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC);
- **CHALLENGE** racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels
- **CONNECT** ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society; and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic racism society that promotes collective

narratives of transformative resistance, critical hope, and radical healing.

Overview of Lesson

Students will examine the influence of community support groups and explore intersectionality. Students will engage in a historical analysis of important figures in the Inland Empire community, analyze examples of mission statements from community support groups, and dissect the purpose of community support groups and their principles. For the culminating project, students will work in groups to create their own mission statement in support of a community group of their choice, along with five principles to identify and support a specific group

Sources

- Source A - Riverside Coalition Against Discrimination Photo
- Source B- Downtown Riverside Protest Photo
- Source C- "Sunny Clip."
<https://www.youtube.com/watch?v=qxx7FvglP64>
- Source D- Black Lives Matter Vision and Mission
- Source E- [Native Land Conservancy](#) and mission statement
- Source F- [Antiracist Riverside](#) - about us
- Source G- "ZINES." Gender Justice LA

Handouts

- Handout 1- Rainbow Youth Pride Alliance Mission statement
- Handout 2- Professional Advisory Council Mission Statement
- Handout 3- TODEC (Training Occupational Development Educating Communities) Mission Statement
- Handout 4- The Group Mission Statement
- Handout 5- Intersectionality Worksheet
- Handout 6- Create Your Own Mission Statement

Procedures

1. Warm Up
 - a. Optional: The lesson could fall under the framework inquiry: **Who is considered an American?** (California History- Social Science Framework, P. 237)
 - b. The teacher will begin with a whole-class discussion on “What issues do we see in our communities, and are there any groups to support them? The teacher will chart answers.
2. The teacher will review the lesson objectives and introduce the inquiry question, “How do community support groups honor our intersectional identity?”
3. Next, the teacher will provide two photos for discussion. The teacher will allot 5-7 minutes to discuss the question: “What message, position, or claim is being made with this source?” These photos can be projected or printed and will be examined in groups of 2-4 students. The first photo is **Source A- RCAD Booth**. The second photo is **Source B- Downtown Riverside 1990 Gov. Wilson Protest**
4. The teacher will then play **Source C** ([Sunny Clip](#)) that defines intersectionality.
5. In addition, the teacher will post the definition of [Intersectionality](#), “the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.”
6. Students will fill out the **Handout 5- Intersectionality-Who am I?** This will give the students some ideas to think about what underrepresented groups they would like to form a support group for.
 - a. Optional: Students may discuss their findings about themselves with other students in the class, students can share aloud or work in partners/ small groups.
7. The teacher will then move on to define [Allyship](#) as “the state or condition of being an ally: supportive association with another person or group.” Some examples to define allyship are **Source D- [Black Lives Matter Vision](#)**, **Source E- [Native Land Conservancy](#)**, and **Source F- [Antiracist Riverside](#)**

8. The teacher will introduce the final assessment and say, “We will be working in groups of 4 to create a mission statement that correlates with a 1-page zine that advocates and supports an underserved community, or a community your group cares deeply about and wants to uplift. To help spark ideas for your mission statement, we’re going to read and analyze four different mission statements written by various groups. As we go through each one, pay attention to what they stand for, who they’re speaking to, and how they use their voice to make an impact. This will give you a strong foundation for creating your own message and advocacy.”
9. The teacher will use **Handout 1- Rainbow Youth Pride Alliance, Handout 2- Professional Advisory Council, Handout 3- TODEC, and Handout 4- The Group**. Students should be in groups of 4 for this activity to prepare for the final assessment.
10. The teacher will set a 15–20 minute timer and allow time for students to answer the guiding questions for the discussion of the mission statements. Students can highlight the portions of the writing that are important to them.
11. The teacher will then lead a whole-class discussion and chart the patterns that were seen in the 4 mission statements. The patterns are: who was represented, and how the community of the Inland Empire connects to these four groups.
12. The teacher will focus on these questions: ***Is this support group responding to something? Why did this author want to create this? What is the purpose?***
13. The teacher will guide the students in a whole-class example to create a mission statement. The community issue is: Pollution in the Inland Empire. Students will brainstorm ways people are NOT helping. Ex: Littering, industrial waste. Students will then brainstorm ways that we CAN help. Ex: advocacy groups, creating a club in school to change cafeteria rules to waste less.
14. The next step is for the class to brainstorm 3–5 actionable steps to be taken to stop or limit pollution.
 - a. Ex: Create a composting system in school, write a letter to a politician, etc. Lastly, the class will create their mission statement: Example: Our goal is to help limit pollution by creating a

composting system in school because we believe that we can limit the waste we create in our school environment.

