HISTORICAL INQUIRY QUESTION

How can we make the Beach culture in SoCal equitable for all?

LOST LA EPISODE

Beach Culture
How can we make the Beach culture in SoCal equitable for all?

Author of Lesson
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Content Standards
11.8.8: Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

CCSS Standards
CCSS.ELA-LITERACY.WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Lost LA Episode
This lesson aligns with the Lost LA episode titled Beach Culture, Episode 3 of Season 3. The episode explores predominantly how the sport of surfing has given the people of Southern California a unique identity; surfing is not only a sport instead, it is also a subculture and/or lifestyle for one to embrace. Throughout the episode, students are challenged to think about “what you need to have a beach culture” and what the “past looked like at Southern California beaches.” If the Beach (and the sub-culture of surfing) tells about SoCal itself, then what is it shedding further light on in terms of equitable experiences by all different communities?
Overview of Lesson
Throughout this 2-3 day lesson, students will explore Southern California beach culture by analyzing key primary sources and engaging in a collaborative community action plan. Students will explore issues around equitable access to the beach culture that makes Southern California famous. Students must wrestle with the idea that issues of inclusion today, within particular communities of color, stems from our uniquely disparaging history in Southern California. Once students know this, they will explore what actions might be taken in the future to address these wrongs. This engaging lesson series is meant to challenge students in examining something that we all seem to enjoy, the beach, while also contemplating why some communities did not get equal access to it. Get ready to have some fun!

For additional support: http://bit.ly/bcsc2020

Sources
A. Article: Pacific Beach Club: Remnants of a dream, by Theresa Walker, Orange County Register, 2006.
D. Illustrative Map: Ride The Roads To Romance along the Golden Coast, Roads to Romance Assn, 1950.
G. Photograph(s): Bay Street Beach (Santa Monica, Calif), Los Angeles Public Library Photo Collection, 1925-1946.
H. Webpage Project: What the Coast Means to Californians (and how often they visit), Jon Christensen & Philip King, Resources Legacy Fund (UCLA IoES), 2017.

Procedures
*Special Note: Please take a moment and review the digital tools provided as you read through the procedures:
  • Teacher file: http://bit.ly/teacherbc
  • Student file: http://bit.ly/bcstudent
  • How to use the digital student file: http://bit.ly/helpbcsc

Day 1
1. Warm Up: Ask students to talk about their experiences with going to Beach. What did they do? What did they feel? How often do they go? Allow no more than 2
2. Show the clips from the beach culture Episode. Key times (minutes):
   a. Start (0:00) - 2:00
   b. 15:00 - 16:45
      1. Students can watch freely and absorb the information; there is no writing task with this step.
      2. **Optional:** Students can scan the **QR Code** on the title page of the **student handout** to watch the episode individually.

3. Review the context of segregation in America as an introduction to the issue quickly. The aim is to establish the fact that divides existed and were thriving in America.

   a. **NOTE:** It will be up to the teacher's discretion how they plan to use the student copy worksheets.
      b. This is a good time to review the digital tools provided at the beginning of the procedures.

5. Give the students no more than 20 minutes to complete **Step 1: Artifact Analysis** in the “Student Copy” [http://bit.ly/bcstudent].
   a. Allow students to split the sources in their small groups; expert groups concept.
      1. Sources can be found digitally on slide 3
      2. These same sources (A-G) are also reproduced individually in this lesson plan for reference.
      3. Additionally, all sources are collectively placed in the student sources handout at the end of this lesson.
   b. Students will go through slides 4-6 and complete the open tables.

6. Give students 2-3 minutes to share their knowledge with their group.

7. Give the students 10-15 minutes to complete **Step 2: Online Project Analysis** in the “Student Copy” [http://bit.ly/bcstudent].
   a. Source can be found digitally on slide 7
   b. The same source (H) is also reproduced in this lesson plan for reference.
   c. Students will go through slides 8-10 and complete the open tables.

8. Give students 2-3 minutes to share their knowledge with their group.
9. Exit Ticket/ Concluding Activity: Ask the class to share one thing that they learned today that made an impression upon them. Encourage students to ask family, friends, or community members over night about their “beach experiences."

Day 2
10. Warm Up: Teacher asks students to share any anecdotes or stories they heard from their friends or family in regards to their “beach experiences”.