15. The teacher will then lead a think-pair-share for students in their final assessment groups to create a list of 3-5 topics that are important to them in their communities. (ex, immigrant rights, Black Lives Matter, LGBTQ+ Rights, Poverty, Environmental Conservation etc.)
16. The teacher will then move to the instructions for the final assessment. The teacher will review **Handout 6- Create Your Own Mission Statement**
17. In addition to creating a group mission statement, each student will create their own one-page zine representing the community that their group wishes to support.
18. The teacher will review the definition of [Zine](#) as “a noncommercial, often homemade or online publication usually devoted to specialized and often unconventional subject matter.” The teacher will use **Source G- Gender Justice LA Zines** to show the students as an example of the topic, organization, and creativity of a zine.
 - a. Optional: The students can host a zine fair where the rest of the school or another class will get to see what groups the students advocated for.

Assessment

Students will work in groups of 4 to create a mission statement that advocates and supports an underserved community, or a community the group cares deeply about and wants to uplift. In addition, students will create a 1-page zine that correlates with the group the students chose. Students will complete the mission statement handout. They will have creative freedom when creating their zine. It can be done as a paper collage or in an online format.

Reflection

Students can reflect on their learning by asking:

What is intersectionality? How do community support groups help build community? How can I be an ally?

Bibliography

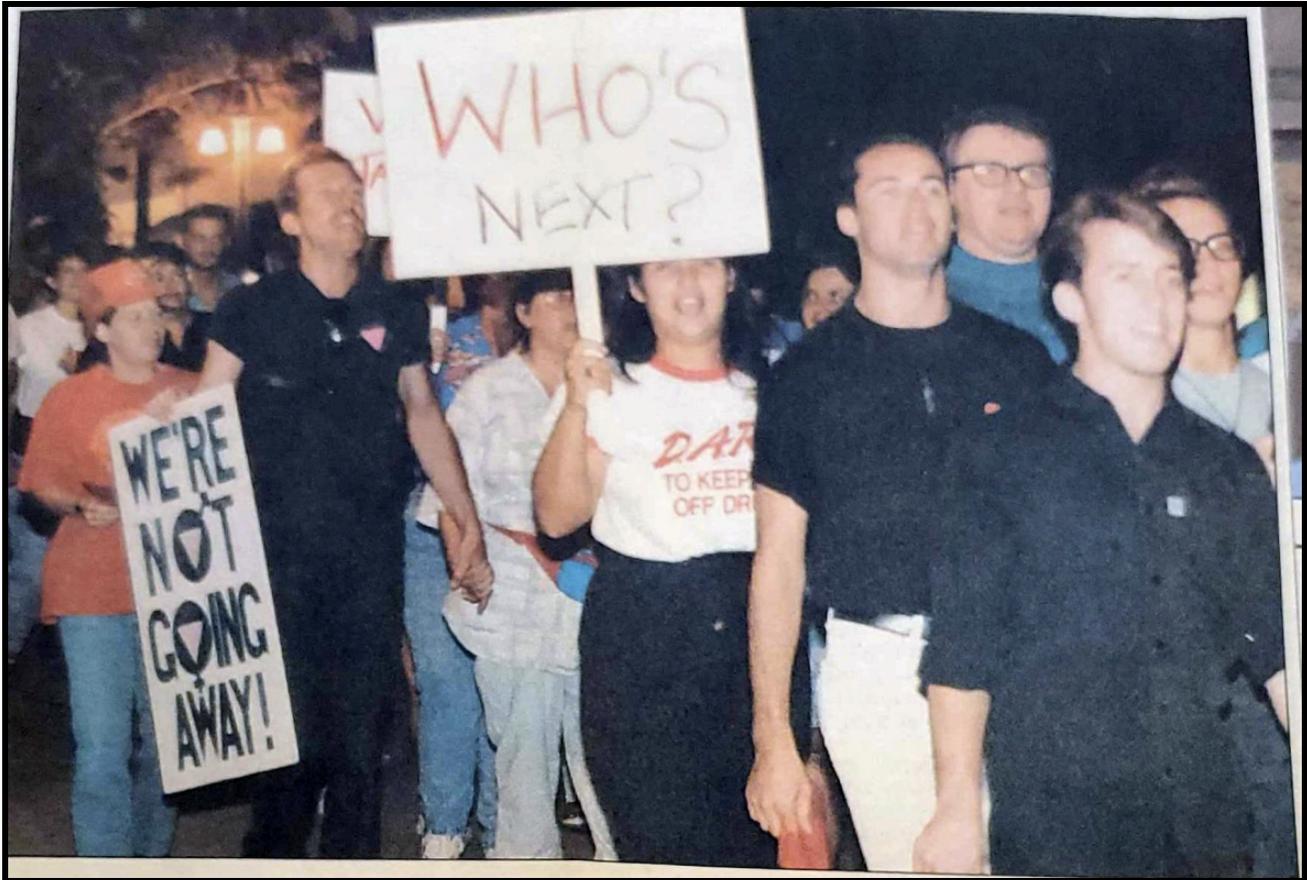
- Source A - CAD Booth, Howard (Irvin) collection on Riverside Coalition Against Discrimination, One Archives at USC Libraries, 1985
- Source B- Downtown Protest, Peter Phun, The Press-Enterprise, October 10, 1991.
- Source C- "Sunny Clip." YouTube, uploaded by Inland Civil Rights, 13 May 2025 . <https://www.youtube.com/watch?v=qxx7FvglP64>
- Source D- "Our Vision." About Black Lives Matter, Black Lives Matter Global Network Foundation, blacklivesmatter.com/about/, accessed 25 Aug. 2025.
- Source E- "About Us." Native Land Conservancy, n.d., www.nativelandconservancy.org/about. Accessed 27 Aug. 2025.
- Source F- "About Us." Antiracist Riverside, n.d., www.antiracistriverside.com/about. Accessed 27 Aug. 2025.
- Source G- "ZINES." Gender Justice LA, Gender Justice LA, accessed 26 Aug. 2025, gjla.nationbuilder.com/zines
- Handout 1- Rainbow Youth Pride Alliance Mission statement- "About Us." Rainbow Pride Youth Alliance, n.d., rainbowprideyouthalliance.org/about-us/. Accessed 27 Aug. 2025.
- Handout 2- The Group Mission Statement
- Handout 3- Professional Advisory Council Mission Statement

- Handout 4- TODEC (Training Occupational Development Educating Communities) Mission Statement "About Us." Our Story, TODEC Legal Center, todec.org/our-story/about-us/. Accessed 27 Aug. 2025.
- Handout 5- Intersectionality Worksheet
- Handout 6- Create Your Own Mission Statement

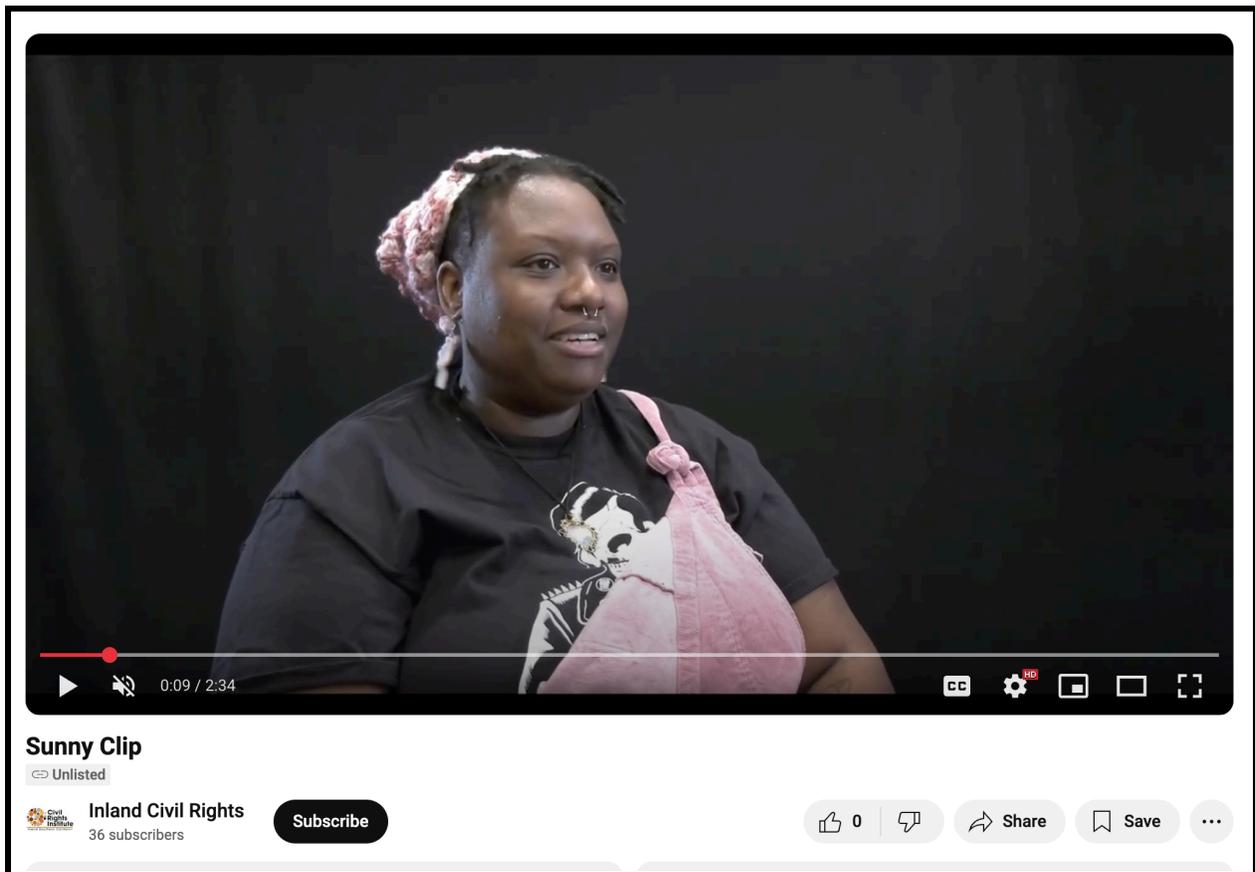
Source A: Riverside Coalition Against Discrimination [RCAD, Irv. Howard UCR, Author, Publication, 1985]