11. Teacher walks students through slide 11 and address the requirements for the Community Action Plan (CAP).

12. Then, Slide 12 is reviewed as an example, for reference, of what a CAP could look like.
   a. **NOTE**: Groups are free to use any preferred method of creating the CAP advertisement (slide 11 provides some ideas).
      1. Remind students that this creative endeavor is meant to find a way to fix our problems of the past by ensuring that ALL communities have equitable access to the beach in Southern California. In Day 1, students learned what certain communities experienced. Today, the focus is in bringing about change for the future so that all communities can embrace the “Southern California beach culture” label.

13. Students will create their CAP advertisement, following the requirements on slide 11 and using the rubric for guidance. Teacher will offer positive support where necessary.

14. Teacher collects the CAPs from each small group.
   a. **NOTE**: This will be done differently based on how the teacher structures the project.

Day 3: (Optional)
15. Teacher sets up the room in a fashion that allows for the students to see the work of all the groups. The following methods are recommended:
   a. **Museum Gallery Walk**: Place the student work around the room. Space the advertisements out so students rotate throughout the room to see all the advertisements. Ensure that 1 group member stays at each CAP advertisement so they can present the work and answer any questions.
   b. **[TECH] Sharing**: There are many ways to do this. One way might be placing all the CAPs on a Google Slide and have each group take turns sharing their work in front of the class.
   c. **Socratic Seminar**: The class sits together in a Socratic Circle and the discussion is centered on what each small group created.
1. This particular option is a bit more organic flowing and requires a class that can engage with little hesitation.

**Assessment**

Students will complete a Community Action Plan (CAP), through different mediums, addressing how communities of color can be drawn to Southern California beaches in an equitable manner. The lesson series has the option of adding a collaborative discussion element (gallery walk or socratic discussion) to generate another informal assessment. A rubric for the CAP is included under the handout section.

**Bibliography**

- **Map of Los Angeles Historical and Recreational. - David Rumsey Historical Map Collection**, https://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~264126~5524571:Map-of-Los-Angeles-Historical-and-R?sort=pub_list_no_initialsort,pub_date,pub_list_no,series_no&qvq=q:Los%20Angeles:sort:pub_list_no_initialsort,pub_date,pub_list_no,series_no;lc:RUMSEY~8~1&mi=8&trs=553.
- **Ride The Roads To Romance along the Golden Coast. - David Rumsey Historical Map Collection**, https://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~278292~90051680:Ride-The-Roads-To-Romance-along-the?sort=pub_list_no_initialsort,pub_date,pub_list_no,series_no&qvq=q:Los%20Angeles:sort:pub_list_no_initialsort,pub_date,pub_list_no,series_no;lc:RUMSEY~8~1&mi=112&trs=553.
- “Photos and Digital Collections: Inkwell, Santa Monica.” Tessa, tessa.lapl.org/cdm/search/searchterm/Inkwell (Santa Monica, Calif.)/mode/exact
**SOURCE A**

Pacific Beach Club: Remnants of a dream, by Theresa Walker, Orange County Register, 2006.

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**DEFINITIONS**

- **remnant**: a small remaining quantity of something
- **Newport Beach**: a seaside town in Orange County, CA; southeast of Los Angeles
- **clubhouse**: a building having facilities for “members” of a club to enjoy
SOURCE B
SOURCE C
Illustrative Map: Map of Los Angeles Historical and Recreational, by Jo Mora, The Marston Company, 1942.
sort=pub_list_no_initialsort, pub_date, pub_list_no, series_no&qvq=q:Los%20Angeles;sort:pub_list_no_initialsort, pub_date, pub_list_no, series_no;lc:RUMSEY~8~1&mi=8&trs=553

DEFINITIONS
recreational: a pleasurable experience, not a part of a job or requirement; a fun experience and/or activity to enjoy
SOURCE D

Illustrative Map: Ride The Roads To Romance along the Golden Coast, Roads to Romance Assn, 1950.
SOURCE E


SOURCE F


http://digitallibrary.usc.edu/cdm/singleitem/collection/p15799coll65/id/5870/rec/17
http://digitallibrary.usc.edu/cdm/compoundobject/collection/p15799coll44/id/20007/rec/1

DEFINITIONS
birdseye: a look from above, looking down on something from a distance
“A Place of Celebration and Pain.” These words top the plaque that commemorates the oceanfront site controversially known as the “Inkwell,” an important gathering place for African Americans long after racial restriction attempts at public beaches were abandoned in 1927. This seaside refuge was located down the hill from nearby Phillips Chapel Christian Methodist Episcopal (CME) Church, the first African American church established in Santa Monica in 1905, and the earliest African American community settlement in the 4th and Bay Streets vicinity...

It emerged as a popular gathering place for African American beachgoers in the County of Los Angeles in the four decades preceding the mid-1960s...

This term [“Inkwell”] was a derogatory term referencing the “blackness” of the beach-goers' skin color. Agency was taken by some African Americans to...
repurpose the offensive term to describe these places they frequented and enjoyed, transforming the hateful moniker into a badge of pride or belonging...

Although this site was enjoyed by African Americans, there were white American homeowners and business people of the Bay cities who tried unsuccessfully to “purge” them from their enjoyment of this stretch of the beach... There were some unfortunate personal assaults on individual African Americans to inhibit their freedom to use the public beaches to the north and south of the City of Santa Monica. By 1927, as a result of legal challenges to these discriminatory practices by the National Association of Colored People, the beach became free for all the public’s enjoyment, and racial restriction attempts at public beaches began to fade away. In spite of these unpleasant events, which persisted in various forms even into the 1950s, many African American Angelenos continued to visit this wonderful site for enjoyment of the sun and surf...

On February 7, 2008, the City of Santa Monica officially recognized this important gathering place, as well as Nick Gabaldón, the first documented southern California surfer of African-American and Mexican-American descent, with a landmark monument at Bay Street and Oceanfront Walk. On June 26, 2019 more recognition of the site’s national, state and local significances was recognized with the Bay Street Beach Historic District being nominated for listing on the National Register of Historic Places.

<table>
<thead>
<tr>
<th>DEFINITIONS</th>
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<tbody>
<tr>
<td><strong>commemorate</strong>: to recall and show respect for something; to celebrate</td>
</tr>
<tr>
<td><strong>precede</strong>: come before (something) in time</td>
</tr>
<tr>
<td><strong>derogatory</strong>: disrespectful, offensive, abusive</td>
</tr>
<tr>
<td><strong>repurpose</strong>: to adapt for use in a different purpose</td>
</tr>
<tr>
<td><strong>moniker</strong>: a name</td>
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</table>
WEBPAGE PROJECT: WHAT THE COAST MEANS TO CALIFORNIANS (AND HOW OFTEN THEY VISIT), JON CHRISTENSEN & PHILIP KING, RESOURCES LEGACY FUND (UCLA IOES), 2017.
https://www.ioes.ucla.edu/coastal-access/

Source H

DEFINITIONS

preserved: to help keep safe for all to enjoy; a protective measure
barrier: something that blocks, restricts or protects regarding access

What the Coast Means to Californians
And how often they visit

The California coast is a special place:

- The vast majority of Californians—90 percent—surveyed in a recent statewide poll told us that the condition of the ocean and beaches is important to them personally, with 57 percent saying it is “very important.” There is broad agreement across voter subgroups about the importance of the coast, with majorities of voters of all age, ethnic, and income groups, as well as voters in coastal and inland counties, confirming that the condition of California’s ocean and beaches is important to them.
### Source(s) Handout Sheet: Use these QR Codes and LINKS to access each source.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
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## RUBRIC

### COMMUNITY ACTION PLAN (CAP)

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Design</td>
<td>There exists little amounts of creativity and original thought to the design; the stimulation factor is lacking!</td>
<td>There exists some amount of creativity and original thought to the design; the stimulation factor is present!</td>
<td>There exists a significant amount of creativity and original thought to the design; the stimulation factor is very high!</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>Few steps and tasks were followed.</td>
<td>Most steps and tasks were followed.</td>
<td>All steps and tasks were followed fully.</td>
<td></td>
</tr>
<tr>
<td>Relevance</td>
<td>The CAP shows a limited amounts of relevance to communities today.</td>
<td>The CAP shows a fair amount of relevance to communities today.</td>
<td>The CAP shows significant relevance to communities today.</td>
<td></td>
</tr>
<tr>
<td>The Past?</td>
<td>There is a insignificant amounts of evidence/connection to the past in some capacity, stemming from information reviewed in Day 1.</td>
<td>There is a fair amount of evidence/connection to the past in some capacity, stemming from information reviewed in Day 1.</td>
<td>There is clear evidence/connection to the past in some capacity, stemming from information reviewed in Day 1.</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Few group members contributed to the best of their abilities and worked together in insufficient collaborative fashion.</td>
<td>Most group members contributed to the best of their abilities and worked together in some collaborative fashion.</td>
<td>All group members contributed to the best of their abilities and worked together in full collaborative fashion.</td>
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<thead>
<tr>
<th>Group Name (#)</th>
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