Source B: Downtown Riverside 1990 Gov. Wilson Protest, Author, Publication, 1990

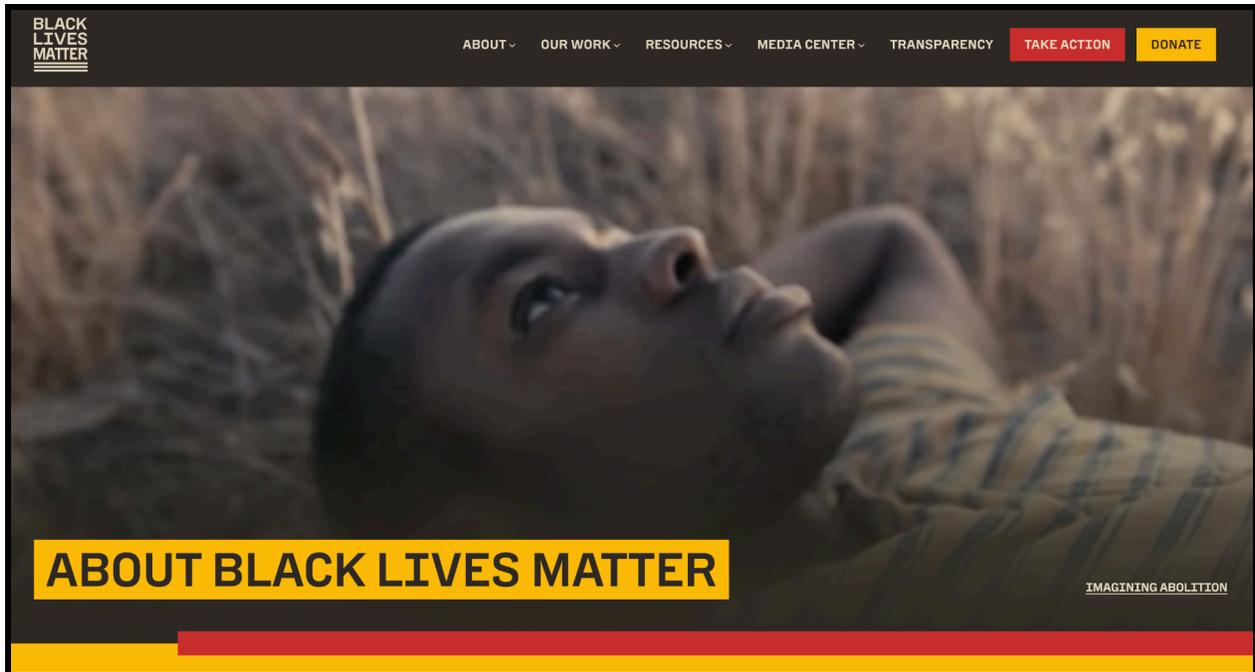


Source C: "Sunny Clip," Inland Civil Rights, YouTube, 2023



Intersectionality: the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalized individuals or groups.

Source D: Black Lives Matter Mission, “Our Mission & Vision, Black Lives Matter Global Network Foundation”, Black Lives Matter, 2023



Source: <https://blacklivesmatter.com/about/#vision>

Allyship: the state or condition of being an ally: supportive association with another person or group



ABOUT US

The Native Land Conservancy is an Indigenous-led land conservation nonprofit. Our board members come from a variety of Native American tribal communities. Our relationship with the earth is one that is familial and seeks to preserve land for future generations.



**OUR MISSION IS TO
PRESERVE AND RESTORE
HEALTHY LANDSCAPES FOR
ALL LIVING THINGS WHEREVER
POSSIBLE.**



Source: <https://www.nativelandconservancy.org/about>

ANTIRACIST RIVERSIDE

About Us | Join Our Movement | TRHT | Antiracism Resources

About Us

◆ **Our Vision**
The vision of Antiracist Riverside is a Riverside free of past and present racist prejudices, institutions, and policies to ensure equity for all is the norm.

◆ **Our Mission**
The mission of Antiracist Riverside is to empower the individuals and communities in Riverside to eliminate racism in all its forms by building bridges of understanding, addressing discriminatory policies, and reforming institutions.

◆ **Our Values**
The values of Antiracist Riverside are that all humans deserve dignity, equality under the law, and equity in the community; that the marginalized must be empowered and represented; and that we must strive daily to introspect and improve, and courageously speak out and act.



Source: <https://www.antiracistriverside.com/about>

Source G: ZINES, Gender Justice LA, Gender Justice LA, n.d.



[Intersectionality Source G: \(2023\)](#)

[Healing Through the Inner Fire Zines.pdf](#)

Source: <https://gila.nationbuilder.com/zines>

Handout 1: Rainbow Youth Pride Alliance

The Rainbow Pride Youth Alliance (RPYA) is a non-profit service organization for LGBTQ+ youth and allies in the Inland Empire. We provide a safe space for young people to meet, make friends, and participate in various weekly events and activities. We also offer support and resources for gender affirmation and community building.

Advocacy: RPYA is committed to organizing, lobbying, and supporting political and community efforts to make the Inland Empire LGBTQ+ affirming.

Education: RPYA aims to provide youth and guardians/parents with social-emotional support and LGBTQ+ education for community partners.

Wellness: We are dedicated to facilitating activities and programs that enrich the lives of LGBTQ+ folks and promote creativity, health, and wellness for the positive mental health of our queer youth.

<p>Notice: What message, position, or claim is being made with this source?</p>	<p>Explain:</p> <ul style="list-style-type: none">- Is this support group responding to something? Why did this author want to create this? (purpose)?- Whose power does this source assert/perpetuate or support? Whose power does this source not support or assert?
<p>Connections: How does this source connect to me or my community?</p>	<p>Wonderings: What questions do you have about this mission statement?</p>

Handout 2: The Group- African American Community Support Group

The Group is a forum for discussing and responding to community issues that affect Riverside African-American community. We meet on the first and third Thursdays of each month between September and June.

Founding of The Group, according to Katie Greene in an interview:

Katie Greene: "...We are here to form a group because we don't think that issues regarding African-Americans in Riverside are being addressed, and we need a group of people to form a group and start responding to issues involving African-Americans. The group started at Rose Maye's house under false pretenses, and that was in 1999. Presently, I'm the chairperson of The Group. But for many, many years I was the issues and actions chairperson of The Group, which means I find the issues, bring it to the group, and we discuss it, and come up with our action plan, issues and actions."

Notice: What message, position, or claim is being made with this source?	Explain: - Is this support group responding to something? Why did this author want to create this? (purpose)? - Whose power does this source assert/perpetuate, or support? Whose power does this source not support or assert?
Connections: How does this source connect to me or my community?	Wonderings: What questions do you have about this mission statement?

Handout 3: PAC- Professional Advisory Council

“ PAC in its present form is a non-profit, volunteer organization, including in its membership gay business and professional people as well as others who support its purposes and can benefit from its services and programs.

“Business and Professional People” is broadly defined to include all career-oriented and civic-minded men and women interested in working toward the enhancement of the gay community and its image.

The purposes of PAC are:

1. To provide a forum with a supportive environment for gay business and professional people and others wherein positive self-image is encouraged, role models provided, and isolation is reduced.
3. To instill in members a sense of pride in their identity through an understanding of both their heritage and their potential.
4. To educate the non-gay community about the realities of the gay experience, thereby combating the ignorance which is the root cause of discrimination against Gays.
5. To develop political consciousness among members, and, where individual circumstances allow, to encourage political activism, thereby helping to build a better present and future world for gay people.

<p>Notice: What message, position, or claim is being made with this source?</p>	<p>Explain:</p> <ul style="list-style-type: none"> - Is this support group responding to something? Why did this author want to create this? (purpose)? - Whose power does this source assert/perpetuate or support? Whose power does this source not support or assert?
<p>Connections: How does this source connect to me or my community?</p>	<p>Wonderings: What questions do you have about this mission statement?</p>

Handout 4: TODEC- Training Occupational Development Educating Communities

TODEC Legal Center is a lifeline for immigrants and their families in California’s Inland Empire and Coachella Valley. For over forty years, TODEC has been a hub for healing, organizing, advocacy, and community transformation led by the people who live and work in rural, inland communities. In TODEC, we firmly believe “That Those closest to the pain should be closest to the power,” - Luz Gallegos, Executive Director.

The best way to stand with immigrants during these scary times is to invest in our resiliency, self-determination, and political power. We will not stop until all are healthy, thriving, and free. Will you stand with us?

<p>Notice: What message, position, or claim is being made with this source?</p>	<p>Explain:</p> <ul style="list-style-type: none"> - Is this support group responding to something? Why did this author want to create this? (purpose)? - Whose power does this source assert/perpetuate, or support? Whose power does this source not support or assert?
<p>Connections: How does this source connect to me or my community?</p>	<p>Wonderings: What questions do you have about this mission statement?</p>

Handout 5: Intersectionality- Who Am I?

Name

Date

Directions: Fill out the chart below to the best of your ability. If there are parts that you do not feel comfortable completing, you may leave them blank

<p>Gender</p> <p><i>What pronouns do I use to identify myself?</i></p>	<p>Ethnicity</p> <p><i>What group of people do I identify with through shared customs, traditions, and culture?</i></p>	<p>Religion</p> <p><i>What are my values and beliefs surrounding religion?</i></p>
<p>Ability</p> <p><i>Are my abilities considered normal in society?</i></p>	<p>Intersectionality</p> <p><i>What makes me who I am? What groups am I part of?</i></p>	<p>Language</p> <p><i>What language(s) do I speak at home?</i></p>
<p>Socioeconomic Status</p> <p><i>What is my family's position with our income?</i></p>	<p>Nationality</p> <p><i>What country do I feel most at home in?</i></p>	<p>Age</p> <p><i>How old am I?</i></p>

Handout 6: Create Your Own Mission Statement

Now it is your turn: Discuss with your group the issue you are most concerned about in your community. Think about the current situation in your community and brainstorm how you can help with actionable steps. Write your mission statement in 4-6 sentences below.

Our Community Issue (1 detailed sentence) :	
Ways people are NOT helping (5 ways):	Ways that we CAN help (5 ways):
Our Actionable Steps (3-5):	
Our Mission Statement (4-6 sentences): Example: Our goal is to help _____ by _____ Because we believe _____	